Henley Community Kindergarten

Annual Report 2015
1. CONTEXT

Preschool Name: Henley Community Kindergarten
Preschool Number: 5620
Preschool Director: Trudi Walton
Partnership: Western Adelaide Shores

Centre Context

Henley Community Kindergarten is a part of the Western Adelaide Shores Partnership which comprises of 17 sites – 7 preschools, 8 primary schools and 2 high schools. We serve approximately 6000 students, 400 teachers and 200 support staff and the associated local communities. Our mission is to support the development of excellence in learning and wellbeing in all children, students, young people and educators in the Western Adelaide Shores Partnership sites - to work together as an educational community, sharing responsibilities and working collaboratively.

Our vision is to work together to build powerful and engaged learners from birth through to successful post school pathways.

At Henley Kindergarten we work with children and their families to maximise attendance at preschool and to gain optimum benefit from education. Ensuring regular attendance at preschool and school is a shared responsibility between parents/caregivers, preschools and schools. Research shows that success in learning is directly proportional to regular attendance and participation in education programs. Our attendance is at approximately 92% which is above the 2014 state average (89.9%) indicating that our community value this early learning for their children. This is further supported by the 2012 AEDI results where teachers reported that 98.6% of children in the Charles Sturt Council have experienced early childhood education and care the year before formal schooling.

The character of the community in which our children live, including the economic climate and accessibility of appropriate services, has significant influence on children’s development therefore ensuring that a majority of children in our community do well on each of the 5 AEDI developmental domains. Henley Community Kindergarten has been operational for 60 years providing quality education for the year prior to school.

Currently we have 70 children enrolled with 35 attending each session.
In 2015, The Henley Community Kindergarten Governing Council has been a driving force in delivering an amazing year with activities that have left a positive impact on the local community, the current students and parents and a definite legacy for the class of 2016.

Proactive members enabled the Governing Council to deliver multiple social, community based and development activities for the Kindergarten, staff and students. Creating a stand-alone Fundraising Committee, that reported to the Governing Council, enabled very talented individuals use their professional skills to raise the profile of the Kindergarten and its values to the community and greater local business network. This reaped excellent recognition for the Kindergarten and also delivered generous donations of cash and kind from parents, local businesses and community leaders.

Building on the previous years’ successful deliveries, this year’s Governing Council also sought new and innovative ways to engage with children, caregivers, staff and the community.

Fundraising was a targeted approach, with a “Wish List” created at the start of the year, and the fundraising activities and funds directed around these desired items including new air conditioning and a library book review and refresh by a suitably qualified parent/committee member and staff.

The following social, Parent Development and fundraising activities were also undertaken this year:

- Welcome to the year - BBQ and social evening for Parents and Students
- Mother’s Day shop;
- Donna Broadhurst Parenting Skills Workshops (x4)
- Obstacle-a-thon;
- Class of 2015 tea towels;
- Sponsor a Library Book (Library Review and Refreshed);
- 2015 Spring fair;
- Personalised greeting cards
- Class of 2015 recipe book and
- Quiz Night and Silent Auction (Still to be held at time of writing)

Members of the Governing Council were talented, driven, passionate, active and hardworking, as they ran tirelessly to coordinate activities, seek and collect donations, and volunteer to support the kindergarten’s agenda.
Council members should be highly commended for the way in which they worked together as one team to deliver an outstanding year of fundraising exceeding the desired financial target set for it.

The Spring Fair, in particular, was a real triumph and represented a seamless show of hard work by all members of the Council and Fundraising committee, delivering great financial outcomes, wonderful Kindy spirit, community awareness, and smiles of proud students that lasted a week.

On behalf of the Governing Council, I’d like to thank the dedicated Director and teachers of Henley Community Kindergarten for welcoming the new members of the Council and assisting us throughout the year, in addition to providing a wonderful year of life experiences for our children.

I’d like to acknowledge all members of the Governing Council and Fundraising Committee, as well as those parents and friends who made an extra special contribution to events and activities held throughout the year, and thank you for your dedication and hard work.

It has been an absolute pleasure to Chair the Governing Council this year and I wish the incoming Governing Council a wonderful 2016.

Geoff Gower
Chair

3. HIGHLIGHTS 2015

The vision of the DECD Strategic Plan 2014-2017 is to foster a high performing system that improves the educational attainment and well-being of South Australia’s children and young people.

