We would like to acknowledge that Kapunda Kindergarten is located on the traditional lands of the Ngadjuri people and pay our respects to the Elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.
Kapunda Kindergarten provides a high quality Preschool and Occasional Care program for 2-5 year old children from the township of Kapunda. Kapunda was developed as a major mining settlement with a strong Cornish heritage. The town is situated on the fringe of the Barossa Valley and is a service town for the local agricultural community and families who have chosen a rural lifestyle.

Our enrolments have again increased throughout 2012 with our site remaining a full time centre open five days a week with additional staffing. The introduction of Universal Access occurred. This lead to a change in start and finish times and an extra 5th session, once a fortnight, for each child, occurring on a Friday morning. A Priority of Access was created in consultation with the Governing Council to refer to in the event that high enrolments lead to full capacity. The Occasional Care Program was again very popular with sessions operating at over 90%. A change to a termly booking structure resulted in increased attendance and less last minute cancellations. The majority of our five year old children move on from our Kindergarten to the local primary school. Occasionally some families opt for a non-government school located within the Barossa region or a government school located closer to their place of residence.

We have continued to develop our beautiful learning environment. Our major upgrade to our outdoor environment in line with the ethos of the Department for Education and Child Development of natural play spaces is ongoing. The landscaper worked closely with an outdoor play space specialist plan outlining our vision for the future and to ensure quality outdoor learning experiences for our children. Several stages of the plan were completed in 2012 with a boat and sea play space, natural paths, sensory hedges, a ‘Wiltja’ (bush cubby) and new garden beds. Plans for a fairy garden and chicken shed are in place and we look forward to these developments in 2013.

In 2012 staff at Kapunda Kindergarten have researched and undertaken numerous training and developments. All staff took part in a Cultural Competency Project and individual staff completed Early Childhood Degrees and Certificate 3’s in Children Services and participated in committees such as Leaders Executive and Barossa Regional Autism Group. 2012 also saw the beginning of National Quality Standards (NQS). Staff upgraded all their First Aid and Asthma/Anaphylaxis skills at a closure day in Term 4 and several new policies were approved by Governing Council and implemented throughout the year.

As of 2013, Kapunda Kindergarten will be implementing the Single Intake Policy. Families have received information in regards to this and in Term 4, 2012 a meeting was held for all new families beginning in 2013.

Kapunda Kindergarten has an enthusiastic and supportive community and a passionate staff team. The kindergarten has a very active Governing Council and as a community we committed to providing a quality play based learning environment which is highly supportive of all children’s learning.
## Quality Improvement Plan

### QUALITY AREA 1

**Educational Program and Practice**

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cultural Competency.</td>
<td>• All staff attended Cultural Competency training.</td>
</tr>
<tr>
<td></td>
<td>• All staff participated in Cultural Competency Pilot Project highlighted as a Spotlight for DECD (see Appendix A).</td>
</tr>
<tr>
<td>2. Parental knowledge of child clearly documented.</td>
<td>• Development of new enrolment questionnaires to include family values and past medical/specialist intervention.</td>
</tr>
<tr>
<td></td>
<td>• Development of new Individual Learning Plan format where parental knowledge is clearly documented and considered in learning goals.</td>
</tr>
<tr>
<td>3. Opportunity for community feedback about educational program.</td>
<td>• Families completed feedback sheet on a termly basis.</td>
</tr>
<tr>
<td></td>
<td>• Parent Survey indicating high level of satisfaction in opportunities to provide feedback.</td>
</tr>
<tr>
<td>4. Numeracy development.</td>
<td>• Summative Report Data indicated an increase of over 10% of children in the extended range in beginning to understand how symbols and patterns work compared to 2011 (refer to graph).</td>
</tr>
<tr>
<td></td>
<td>• Numeracy Bags developed for families to borrow to promote numeracy at home. Trialed in Term 4 with a cohort of families. 100% of families indicated that the information provided within the bags and the fun and enjoyment of the games were excellent. 89% indicated that ease of use was excellent.</td>
</tr>
<tr>
<td></td>
<td>• Numeracy bags were upgraded after feedback from trial ready to be rolled out in 2013.</td>
</tr>
<tr>
<td></td>
<td>• 2 Ipads integrated into the curriculum with educational applications used to promote numeracy and literacy.</td>
</tr>
</tbody>
</table>
**FUTURE STEPS FOR CONSIDERATION**

