Vision: Children are nurtured to develop the dispositions for life-long learning

Values: Relationships, Respect, Responsibility
1. CONTEXT

**Preschool Name:** Acacia Kindergarten  
**Preschool Number:** 6501  
**Preschool Director:** Kimberley Crowe  
**Partnership:** Blue Lake

Acacia Kindergarten is located in the north-west quadrant of Mount Gambier and is co-located with the Mount Gambier North Primary School (MGNPS). As we are co-located on the school site, there are advantages in terms of ease of access, transition to school for those attending MGNPS and sharing of resources.

With Universal Access funding, Acacia offers 5 kindergarten sessions for 4 years old children, with the option of full and half day sessions. We offer a before kindy care program for parents and guardians who have work and study commitments. Playgroup and an Inclusive Playgroup, for children with special rights, are available on Friday mornings.

Acacia Kindergarten offers an Inclusive Preschool Program (IPP) for up to 6 children with special rights. This program operates Monday, Tuesday and Wednesday. Children enrolled in this program attend on a fortnightly roster. The IPP is staffed with a qualified Early Childhood teacher and Early Childhood Worker (ECW) who provide educational programs based on individual needs of the children. This program is now permanently staffed by the Department of Education and Child Development (DECD) which will provide continuity of educators and service provision.

Acacia Kindergarten is a diverse community and is located in a low socio-economic profile area of the Mount Gambier city. Families from all areas and surrounding districts enrol at Acacia. A large number of families who have recently arrived in Australia as Humanitarian Refugees from Burma and the Democratic Republic of Congo enrol their children at Acacia. These children are supported by a Bilingual Support worker who is employed through the DECD Bilingual Support Program. These children then transition to MGNPS where they may enrol in the New Arrivals Program, if eligible.

Educators at the kindergarten have remained stable which has provided consistency to children and their families in terms of developing relationships and the educational service delivered.

2. REPORT FROM GOVERNING COUNCIL

The families of Acacia Kindergarten this year have been represented by a dedicated, caring & productive group of like-minded people, forming the 2015 Governing Council. We have been fortunate enough to have the support and commitment of these members to address kindy formalities. We have covered a diverse range of topics relating to finance, National Quality Framework – Quality Improvement Plan, fundraising, facilities, future kindergarten enrolments, policies, staff professional development, the Inclusive Preschool Program, teaching and learning practice & the rising complexity within the kindergarten this year.

The new air conditioner has been installed! A welcome relief to staff and children. This has been a hot topic on Governing Council agendas for many years!

Kimberley has given us an insight into the running of the kindergarten, via the Director’s Reports, especially educating us on the Reggio Emilia philosophy, the Reimagining Childhood Project and the Powerful Learner’s Project which the kindergarten were participating in. The Inclusive Preschool Program (IPP) was explained in detail. All policies have been reviewed, and the Behavioral Support policy was amended. Pupil free days were approved for staff education and development.

The complexity of the kindergarten this year, along with budget cuts to bilingual support and preschool support programs, proved challenging to the educators. We discussed our concerns at a meeting with Adam Box, Education Director for the Blue Lake Partnership, regarding the complexities and a need for increased supports, along with a recommendation for reclassification of Kimberley’s...
role as Preschool Director. This is currently in the process of being reviewed by Human Resources in DECD.

The newsletter is now being emailed to families – to a nominated email address, as well as a paper copy in the children’s pockets. The Governing Council believed this would allow parents to receive newsletters, reminders, general information and weekly learning documents at their convenience. We felt it also allowed other family and friends to share in the children’s learning journey.

A DECD purchase card was approved by Governing Council, covering kindy purchases that were previously paid for by staff and reimbursed afterwards. Governing Council have also decided to increase fees from 2016. Fundraising was kept to a minimum this year to maintain a focus on teaching and learning. The picture plate fundraiser had good support from families and raised a small amount of money. The “Blinky Bill” movie day was received very well by the kindergarten community. The afternoon tea – supplied by the governing council & staff, was a success & the children thoroughly enjoyed seeing each other outside of the kindy setting.

The 2016 structure of kindergarten sessions was discussed in depth, and the site have decided to trial a fortnightly booking pattern for all children. This will be 2 full days between Monday to Thursday and alternate Fridays with Universal Access funds. Parents and educators believe this structure will be more beneficial for children’s learning and wellbeing.

On behalf of the Governing Council I would like to thank Kimberley for her tireless effort throughout a challenging year….the kindy would not function so well without you. The staff at Acacia, Sally, Kerry, Susan, Kath, Mel & Tania, all your hard work and dedication does not go unnoticed and you are truly appreciated.

