Netherby Kindergarten is situated on the Waite Campus of the University of Adelaide, six kilometres from the GPO. The kindergarten is a stand alone preschool centre with an adjacent bush garden.

The kindergarten offers 8 preschool sessions per week and pre-entry children attend during kindergarten sessions. Children attend 4 half days, 2 full days or 1 full day and 2 half days. The sessions are negotiated between the parents and director, often also in consultation with the director of the children care centre they attend.

The Waite Campus Children’s Centre (WCCC) is located adjacent to the kindergarten and the sites are co-located to ensure that children attending WCCC can access a DECD preschool program. 40% of the Netherby Kindergarten children attend long day care at either WCCC or Hawthorn Child Care Centre (HCCC) on Belair Road. Children from the child care centres live in various locations across Adelaide and their parents work or study in the area. The other 60% of children live locally. A few families have recently arrived in Australia.

The average enrolment was 60 in 2011. This enrolment was supported by a staffing ratio equivalent to two full time teachers and a full time early childhood worker. By using lunch care fees, Early Intervention funding as well as Support Services and Bilingual Support funding, the staff ratio was always at or above the minimal allocation, thus ensuring the best possible child staff ratio within the constraints of the budget.

There are no schools situated nearby, so while almost half of children attend Highgate or Mitcham Schools, the other children attend a variety of 17 DECD and private schools. Transition links have been established with many of these schools.

The centre provides a high quality, play-based program which values children’s prior knowledge and experiences, and focuses on their learning and well being, while developing strong partnerships between parents, staff and community. The Netherby Kindergarten community values relationships based on respect, optimism, persistence, learner involvement and partnerships.

**Quality Improvement Plan**

**Priority 1: Improving literacy and learning outcomes**

- Improved communication and literacy skills for all children.
- Parents involved in their child’s learning through effective communication and reporting about their child’s learning and the curriculum

**Key Actions:**

- The staff focus on listening to children and encouraging them to express their ideas, thoughts and feelings.
- Conversation, discussion, books, stories, writing, drawing, and recording children’s learning are embedded in the site daily practice.

In addition staff

- Promote the use of literacy kits through parent communications
- Have introduced story tables to support children’s communication skills
- Check children’s handwriting skills, identify children at risk and give these children extra support as appropriate
- Focus on developing phonological awareness throughout the kindergarten sessions, especially for children with speech and language difficulties
- Use learning stories, interviews and photographs to reflect on children’s learning and celebrate this with the children and their families
Use “What’s happening at Kindy” folder, newsletters, conversations and emails to communicate children’s learning with families

Progress towards targets:
During 2011 all children showed improved communication skills in conversation, as well as participation in targeted group discussions. Children who were learning English as a second language and those with speech and language needs were supported to develop their skills. All children were eager to participate in sharing their ideas as staff recorded these on the computer, and the parents enjoyed sharing the children’s interviews which were displayed at the Art Show which was attended by 80% of the families.

A new borrowing system for literacy kits and library books simplified borrowing. The use of story tables introduced the children to the literacy kits and the number of families borrowing these increased during the year.

All children regularly engaged in drawing, art and writing activities. On transition to school 90% were able to write their name from memory with the others able to copy their names accurately. 86% of the children showed interest and proficiency in recognizing letters and sounds, copying words they were interested in and using rhyming.

The staff were keen to share the children’s learning with the parents and each week displays of photographs and children’s work were accompanied by carefully written explanations of the learning. The new teachers were diligent in using photographs and samples of children’s work to clearly and beautifully explain the children’s engagement and learning. Copies were regularly sent home with children whose parents do not regularly visit the centre, and the work was collected in a folder for parents and children to share. Information about the curriculum and children’s learning was included in the regular newsletters. Email between the home and kindergarten was regularly used to communicate about children’s learning and progress at kindergarten. Parents were surveyed to ascertain which communication methods used were most effective.

The graph of the survey results from term 2 showed that parents found newsletters, conversations, emails and displays the most useful forms of communication.

Future Directions:
The Site Validation Review commended the Netherby Kindergarten on:
- The commitment to providing a rich, engaging learning environment and program
- A balanced approach valuing child initiated curriculum and intentional programming and teaching
- A commitment to challenge and extend children in their learning and development

The Validation Team recommended that the staff continue to have high expectations of children and their learning outcomes. The staff will continue to develop and document individuals learning plans to support planning for children’s learning and also to communicate learning goals to parents. Communication with parents will build on the existing preferred communication strategies. Sharing learning stories with all families will strengthen the communication about children’s engagement in learning at kindergarten. Parents will be encouraged to share with the kindergarten learning stories they write at home with their children.
Priority 2: Improving staff skills in developing children’s learning

Listening to children, and observing, recording and reflecting on their learning, are the keys to planning for improved learning outcomes for children.