- Embedding cultural practices into curriculum and wider community eg. Governing Council.
- Reviewing Summative Report with emergence of new DECD Assessment and Reporting Policy with goal to include Individual Learning Plans and The Early Years Learning Framework (EYLF) Quilt as part of final reporting process.
- Collaborating with early childhood colleagues to formulate a common numeracy assessment tool.
- Full roll out of Numeracy Bags as a home program with a review late 2013.
- Implement approaches inspired by Claire Warden including trialling Floorbooks and a Community book.
- Continue to deepen our knowledge of EYLF and communicating this knowledge to families.
- Consider how we can link our learning stories to the Reflect, Respect, Relate document.
<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| **1. Policy and Procedure development.** | • Procedures developed and documented in daily program for hazard identification in play space.  
• Procedures developed to ensure hygiene of resources. Parental involvement to ensure this was maintained at end of year.  
• Items identified in Business Manager completed in a timely manner.  
• New medication storage accompanied by photographs and action plan.  
• Asthma, Sun Protection and Healthy Eating Policies upgraded in line with National Quality Standards.  
• All Staff trained in Child Protection, Applied First Aid and Asthma/Anaphylaxis.  
• Quiet space created and resources for this purchased.  
• Daily relaxation incorporated into program to cater for longer kindergarten days. |
| **2. Creation of a quiet space environment.** | |

**FUTURE STEPS FOR CONSIDERATION**

- Staff training and development particularly in area of Fire Warden and OHSW level 1.  
- Continue to upgrade policies and procedures in line with National Quality Standards.  
### QUALITY AREA 3

**Physical Environment**

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Outdoor Learning Environment. | - Development of boat dramatic play space, natural path ways, garden beds, sensory hedge and installation of swing set that meets Australian standards.  
- Cultural aspects considered with a traditional bush cubby created and wooden and animals (made of recycled materials) included in play space with traditional aboriginal names.  
- Trees and Shade structure installed to ensure shaded play spaces.  
- $10,000 Grant received to upgrade internal storage area.  
- Future storage plans created and new shelving installed.  
- Relief staff budgeted so that staff for 2 days could focus on auditing resources for safety/age and dispose of inadequate resources. |
| 2. Storage Space.               | - Use grant money to complete installation of lockable cupboards and upgrade of office area.  
- Upgrade both indoor and outdoor tables. |

**FUTURE STEPS FOR CONSIDERATION**

- Provide further funds in budget to continue outdoor learning environment plans (created in 2011).  
- Removal of 3 large gum trees as recommended by DECD due to safety issues and creation of plans for temporary and future shade in this area.  
- Use grant money to complete installation of lockable cupboards and upgrade of office area.  
- Upgrade both indoor and outdoor tables.
## QUALITY AREA 4
### Staffing Arrangements

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Professional standards used to guide our practice, interactions and relationships. | • Staff Induction book created.  
• Three staff working collaboratively to gain Certificate 3 in Children’s Services.  
• Staff member completing Bachelor of Early Childhood (In-service).  
• Development of whole centre philosophy.  
• All staff nominated for DECD teaching and early childhood awards by kindergarten families.  
• Day book and regular staff meetings. |

### FUTURE STEPS FOR CONSIDERATION

- Development of staff norms.  
- Performance management procedures are in line with the National Standards for Teachers.  
- All staff inducted in the Code of Ethics.  
- Procedures are in place to ensure staff sign in/out.
### QUALITY AREA 5

**Relationships with children**

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Review of policies related to children’s behaviour and wellbeing. | • Behaviour Guidance Code reviewed and upgraded to include importance of relationships with children, wellbeing of children and anti bullying strategies.  
• Creation of ‘My Time at Kindy’ social stories to support wellbeing and transition of children into the kindergarten environment. |

---

### FUTURE STEPS FOR CONSIDERATION

**Single Intake**

- Monitoring children’s wellbeing and friendship groups as the kindergarten converts from a full time to part time centre mid 2013.
- Ensuring smooth transition to school for those children younger than 5.