With this as a driving force the Western Adelaide Shores partnership has developed a vision to work together to build powerful and engaged learners from birth through to successful post school pathways.

Four priority areas have been identified to frame our shared work:
1. Student achievement,
2. Child/student well-being and engagement,
3. Parent and community engagement and
4. Capacity building of leaders, teachers and staff.

In 2015 the work of Henley Community Kindergarten has been moving us towards this shared vision.

Student Achievement
‘We believe in taking responsibility for the sustainability of our world and we support
the children to develop the ability to make choices and decisions to influence events
and to have an impact on one’s own world’ (taken from the Henley Kindy Philosophy
statement). In 2015 the children have learned about recycling. We purchased new
waste bins to support the sorting of rubbish into landfill, paper waste and recycling.
The children thought critically about what they could do to reduce landfill and
passionately embraced the concept of ‘Nude Food’. We connected the recycling and
nude food to healthy eating and bodies and enlisted the support of Sue Harris and
her puppets to help us learn about how our bodies work.

Children, families and staff have once again embraced the World Vision Gift
Program. Thornton’s Recycling supported us by delivering some bins and then
collecting all of the bottles when the bins were full and returning with the money. This
program supports our recycling focus but extends the learning so that children think
about other families who do not have the same opportunities as them. We also held
a Hilarious Hair Day and Loud Shirt day for each group raising money for childhood
cancer and children who are hearing impaired once again encouraging the children
to acknowledge diversity.

In 2015 our kindy library has been overhauled. Our current collection has been
carefully scrutinised and books discarded if the content was deemed to be out dated.
Gaps were identified and suggestions were made in regards to books we need to
purchase to further support our learning program. We celebrated book week by
showcasing our new books and providing opportunities for families read and share
the stories.

We had some eggs delivered by Henny Penny Hatching and we anxiously and
excitedly awaited the arrival of 11 chicks. We sat under the trees and learned how to
whittle with Lisa our resident forest school educator and we danced to the Ticklish
Allsorts with our friends from Henley primary School. We had breakfast at kindy in
our PJ’s and we had an obstacle-a-thon which all helped to build our sense of
community. At Henley Kindy we strive to provide authentic hands on learning and
enquiry and embrace any opportunity to strengthen our curriculum.

This year educators at Henley Kindy have been trialing the Statement of Learning as
suggested by DECD, reflections were written at the end of each term and
suggestions for future learning were developed.

Child/Student Well-being and Engagement

This year was the second year of the single intake into preschool and it provided us
with opportunities to fine tune things we tried last year. We were very successful in
getting to know each other and establishing relationships. We learned from the
previous year that we needed to be explicit in what we were teaching the children
and that we needed to give everyone time to get settled in their new environment. Wellbeing was a strong focus initially supported by our philosophy which states that ‘we believe that learning and development is a holistic process and that children’s emotional, social and spiritual development are integral in physical and intellectual growth and the ability to develop the skills necessary for lifelong learning.’ Children have to feel a sense of belonging and comfort in their environment before any other learning can happen.

Throughout the year staff met with members of the DECD support services team to provide speech support for children whose learning has been identified as being ‘at risk’.

**Parent and Community Engagement**

In 2015 our parent community had the opportunity to be involved in the Western Adelaide Shores Partnerships - Parents and Community portfolio. Members of our Governing Council attended a whole partnership Governing Council meeting which outlined the new partnership model and launched our Partnership Plan. The vibe from this night was very positive and the opportunities for continuity of learning and sharing of knowledge and resources as children transition between sites excited parents.

Inspired by this night, our Governing Council Chair Person in conjunction with Elizabeth O’Grady Kindergarten’s Chair Person worked with parents to determine areas of interest and organised parent information sessions with Donna Broadhurst. Donna is a counselor who focuses on working with children and families, and specialises in using Child Centered Play Therapy. There were 4 sessions offered and all were very well attended by both families and staff. These sessions provided a platform to begin to develop some combined language and understandings in regards to powerful learning. The exciting thing about this partnership work is that when children and families leave us they will not be starting again but continuing their learning journey.

To further support our families’ as they transition to school we had visits in terms 2 and 3 to both Henley Beach Primary and Fulham North Primary Schools. These visits are very exciting to the children because they get to play in new and exciting playgrounds and catch up with siblings and old friends. We value them because it provides opportunities to meet staff and to share information pertinent to children’s learning and to shared pedagogy.