Thank you again to the Governing Council members for all your time and dedication to a most important cause….. our children’s education.

Jordy Stapleton – Acacia Kindergarten Governing Council Chairperson 2015

3. HIGHLIGHTS 2015

This was the final year of Acacia Kindergarten’s participation in the South Australian Early Childhood Organisation (EChO) Reimagining Childhood. This project has supported site educators’ professional development, under the principle of ‘teacher as researcher’. The growth of educators is evident in the new philosophy which highlights the professionalism of all educators. The Acacia Kindergarten Director will contribute a chapter of a book to be edited by Lisa Burman, titled, “Making Our Own Road- Between South Australian and Reggio Emilia. Stories of Reimagining Childhood.”

4. QUALITY IMPROVEMENT PLAN

To strengthen continuous improvement practices, the DECD kindergartens in the Blue Lake Partnership worked collaboratively to establish priorities for Blue Lake Partnership kindergartens, which informed sites individual Quality Improvement Plans.

**QA1: Educational Program and Practice**

**QIP Goal:** In relation to NQS Standard 1.2

Blue Lake Partnership kindergarten sites work collaboratively to engage in dialogue and critical reflection to improve early childhood pedagogy and practice.

**Achievements:**

**Powerful Learners Project**

- Key educators from Acacia Kindergarten and MGNPS participated in a Powerful Learners Project facilitated by Lisa Burman. This was a joint preschool and school project to further
understand and embed playful learning through exploring flexible learning environments and playful pedagogies. This project deepened early years literacy and numeracy content knowledge and further explored the connections between the EYLF, the preschool literacy and numeracy indicators and the Australian Curriculum.

- Regular meetings were held between Acacia and MGNPS reception teachers to discuss early years pedagogy and continuity of learning. (See Quality Area 6 for more information).

- Planning cycles were reviewed to incorporate the literacy and numeracy indicators, ensuring the indicators were an integral part of the teaching, learning, planning and assessment. Educators further explored the numeracy indicators in depth through a site Pupil Free Day and trainings with the Primary Maths Association as part of the familiarisation year.

**EChO Reimagining Childhood Project**

- The Reimagining Childhood Project has been an ongoing 2 year project facilitated by EChO. This project is in response to the ‘Reimagining Childhood in South Australia Report’ by Carla Rinaldi. The key learning team from Acacia participated in in a final learning day with all state project sites early in the year.
- Participation in the project has increased critical dialogue amongst educators at the site as they strive for best early years practice. Continuation of the book club as a tool to develop pedagogical practice through professional reading and dialogue has been used.
- Acacia Kindergarten will contribute to a publication, ‘Making Our Own Road – between South Australia and Reggio Emilia, Stories of Reimagining Childhood.’ This book will be a compilation of best practice across South Australia, demonstrating EChO project participants’ journey, edited by Lisa Burman.
- The site’s philosophy was re-developed as a response to the Reimagining Childhood project. (See Quality Area 7 for more information).

**Intentional Teaching**

- Educators worked closely with DECD Speech Pathologists and Community Health Occupational Therapist to develop understandings and expertise in visual strategies and sensory processing and provision to ensure our practice was effective and inclusive for all learners. Routines and learning environments were intentionally planned for in response to children’s capabilities and areas for growth.
- Planning cycles were reviewed and modified by the IPP and main kindy educators each term to ensure their effectiveness.
- Planning, evaluation and assessment practices inform educator intent for learning experiences and scaffolding each week, to ensure all educators were responsive and intentional in their everyday teaching practices.

**Recommendations for 2016:**

- An increased focus of the literacy and numeracy indicators through developing educator knowledge as a priority in staff development meetings, supporting highly effective teaching practices.
- Final publication of chapter for ‘Making Our Own Road – between South Australia and Reggio Emilia, Stories of Reimagining Childhood.’
- Continue termly meetings with Occupational Therapist with staff team.
- Explore as team how we understand and support each individual child and recognise their progress towards each learning outcome.
  - How can we capture each individual educators observation and understandings and knowledge about each child and share this information with all educators effectively to support scaffolding?
  - Reflect on our ‘language for learning’ and questioning techniques that link with the site philosophy.
  - Find a way to ensure consistent conversations with families about children’s learning.
  - To develop effective reflective practices and decision making for group times.
  - Explore how we develop better knowledge of the diverse range of cultures represented at our kindergarten, to ensure they are effectively supported and included within the program.
QA2 – Children’s Health and Safety

Achievements:
- Educators have updated their first aid qualifications to new course approved by ACECQA.
- Educators updated their Responding to Abuse and Neglect training.
- The child protection curriculum, ‘Keeping them safe’ and a social skills program are planned and implemented daily.