**Resilience and Problem solving**

- Implementation of ‘Pete the Cat’ as persona doll and use of accompanied books as a teaching tool.
- Working together with parents to incorporate aspects of ‘Pete the Cat’ within the home.
## QUALITY AREA 6

**Collaborative partnerships with families and communities**

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Provision of information and resources available in our community to families. | • Group Occupational Therapy sessions held by the Community Health Occupational Therapist at the kindergarten once a fortnight with parental involvement.  
• Staff trained in Occupational Therapy ideas to continue sessions on a daily basis and provide families with ideas for home.  
• Individual Speech Pathology sessions held by the Community Health Speech Pathologist at the kindergarten once a fortnight with parental involvement.  
• Regular DECD Speech Pathology and Early Childhood Psychology service with children on referral been seen within 1 term of referral.  
• Connection made with Community Health Dietitian and local hospital with a session conducted for parents and children regarding healthy eating.  
• Resource list created and posted on kindergarten website and parent information board.  
• Staff member invited and attended specialist/community session regarding the implementation of a Child Development Unit.  
• An active and enthusiastic Governing Council whose immense support to the kindergarten was much appreciated.  
• Well attended community/family sessions- Father’s Day breakfast, Mother’s Day afternoon tea and Christmas celebration in the local park. |

### FUTURE STEPS FOR CONSIDERATION

- Maintain local specialist therapy sessions for families.  
- Create a community book (idea developed by Claire Warden) that families, visitors, staff and children can participate and provide feedback in.  
- Information pack for Occasional care enrolments.  
- Re-establish Playgroup into a morning timeslot in Term 3/4 when kindergarten goes part time.  
- Development of an Attendance Action Plan.
QUALITY AREA 7

Leadership and service management

<table>
<thead>
<tr>
<th>Areas identified for Improvement</th>
<th>Highlights/Achievements</th>
</tr>
</thead>
</table>
| 1. Implementation of requirements to meet National Quality Standards. | • Development of a comprehensive Quality Improvement Plan.  
• Staff approved as Certified Supervisors.  
• All appropriate information related to National Quality Standards displayed as required.  
• Complaints Policy and procedures developed and displayed on website.  
• Development of Staff Induction Folder.  
• Attendance for kindergarten and Occasional Care recorded in Early Years System.  
• End of Year Finance balanced ready for auditing. |

FUTURE STEPS FOR CONSIDERATION

1. Performance Development in line with National Professional Standards for Principals.

2. Continual development of necessary site policies.

3. Record of staff mandatory training.
**Intervention and Support Programs**

In 2012, a Preschool Support Worker was employed for 6 hours each day to support the development of children with identified needs. In addition, an Early Intervention Worker was employed for 3 hours a week to continue the developmental program.

In 2012, 45.3% of children enrolled were identified as having additional needs. These children were referred to DECD support services and/or Community Health support services.

Although several children were supported through the Preschool Support Program, over 50% of children requiring support received this through the kindergarten budget under Early Intervention.
Of those children requiring support, 71.4% required less than 2 hours a week and 28.6% required between 2–4 hours a week.

Speech and Language Impairments was the main reason for children to access the Preschool Support Program.
Chairperson Kindergarten Report 2012

The Year 2012 was a very eventful year at Kapunda Kindergarten. We have seen longer days due to the Universal Access Program. Numerous National Quality Standards Policies have been approved, a Cultural Competency project was initiated, and Transition to Single Intake in 2013 was organised.

The Yard Redevelopment has continued to advance with some amazing new additions to the Kindy, including our ‘crocodile’, bush cubby and rosemary hedge. The gum trees in the yard continued to pose a risk and these are scheduled to be removed in early 2013. A new indoor storage system is being installed which will be finalised in early 2013.

Occasional Care continues to see great numbers each week, with many families accessing the program. Term bookings have been introduced and the program continues to run on a priority of access system.

Playgroup numbers have unfortunately fallen since the session moved to Friday afternoons. Unfortunately, in the first half of 2013 Kapunda Kindergarten has no available morning for Playgroup to be held. As Kindy numbers decrease by Term 3, we hope to reassess the situation. If there is a suitable morning free, we can organise a Playgroup Committee and reopen at the Kindergarten. It is a fantastic program for all involved to keep on site. Playgroup will be held offsite for the first half of 2013.

The Market Canteen has continued to be a successful fundraising practice. Thank you very much to Sarah Johnson who continued on as Market Coordinator in 2012. Her efforts were greatly appreciated. This position has been handed over to Naomi Wood and myself for the 2013 year.

The Farm Fair and Golf Day fundraisers were very successful and we again held our ‘Bulb’ and ‘Toy Catalogue’ fundraisers which raised funds for the Kindy.

The Morning Tea fundraiser was a success once again. However, some changes will be implemented for 2013. The delivering and collecting process should be eased slightly with the introduction of emails and updated spreadsheets. The amount of food donated was very impressive, however some more help delivering on the day next year would be appreciated.

Literacy and Numeracy Bags are continuing to progress with families testing these wonderful bags full of games and activities at home. A huge thank you goes to Sarah McCarthy and Kathryn Robson for creating and organising these.