In 2015 we have strengthened and build on our partnership with Henley High School. We have worked with the child studies class on several occasions providing them with some hands on learning and us with opportunities to experience learning in a new environment.
This year we have hosted TAFE students who were investigating how science, mathematics and literacy learning happens at kindy. We are educators who promote lifelong learning so we see it as our responsibility to work alongside all learners.

We value families as children’s first and most important educators and as a result welcome opportunities for families to value add to our curriculum. This year we have had dads running football clinics, organising visits from the water police and a fire engine, nannas playing our favourite songs on the keyboard, dads cooking with us, mums bringing their friends to play us music, mother and daughter violin performances and a talk from a mum teaching us how to take care of our teeth. All of these opportunities were instigated by families and strengthen and support our learning at kindy. We acknowledge the amazing support that our families provide to our kindy by working alongside us to help build powerful engaged learners.

Our partnership with Nick Warren and the Be Active Team has continued this year. We value this partnership as it promotes physical activity as a part of the everyday, and this year we had growing numbers of families completing the challenge ie to do at least 60 minutes of physical activity on at least 5 days of the week for at least 4 weeks.

Visits from the Child and Youth Health Nurse have continued in 2015 to support children and families to ensure developmental milestones are being reached.

Our local calisthenics and little athletics clubs have volunteered their time to support our children with movement and physical activity skills.

This year we held a family picnic, obstacle-a-thon, spring fair and open mornings to support families to build and strengthen connections which will support them and their children through their years of schooling.

**Capacity Building of Leaders, Teachers and Staff to Lead and Teach Powerful Learners**

This year our partnership focus was on powerful engaged learning and what might that look like in our schools and kindergartens? Leader’s days provided opportunities to connect with current research and leaders in education. We were involved in a whole partnership meeting to launch our partnership plan. Leaders have had regular opportunities to meet as well as teachers and support staff. Termly early years meetings involving all staff have proven to be a very powerful way of reflecting, sharing information and learning from each other.

During 2015 staff have been immersed in the literacy and numeracy indicators. 2015 has been a familiarisation year so we have had many opportunities to attend information sessions to build our knowledge and understandings and to develop and
discuss ways to capture and report on the literacy and numeracy highlighted by the indicators for each child.

Work Place Health and Safety training was undertaken to ensure we meet requirements and we underwent the yearly financial audit.

4. QUALITY IMPROVEMENT PLAN

2015 Quality Improvement Plan Analysis

Education Program and Practice

A big focus for our QIP in 2015 was the inquiry into what is powerful engaged learning? Through the Western Adelaide Shores Partnership and its collective action approach our whole staff team has been engaged in discussions about what powerful engaged learning (PEL) looks like. We have been involved in staff surveys, parent surveys and children’s surveys because we felt we needed to explore different perceptions around what powerful learning was. At the end of 2015 some of this data is still being collated but it has generated a lot of reflective, thoughtful discussion. This work will be continued in 2016 once all of the responses have been collated.

A new programming and planning proforma was developed and trailed to assure that we are linking our learning closely to the Early Years learning Framework (EYLF), its principles and practices which are drawn from conclusive international evidence which reminds us that early childhood is a vital period in a child’s learning and development. The EYLF ensures a holistic approach to learning through a play based environment and focusses on skills and dispositions for lifelong learning.

Through the developing lens of what PEL might look like we continually question what we offer the children and what is the learning. This year we have been more targeted in our approach to work samples displayed on the walls and in portfolios and about articulating the learning to develop everyone’s understanding about the learning that happens all day every day at kindy. Through our displays and analysis of children’s learning we can further support families to share our vision and develop their understanding of PEL.

In 2015 we trailed a focus children model to ensure each child had an opportunity to be the focus of the whole team to develop as broad a picture of each child as possible. We provided written feedback to families and invited them to an interview. From the feedback we received the written feedback was well received while less
than 50% families took up the invitation for an interview. We did find that the focus on certain children did provide a valuable point of reference for a more informative discussion and questions about the individual child, between staff members, and between staff members and families. It has been suggested by staff that in 2016 we start with a needs based system rather than the oldest to youngest allocation we used this year.