Staff meetings, discussions, training and reflection lead to improved site practices.

- Children are confident and involved learners and this learning is celebrated with children and communicated to parents.
- The staff team share values, pedagogical approaches and understandings in working together to plan and implement a high quality program using the Early Years Learning Framework (EYLF).

Key Actions:
- All staff have the opportunity for training in writing learning stories.
- All staff share site visits and to reflect on these.
- All staff have the opportunity to read Lisa Burman’s book “Are you listening?”
- EYLF is used by all staff for planning, assessment and reporting.

Progress towards targets:
2011 was challenging as there were several unexpected staff changes during the year. However the staff team members were enthusiastic and keen to engage in professional learning and to develop shared practices for engaging children and recording their learning experiences. Staff employed as Relief Teachers asked to join in our staff training and development, and this prepared them for accepting contracts when positions became available during the year. All staff participated in training on writing learning stories, and most staff developed their skills in using these. There was also involvement in the preschool Director’s Association preparation of a Position Paper on Literacy in the Early Years.

The staff team had the opportunity to visit another site together, to reflect on different practices at other centres, and to share ideas for implementation at Netherby Kindergarten. The staff involvement in the Site Validation process contributed to the staff working together to continuously improve our practices for better learning outcomes for children.

As well as reading the book, “Are you Listening?” several staff attended workshops with Lisa Burman. One of the outcomes was the staff decision to interview all the children. This not only provided staff with the chance of recording children’s interests, it also was an opportunity to reflect on each child’s speech and language skills. By displaying the children’s stories and their photographs, the children, especially those new to the centre, were welcomed and developed their sense of belonging to the kindergarten community.

The EYLF Implementation Project report “Exploring ‘Belonging’ through Partnerships with Families at Netherby Kindergarten” was published on the DECD Early Years website in the Spotlight on Practice series.

As new staff members joined the staff team during the year, some had not previously used the Early Years Learning Framework. It was impressive to see the staff engage with this new curriculum document and use this for planning, assessment and reporting. The staff reviewed and modified data collection formats in an effort to efficiently collect information about children’s learning. Photographs, learning stories, portfolios of children’s work and staff notes were used to compile information for the children’s Summative Reports which are written using the new framework.

Staff have been involved in reading and workshops to prepare for the implementation of the National Quality Standards in 2012.

Future Directions:
The Site Validation Review commended the Netherby Kindergarten on:
- The commitment to continuous improvement and willingness to engage in inquiry projects.
- A willingness to reflect on practice, assumptions and processes and challenge ‘sacred cows’.

Staff will continue to build on their skills writing and sharing learning stories, and support each other in developing these skills. Staff will also build on their listening skills by reviewing and discussing aspects of Lisa Burman’s book “Are you listening?”

With the implementation of the National Quality Standards in 2012, staff will also identify their learning needs to ensure they can support children in achieving high quality learning outcomes.

Priority 3: Enhancing Learning Environments

The staff focus on relationships and wellbeing to ensure children are involved and confident learners.

- Wellbeing is achieved when children, staff and parents demonstrate respect and care for each other and the environment.
- Improving both indoor and outdoor environments supports children in making independent and relevant choices about their learning.
Key Actions:
- Involve children in conversations about caring for each other and the learning environment: develop shared understandings about responsibility
- Seek ideas from children, staff and parents about improving the learning areas and caring for the environment, and budget to achieve these changes

Progress towards targets:
The staff focus on listening to children helped the staff develop better understanding of children’s strengths and dispositions. This focus on listening also supported the children and their families develop a strong sense of “belonging” at kindergarten.

Staff involved the children in conversations about respect and caring for each other and the environment. The children attending the kindergarten have a variety of experiences: some have been in long day care for several years, some attend child care part-time, some are cared for by carers at home, and some have had no prior experience of groups of children. The family situations also vary with 20% of children coming from one child families, and the other 80% of children having siblings. Some families have with both parents working full-time, some working part-time, some studying and some not in the paid workforce.

There was an incident when some precious shells were broken at the kindergarten. The staff communicated their concerns about care and respect to the parents through a letter which was emailed and also distributed to all parents. The staff were reassured when 26% of parents took the time to email within days expressing their support for the staff in teaching the children about respect. Many other parents, and grandparents, engaged in conversations with staff about respect. This incident led to great discussions about shared values among the staff and families at the kindergarten. This affirmed that the staff and community at Netherby Kindergarten have shared core values around children learning respect for oneself, for others and the environment.

Celebrating special moments of sharing and thoughtfulness is included in group times so children can acknowledge and learn ways to support other with kindness and helpful actions.