In 2013, we will be having a 50th Birthday Celebration. A committee has started proposing some ideas and we will plan an amazing celebration for the end of next year.

Thank you to all the Governing Council members for all of your time and efforts in 2012. A special mention goes to Sarah Johnson and Pepper Mickan who attended their last Governing Council meeting this year – thank you for all of your contributions to Kapunda Kindergarten over the years.

On behalf of the Governing Council, I would like to thank the staff of Kapunda Kindergarten for their hard work, enthusiasm and dedication to the Kapunda Kindergarten Community. I really look forward to being a member of the Governing Council again in 2013.

Nicole White - Chairperson 2012
Student Data

Enrolments

As with previous years our average fulltime enrolment has again increased with 2012 average full time enrolment being 50.25. This is 8% higher than last year. This resulted in additional funding to employ extra staff. With new housing developments emerging in Kapunda, we expect our enrolments to remain healthy in the future.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td>36</td>
<td>41</td>
<td>42</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>38</td>
<td>51</td>
<td>55</td>
<td>56</td>
<td>51</td>
<td>39</td>
</tr>
</tbody>
</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

Attendance

Throughout 2012 our attendances again have consistently remained above State and District averages. Our average attendance was 91.37%, a slight decrease from 2011’s percentage of 93.07%. This discrepancy can be partly attributed to lower attendance at the 5th session (a half day once a fortnight) provided under Universal Access. An attendance action plan will be developed in 2013.
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

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0200 - Kapunda Primary School</td>
<td>Govt.</td>
<td>94.2</td>
<td>93.0</td>
<td>90.3</td>
</tr>
<tr>
<td>0223 - Light Pass Primary School</td>
<td>Govt.</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9095 - St John's Lutheran School - Eudunda</td>
<td>Non-Govt.</td>
<td>1.9</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>9099 - Redeemer Lutheran School</td>
<td>Non-Govt.</td>
<td>1.9</td>
<td>7.0</td>
<td>6.5</td>
</tr>
<tr>
<td>Total</td>
<td>99.9</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Client Opinion

Although there was a limited return of parent opinion surveys, results were extremely pleasing with both the graphs and parent comments reiterating the positive verbal and written feedback we received throughout the year. There was an increase of 10 – 30% from agree to strongly agree in all aspects responded to in the survey.

Parent Opinion - Quality of Teaching and Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think my child receives high quality teaching at this preschool</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>My child's teachers know what my child can do and what he/she needs to learn</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>This preschool has the expectation that children will learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are enthusiastic in their teaching.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>I am satisfied with the learning programs offered at my child's preschool</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>My child's teachers clearly inform me about the learning program.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>My child's teachers make learning interesting and enjoyable.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Teachers at this preschool really want to help my child learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>The preschool has an excellent learning environment.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
</tbody>
</table>

Parent Comments - Quality of Teaching and Learning

Very impressed with the facilities and teachers enthusiasm and positive environment

Very Happy with my child developments during her time at Kapunda Kindy

A GREAT CENTRE, WITH GREAT STAFF AND GREAT FACILITIES FOR A RURAL AREA

Teaching staff go above and beyond to plan for individual children's learning in a safe, caring, stimulating and educational environment. We are very satisfied with the educational learning environment.

The teachers make a very deliberate effort to know the needs of the child and verbally communicate regularly with parents as well as general written communications.

It makes you feel important and valued at the centre when all staff greet both the parents and the children by first name when they arrive. Staff are all very friendly and enthusiastic.
**Parent Opinion - Support of Learning**

![Bar chart showing parent opinion on support of learning statements]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My child is motivated to learn at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>85%</td>
<td>9</td>
</tr>
<tr>
<td>2. My child's teachers provide help and support when it is needed.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>88%</td>
<td>9</td>
</tr>
<tr>
<td>3. My child has access to quality materials and resources that help him/her to learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>88%</td>
<td>9</td>
</tr>
<tr>
<td>4. My child is happy at this preschool this year.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td>5. My child would receive support for any special needs he/she had.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td>6. The preschool changed its programs and activities to improve student achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>85%</td>
<td>9</td>
</tr>
<tr>
<td>7. Children know how they are expected to behave at preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>82%</td>
<td>9</td>
</tr>
<tr>
<td>8. Teachers at this preschool treat my child fairly.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>86%</td>
<td>9</td>
</tr>
<tr>
<td>9. The preschool provides a safe and secure environment.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td>10. Children have enough materials and resources for their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>85%</td>
<td>9</td>
</tr>
<tr>
<td>11. The preschool has information available about other support agencies within the community.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>9</td>
</tr>
<tr>
<td>12. The preschool encourages children to have a sense of pride in their achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>88%</td>
<td>9</td>
</tr>
</tbody>
</table>

**Parent Comments - Support of Learning**

The staff encouraged me to seek advice from an OT which has really benefitted my child. They then use her report to accommodate her learning.