**Collaborative Partnerships with Families and Communities.**

In 2015 in response to developing a common language and understanding to articulate our vision of PEL and to support children to recognise their own PEL parents were involved in professional development alongside staff. Donna Broadhurst was enlisted to present a series of workshops to families and staff at Elizabeth O’Grady and Henley Kindergartens. These four sessions were very well attended and provided many opportunities to talk about children, how they learn and how we can support their learning. Donna talked about the importance of developing dispositions for lifelong learning rather than more content driven curriculum which changes changing rapidly. If children develop the skills and processes such as problem solving, enquiring, experimentation and they are confident, creative, committed, persistent and resilient they can seek out new knowledge and adapt to change.

At Henley Kindergarten we see transition as a process and as such work with our local schools all year as the children move towards their foundation year. We visit both Henley Beach Primary and Fulham North Primary at least twice a year and teachers from the school visit us twice as well. Next year we have discussed bringing classes of children to kindy to visit along with the teachers. In 2015 we have been involved in shared activities with the highlights being the ticklish allsorts concert and the teddy bears picnic. Through the partnership structure staff have had more opportunities to meet with staff across sectors through whole partnership staff meetings and leadership days to share learning and curriculum and to interrogate data which is leading us in the direction of transitioning pedagogy rather than children. In 2015 we along with leaders from our main feeder schools need to meet to plan days, activities and opportunities for 2016.

**Leadership and Service Management**

A change in the organisation of staff has necessitated a review of current roles and responsibilities. While we plan annually and each term for the big ideas and key events the turtles and dolphins often find themselves going off in different directions in response to children’s interests so this has required at times a more separate approach. The director is the only educator who moves across both groups. This year we have had a focus on capacity building in regards to individual skills as different people take on new roles. A clear timetable has helped with smooth
transitions across the day and everyone feels more comfortable that they are where they should be.

In 2015 Henley Community Kindergarten was involved in the Western Adelaide Shores Early Years action research program. Using the involvement scale from Reflect, Respect, Observations were taken of 6 children chosen at random from each site in our partnership. The Involvement scale was chosen as the four essential signals (concentration, energy, complexity and creativity and persistence) for sustained, intense involvement resembled closely our initial thoughts and about what research tells us about what constitutes powerful learning. Across the partnership it was identified that complexity and creativity scored the lowest in the higher frequency band and the highest in the lower frequency band. This provided us with insight into a more focussed direction of our enquiry and to enact pedagogical change towards powerful learning. In 2016 the observations will be conducted again to measure any growth.

In 2015 staff, families and the wider community (where possible) were involved in reviewing our existing philosophy statement. We found that we had moved into a more natural play space since this philosophy was initially drafted. Readings were provided along with examples of other sites philosophies and a starting point was made. Feedback was sought, changes made and then another review. The proposed draft was then shared with our community and accepted by Governing Council. Our new philosophy reflects our appreciation of natural materials, nature play, long periods of uninterrupted play, relationships and children undertaking self-chosen risks in a supervised environment.

In 2015 Henley Community Kindergarten underwent the Early Childhood Services Registration and Standards Board of South Australia assessment rating process. We were rated across all 7 areas of the National Quality Standards and received an exceeding rating in 6 out of 7 areas. Our overall rating was EXCEEDING.

5. INTERVENTION AND SUPPORT PROGRAMS

In 2015 we had 3 children who received preschool support. Two children received 30 minutes 1-1 support each week to work on their individual vocabulary, articulation and language needs. Both made exceptional progress and have had their cases closed. One other student received 2 hours support each week to facilitate his engagement with the program and to provide opportunities for differentiation of the curriculum. A student review team meeting has been held to put funding and support in place for him for next year. An exchange and handover of information occurred at this meeting.
6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<td>2015</td>
<td>70</td>
<td>68</td>
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</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

In 2013 the numbers were set by the previous directors. It is unknown why enrollments were lower than the 90 approved at this time. In 2015 we reduced our capacity in line with the Education and Care National Regulations from 90 the previous year to 70. Historically there is a high demand for places at this centre.
6.2 Attendance

Figure 2: Attendance by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
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<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
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Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

Since 2014 our attendance percentage is consistently above the state percentage which reflects a community that values quality early childhood education and the associated benefits for their child as a lifelong learner.