The staff spent time discussing and reflecting on how to present activities in an aesthetically pleasing way to support children to play creatively and with care. Ideas used in the Reggio Emilia centres were discussed and it was decided to replace plastic containers with baskets, and to use natural materials where possible. This has led to children taking better care of equipment, and also children have been observed to engage more deeply in their play when materials are presented with special care.

A parent who is an artist spent time working with the children and demonstrating art techniques. She also lent a series of Picasso prints which were displayed for an extended period. The children’s art was carefully displayed, and the staff observed some exceptionally confident, bold and original art produced by a large number of children. At the Annual Art Show the children’s work was displayed and the children were proud to share their kindergarten and their work with their families. While this event was well attended by 80% of families, most other families also came to the centre so children could show them the displays.

Parents and staff shared ideas about how to improve the environment especially in relation to providing more shade and planted areas.

Future Directions:
The Site Validation Review commended the Netherby Kindergarten on:
- The commitment to listen and be responsive to families
- A clear approach to valuing and including parents in a range of ways
- The valuing of creativity and the importance of ‘the Arts’

The “Reflect, Respect, Relate” tool supports staff in identifying areas to support children’s well-being, relationships, involvement and also the active learning environment. With the new staff team this tool will be used to support discussion and reflection on how to improve the learning environment for improved wellbeing, relationships and learning outcomes for the children.

Report from Governing Council

Netherby Kindergarten Governing Council Report 2011

2011 was a successful and active year for the Governing Council of Netherby Kindy and included a number of highlights. The high number of families attending the events and fund raising activities was reflective of the positive community spirit at Netherby Kindy.
We were very fortunate to have guest speaker Mark LeMessurier at the 2011 AGM. Throughout the year parents borrowed and purchased copies of his book. He has been invited back to speak in term 2 2012.

On the 14th May the 10 Year Celebration of Netherby Kindergarten at its current site was held. It was “celebrating our 10 year Anniversary and the garden we dreamt of” and this event included the launch of OMEP Music Resource (World Organisation for Early Childhood Education).

Guests who attended the 10 Year Celebration included:

- Hon Jay Weatherill MP, Minister for Education
- Mr Keith Bartley CEO DECS
- Dr Andrew Southcott MP, Member for Boothby
- Mr Martin Hamilton-Smith, Member for Waite
- Mayor Michael Picton
- Cr Judith Weaver
- Mr Robert Taylor (Kaurna welcome)
- Prof Eileen Scott, University of Adelaide

The Governing Council was involved in organising and catering for the Annual Art Show in September. This was the major fundraising event for the year and was a great success.

Other events and fundraisers during 2011 include the following. In term 1 a Sausage Sizzle was put on to welcome new families. There were a number of working bees focusing on maintaining the beautiful garden throughout the year. There was a Family Picnic at Carrick Hill in term 4. A favourite fundraiser was the production of another Netherby Kindy cookbook which both supported fundraising as well as healthy eating! The Governing Council also arranged sale of seeds to promote fundraising and teaching children about sustainability.

A Governing Council member initiated a collection for the Salvation Army Christmas Appeal so parents could involve their children in caring for others in need. There was a wonderful response with some children going shopping with their parents and choosing what they thought would be appreciated by other families.

Discussions and decisions were made about the kindergarten Closure Days for 2011. Closure Days approved by the Governing Council were:

- Staff visit to Kensington Gardens Preschool
- Staff attendance at workshops on writing Learning Stories
- National Quality Standards preparation.

Governing Council and parents have supported two excursions and one incursion in 2011. These were:

- ASO String Quartet performance of Miss Lily - held at the kindy.
- ASO excursion to hear Peter and the Wolf
- Excursion to the Patch Theatre production of Mr McGee and the Biting Flea.

The Governing Council discussed staffing issues that arose during 2011. A letter was written by the Governing Council to DECS Human Resources stressing our views about the importance of continuity of staff, and the Governing Council supported staff during changes in 2011.

As part of the Australian Government’s commitment to the Universal Access to Early Childhood Education, an increase in the hours that could be accessed by kindy students was introduced. The number of hours under the Universal Access commitment is 15 hours of preschool per week. To address how Netherby Kindergarten would offer this, a survey was sent to all parents to ascertain which hours and days parents were most likely to want their children to attend when the 15 hours of Preschool is offered at Netherby Kindergarten in 2012.
After reviewing the results the Governing council decided to offer 9 sessions of preschool per week with parents able to choose 5 sessions to suit their child’s developmental needs and family arrangements. Operating hours will be 8.30am to 3.00pm, and a lunch care program will continue to run for 30 minutes each day from Monday to Thursday.