Wonderful staff which reflects in children's enthusiasm and sense of belonging.

Very supportive staff.

WAS very impressed when I expressed concern about my child's speech - that very day the director actioned the speech teacher in speech therapy on site to assess him (again which I did not even know they did when he first arrived) and worked specifically with him and gave me relevant homework to assist him further.
Parent Opinion - Relationships and Communication

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel welcome at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>88%</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>This preschool assists the development of my child's personal and social</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am comfortable about approaching my child's teachers to talk about their</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>progress.</td>
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</tr>
<tr>
<td>4</td>
<td>I am given opportunities to have a say in matters about this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>There is a broad variety of communications that inform me about this</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>preschool.</td>
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<tr>
<td>6</td>
<td>Children from all backgrounds and cultures are treated fairly at this</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>preschool.</td>
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<tr>
<td>7</td>
<td>The staff always listen to what I have to say about my child's development</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>and needs.</td>
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<tr>
<td>8</td>
<td>I receive helpful information about my child's progress and</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>achievement.</td>
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</tr>
<tr>
<td>9</td>
<td>This preschool provides opportunities to discuss my child's progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>I am well informed about preschool activities.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>I believe that if I have concerns or suggestions, the preschool would</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>respond appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I am encouraged to be involved in the preschool in all kinds of ways.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>9</td>
</tr>
<tr>
<td>13</td>
<td>Teachers let me know how well my child is doing.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>9</td>
</tr>
</tbody>
</table>

Parent Comments - Relationships and Communication

Great communication provided in a variety of ways. My child and family love the progress portfolio and personal touch. A tremendous amount of time and effort obviously goes into creating such an informative communication tool. Great communication provided in a variety of ways. My child and family love the progress portfolio and personal touch. A tremendous amount of time and effort obviously goes into creating such an informative communication tool.

Very happy

When I was new to this kindy, I found it took me a while to get to know all the teachers - a mug shot of every teacher in the collection zone where we parents tend to spend a bit of time would help - or even on the welcome letter when you first join? As I found the one which showed pics of the governing council - that kind of thing when new would help in getting to know as quick as possible as before you know if the preschool years is over?

Friendly and supportive staff which has helped my daughter settle into her new kindy.
### Parent Opinion - Leadership and Decision Making

**Statement 1**: This preschool is well organised this year.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 11%
- Strongly Agree: 88%
- Responses: 9

**Statement 2**: I have confidence in how the preschool is managed.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 0%
- Strongly Agree: 100%
- Responses: 9

**Statement 3**: I believe there is effective educational leadership within the preschool.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 11%
- Strongly Agree: 89%
- Responses: 9

**Statement 4**: The preschool seeks parents’ opinions about educational programs.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 11%
- Strongly Agree: 88%
- Responses: 9

**Statement 5**: I am given the opportunity to be involved in the preschool’s educational activities.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 11%
- Strongly Agree: 88%
- Responses: 9

**Statement 6**: The preschool is always looking for ways to improve what it does.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 11%
- Strongly Agree: 88%
- Responses: 9

**Statement 7**: Parents are invited to participate in decisions about their child’s education.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 0%
- Strongly Agree: 100%
- Responses: 9

**Statement 8**: Parents have the opportunity to be involved in the development of school plans through the Governing Council.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 11%
- Strongly Agree: 88%
- Responses: 5

**Statement 9**: The preschool includes parents and community in decision making.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 11%
- Strongly Agree: 88%
- Responses: 5

**Statement 10**: Overall, I am satisfied with the preschool’s planning.
- Strongly Disagree: 0%
- Disagree: 0%
- Neutral: 0%
- Agree: 11%
- Strongly Agree: 89%
- Responses: 5

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### Parent Comments - Leadership and Decision Making

We are extremely satisfied with the organisation and leadership at this site. We really are very blessed to have such a preschool in our small country town. We always feel welcome which stems from having such a fabulous leader – we hope the Director is still in this role for future children that will attend Kapunda Kindy.

Very well run, great leadership by Sally, and a fabulous team all working together in harmony.

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### Financial Statement

Refer to Appendix B