6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
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<tr>
<th>Site number - Name</th>
<th>Type</th>
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<td>1166 - Fulham North Primary School</td>
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<td>26.7</td>
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<tr>
<th>Code</th>
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<th>Type</th>
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<th>2016</th>
<th>2017</th>
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Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management and Information Systems

Henley Primary remains our main feeder school but over the past two years Star of the Sea has overtaken Fulham North as our families second choice of school. With 87.7% of our children going to one of three primary schools and two of them (60%) being a part of our Western Adelaide Shores Partnership it provides great opportunities to work closely to provide the best possible transition between settings.

### 7. CLIENT OPINION

Preschool Parent Survey 2015

In 2015 every family was given a preschool parent survey to complete – thank you to the 20 families who were organised enough to fill one in and return it.

There were 44 question of which you could choose to - Strongly Disagree (S/D), Disagree (D), Neutral (N), Agree (A), Strongly Agree (S/A), Don’t Know (D/K)

The following table summarises the results from each of the 20 responses.

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If comments were marked with agree or strongly agree they weren’t recorded. Below are the responses that were marked ‘don’t know, neutral, disagree and strongly disagree’. The number at the end of the question indicates how many times it was chosen otherwise the response was chosen once.

In the 11th response question 25 was not answered and question 27 was marked as both S/A and D/K (recorded D/K and assumed a lack of opportunity to observe this)

Teaching and Learning

Don’t Know

- (Question 5) I am satisfied with the learning programs offered at my child’s preschool.

Neutral

- (Question 6) My child’s teachers clearly inform me about the learning program

Disagree

- (Question 6) My child’s teachers clearly inform me about the learning program.

Support of Learning

Don’t Know

- (Question 10) My child is motivated to learn at this preschool.
- (Question 14) My child would receive support for any special needs he/she had. (5)
- (Question 15) The preschool changes its programs and activities to improve achievement. (3)
- (Question 20) This preschool has information available about other support agencies within the community.

Neutral

- (Question 14) My child would receive support for any special needs he/she had.
- (Question 21) This preschool encourages children to have a sense of pride in their achievement.

Relationships and Communication

Don’t Know

- (Question 27) Children from all backgrounds and cultures are treated fairly at this preschool. (3)
• (Question 28) The staff always listen to what I have to say about my child’s development and needs.
• (Question 32) I believe that if I have concerns or suggestions, the preschool would respond appropriately.

Neutral

• (Question 22) I feel welcome at this preschool.
• (Question 24) I am comfortable about approaching my child’s teachers to talk about his/her progress.
• (Question 26) There is a broad variety of communications that inform me about the preschool.
• (Question 28) The preschool seeks parents’ opinions about education programs. (3)
• (Question 29) I receive helpful information about my child’s progress and achievement. (2)
• (Question 30) This preschool provides opportunities to discuss my child’s progress.
• (Question 31) I am well informed about preschool activities. (2)
• (Question 34) Teachers let me know how well my child is doing. (2)

Disagree

• (Question 26) There is a broad variety of communications that inform me about the preschool. (2)
• (Question 30) This preschool provides opportunities to discuss my child’s progress.
• (Question 31) I am well informed about preschool activities.
• (Question 34) Teachers let me know how my child is doing.

Strongly Disagree

• (Question 34) Teachers let me know how well my child is doing.

Leadership and Decision Making

Don’t know

• (Question 35) This preschool is well organised this year. (This parent commented that they only had a private preschool to compare to and that it is run quite differently).
• (Question 37) I believe there is effective educational leadership within the preschool.
• (Question 38) The preschool seeks parent’s opinions about educational programs.
• (Question 40) The preschool is always looking for ways to improve what it does.
• (Question 41) Parents are invited to participate in decisions about their child’s education.
• (Question 43) The preschool includes parents and community in decision making.

Neutral
Henley Community kindergarten Annual Report 2015

- (Question 36) I have confidence in how the preschool is managed.
- (Question 39) I am given the opportunity to be involved in the preschool’s educational activities.
- (Question 41) Parents are invited to participate in decisions about their child’s education. (2)
- (Question 43) The preschool includes parents and community in decision making. (2)
- (Question 44) Overall, I am satisfied with the preschool’s planning.

Disagree

- (Question 38) The preschool seeks parents’ opinions about educational programs.

Out of 879 possible responses the results were as follows:

1 was strongly disagree - 0.1%
6 were disagree - 0.6%
25 were neutral - 2.8%
175 were agree – 19.9%
649 were strongly agree – 73.8%
23 were don’t know - 2.6%

93.7% of the families who responded either agree or strongly agree that our preschool meets their needs and the needs of their children.