**Student Data**

**Enrolments**

**Figure 1: Enrolments by Term**

![Total Enrolments 2009 - 2011](image)

**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>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>60</td>
<td>67</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>2010</td>
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<tr>
<td>2011</td>
<td>57</td>
<td>64</td>
<td>62</td>
<td>59</td>
</tr>
</tbody>
</table>

Enrolments in 2011 were slightly lower than in 2010. This may reflect community uncertainty related to unexpected staff changes during 2011. Having stability in the staff team for 2012 has been welcomed by the community.

Following the community consultation around the implementation of Universal Access, it is expected that the enrolments will return to the former level, as families take advantage of the flexibility being offered to support children to access the preschool program at Netherby Kindergarten on the days which best suit the child’s and parents needs.
Figure 2: Attendance by Term

Attendance Percentages 2009 - 2011

Table 2: Attendance Percentages 2009 - 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<td>90</td>
<td>91</td>
<td>95.2</td>
<td>88.1</td>
</tr>
<tr>
<td>2010 Centre</td>
<td>88.9</td>
<td>91</td>
<td>93.5</td>
<td>92.1</td>
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<td>2011 Centre</td>
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<td>88</td>
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<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
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</table>

The attendances were consistent in terms 1 and 4, however a drop is noted in terms 2 and 3. This is probably due to the number of families taking winter holidays beyond the school holidays and extending into the data collection period.
<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>0104 - Coromandel Valley Primary School</td>
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<td>0107 - Crafrers Primary School</td>
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<td>0124 - Eden Hills Primary School</td>
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<td>0127 - Edwardtown Primary School</td>
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<td>0152 - Glen Osmond Primary School</td>
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<td>5</td>
<td>3</td>
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<td>0305 - Nailsworth Primary School</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>0328 - Parkside Primary School</td>
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<td>3.3</td>
<td>3</td>
<td></td>
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<tr>
<td>0413 - Stirling East Primary School</td>
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<td>0744 - Willunga Primary School</td>
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In 2011 children from Netherby Kindergarten transitioned to 19 schools across Adelaide. The trend towards DECD schools continued with 63% enrolling in DECD schools compared with 34% enrolling in non-government schools. 38% of the children enrolled at Highgate or Mitcham School, and a total of 54% enrolled in nearby DECD schools. 23% enrolled in local non-government schools. It is impossible to manage transition programs with 19 schools, but links have been established with many schools, and close transition ties are maintained with Mitcham, the main feeder school.
Client Opinion


<table>
<thead>
<tr>
<th>Year</th>
<th>Customer Responsiveness</th>
<th>Health, Safety, Nutrition</th>
<th>Knowledge of child</th>
<th>Program</th>
<th>Staff</th>
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<td>5.96</td>
<td>5.95</td>
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</table>

** A rating of 6 (‘Strongly Agree’) represents the highest scale rating available on the survey, with 1 (‘Strongly Disagree’) the lowest.

A Parent Opinion Survey was distributed to families via email and with a hard copy option. In 2011 30% of parents surveyed returned the form. This was a lower response rate than the 40% in 2010 but higher than the 27% response rate in 2009. Parent opinion showed increased satisfaction across all areas. The higher satisfaction with staff knowledge of the child and parent knowledge about the program reflect the effort the staff team have put into communicating with parents about children’s learning. Using the Early Years Learning Framework, the staff have focused on involving families in their children’s learning and informing parents using a variety of communication strategies. The high score for Customer Responsiveness reflects the community consultation around implementing Universal Access. The high levels of satisfaction with all aspects of the program reflect the quality of the program the staff team delivers, and also the trust, mutual respect and excellent communication which the staff have established with the kindergarten families.

Financial Statement

<Income by funding source>

<Your End of Year Profit and Loss Statement may be included as an appendix>
Instructions for Using the Preschool Annual Report Template

This template has been provided to aid in the development of your preschool annual report. It has been designed to meet all the requirements detailed under the Education Act and other National Partnerships reporting requirements. Full details of the requirements can be obtained from the Essential Requirements 2011 document at http://www.decs.sa.gov.au/quality/files/links/EssentialRequirementsAnnual.pdf

<Deleting comments>

Please note all highlighted <comments> in red should be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also delete this instruction page from the template.

You will also need to replace ‘Preschool Name’ on the front page of the report with your preschool name.

Data for your Reports

- Data for your report can be found in SPeRS from the Annual Report Data report. It has been formatted so you can simply copy and paste the tables and charts you require from this spreadsheet to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles in SPeRS. The Site Data Overview report will no longer be issued.

Hints and Tips for Formatting your Report

- For copying and pasting from PDF documents e.g. Opinion Survey please check out the following document http://www.decs.sa.gov.au/docs/documents/1/CopyingfromaPdfDocument.pdf

Contact Details

For any queries regarding the data sets or the annual report templates please contact Data and Educational Measurement:

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