5.4% of the families who responded were neutral or don’t know about some of the aspects surveyed in relation to our preschool.

0.7% of the families who responded disagree or strongly disagree that our preschool meets their needs and the needs of their children.

Do you have any comments you would like to make about the quality of teaching and learning at your child’s preschool?

This staff are wonderful. They are enthusiastic, caring and run a highly engaging program for their students.

I have been extremely impressed and pleased at the high standard of teaching and learning at Henley Kindy. The staff are absolutely wonderful and I am very appreciative of their enthusiasm.
This kindy has a wonderful approach and realistic expectations regarding age-appropriate learning for pre-schoolers.

Do you have any comments you would like to make about student support at your child’s preschool?

The support from staff has been incredible. My child was timid about starting kindy and sad when I would leave in the early weeks. The staff were wonderful, encouraging and warm to my daughter. She quickly came to love kindy.

I have observed on a number of occasions that teachers will subtly change their approach to meet the different needs/abilities of different children to enhance each child’s learning experience.

Do you have any comments you would like to make about relationships and communication at your child’s preschool?

A little more notice ahead of special events would be helpful.

Communication is well and truly open. I always feel welcomed and chat regularly with staff and other parents. Lots of opportunities to join in with activities and children’s activities recorded in many ways for parents to read/see/hear.

I would like to receive more information about what the children are learning at kindergarten. This would allow parents to further support their learning at home. It would be good to receive a weekly email ‘wrap up’ of the week’s activities, which can be read at parent’s leisure, rather than trying to read all the information on various pin up boards whilst trying to collect/drop off children.

This kindy strongly values its relationships with children, families and the community as a whole. It is considered a very special place that past families remember fondly.

Refer Question 25 - this is our opportunity
Refer Question 29 - Husband picks up child so I rarely get direct communication about my child.
Refer Question 34 - I think my husband gets feedback, but I don’t get formal indication of her progress.

Do you have any comments you would like to make about leadership and decision making at your child’s preschool?
Very organised, interesting, fun. Opinions encouraged and listened to. Lots of parent involvement.

It would be good to review the ‘order of priority’ for entry to kindergarten. Higher priority should be given to siblings of past students, like occurs in primary/high schools ie automatic entry.

An excellent kindy, thank you for all you have done for my child. I am very satisfied that this year has prepared my child completely for school next year.

Trudi is an exceptional director and she leads an outstanding team of teachers and support workers. All staff really appear to love what they do.

Do you have any other comments you would like to make?

Great kindy with fantastic staff.
We adore Henley Kindy, it is a wonderful, fun learning environment and great preparation for school.

I have been nothing but impressed with HBK and its staff. They continually display dedication and passion in their work and educating the children that attend here. I cannot sing their praises enough, they made my son feel welcome when he joined mid year. Thankyou for being patient and supportive.

Incredible experience at this beautiful kindy environment. Thankyou Henley. Please secure additional funding for a minimum of 3 full days per week.

The twilight BBQ at the start of the year was great. It would be good to try and run a family event like this every term to allow families to socialise. With the single school intake and having older children at kindergarten more kindergarten hours should be considered by the government.

All credit to kindy.

It’s been another wonderful year at Henley Beach Community Kindergarten and we’re grateful for the quality of care and learning our child receives.

Awesome kindy! Very sad our time is coming to an end. This is such a special and important year. My daughter and her family have loved every moment.

A wonderful learning environment for both my children – however I have seen the improvement in leadership and decision making since 2012 when my first child attended.
Overall families felt strongly that our kindergarten had met theirs and their child’s social, emotional and educational needs in 2015 and this combined with our exceeding rating in the NQS are cause for our educators to celebrate their hard work and dedication. For 2016 it is evident that articulating our vision of powerful and engaged learning is a priority. Some families are feeling that they aren’t involved in the learning program and are feeling a bit disconnected. As a staff team we believe that we provide many opportunities for families to see the learning but clearly there is a misconception and we need to continue to address this in our quality improvement plan. In 2016 the literacy and numeracy indicators will provide us with opportunities to more clearly articulate each child’s learning in the areas of literacy and numeracy.

8. ACCOUNTABILITY

Clearance information is sighted and recorded on a central listing as a part of our induction process. Our staff handbook includes information in regards to who needs to have a criminal history screening.

9. FINANCIAL STATEMENT

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