Recommendations for 2016:
- Develop a yearly in depth, sequential overview for the keeping them safe curriculum, incorporating social skills program.
- Investigate the possibility of developing a parent workshop based around child protection and social skill program.
- Ensure healthy eating and physical activities are included in weekly programming.

QA3 – Physical Environment

QIP Goal: In relation to NQS Standard 3.3.1 and 3.3.2

The site’s sustainability strategy is implemented by the kindergarten and educators are proactive in developing sustainable practices in all aspects of its operations.

Achievements:
- The site’s environmental sustainability strategy has been implemented and all educators support children to actively participate in sustainable practices on a daily basis.
- The strategy is now part of the information pack, published online on the kindergarten website. (Please see attached, Environmental Sustainability Strategy).
- Increased sustainable practices of curriculum materials, including the understanding and use of loose parts.

Recommendations for 2016:
- Continue to review strategy on a termly basis, adapting as needed.
- Develop an effective storage system for outdoor loose parts which enables children to have easy access.
- Consider and plan for sustainable use of water, plan to rebuild the creek area and investigate possibilities for a water pump near the creek bed.

QA4 – Staffing Arrangements

Achievements:
- Acacia Kindergarten educators are a strong, dynamic and collaborative team who work tirelessly to provide a high quality program for children.
- Two successful pupil free days were run on site by the Director, the first with a focus on philosophy and policy development, and the second on play, loose parts and numeracy.
- Educators are a highly skilled and committed to ongoing learning and this is evident in the professional learning undertaken throughout the year, especially in their commitment to further study.
  - The kindergarten’s previous Director, Susan Lightbody, began her full time permanent teaching position. The experience, knowledge and passion that she brings to the site will ensure teaching and learning at Acacia continues to be of high quality.
  - The Inclusive Preschool Program became a permanently funded program, with Tania Widdison and Sally Sellars winning their positions permanently.
  - Early Childhood Workers, Kerry Walter and Belinda Smith updated their Diploma, and Sally Sellars completed the Diploma.
  - Inclusive Preschool Program teacher, Tania Widdison won a DECD scholarship to study Masters in Education, specializing in Special Education.
  - Universal Access teacher Kath Salmon completed a Masters in Education.

Recommendations for 2016:
- Preschool Director, Kimberley Crowe to study Graduate Diploma of Strategic Leadership.

QA5 – Relationships with Children

Achievements:
- Educators participated in Circle of Security training to develop knowledge to ensure we are always emotionally available to children, and to increase parenting support for families.
• Termly meetings with Community Health Occupational Therapist to ensure sensory provision for individual learners.
• The establishment of targeted small learning groups considered individual children’s and parent relationships with key educators.

**Recommendations for 2016:**
• How can we further support bilingual children and families to feel a sense of belonging and participation, considering the 2016 cohort is approximately 25% non-English speaking.
• Reflect on the ‘Interactions with Children: Behaviour Support policy’ and consider positive behaviour support strategies.
• Trial a new kindergarten sessional structure in 2016 to investigate if it improves relationships, learning and wellbeing for children. All children will be enrolled on a fortnightly roster, comprising of 2 days on week, 3 days the next. There will no longer be ½ days offered, as the extra Universal Access session will be offered as an alternating full day Friday. Use the Respect, Reflect, Relate observational scales or Leuven scales as a data measurement tool.

**QA6—Collaborative Partnerships with Families and Communities**

**QIP Goal:** In relation to NQS Standard 6.3
The site will work collaboratively with organisations and services in the community to ensure safe and secure environments that promote wellbeing and family engagement.

**Achievements:**

**COMMUNITY PARTNERSHIPS**

**Mount Gambier City Council Charter for Children**
• The Charter for Children is display and actively promoted by the site as teaching and learning supports children to be active and visible citizens in the community. Regular excursions were held to natural spaces and business throughout the year.

**Community Hubs**
• The MGNPS Community Hub has increased services to Acacia Kindergarten. The social worker visited the kindergarten site one morning per week and developed relationships with identified families and children. These families accessed different services available at the hub throughout the year. All programs offered at the hub are on display at the kindergarten and families are encouraged to participate if relevant.

**Partnerships with Organisations, Agencies and Community Services**
• The site continued to work collaboratively with South East Regional Health Services professionals and private practitioners to provide the best learning support for children with special rights. The ‘Team around the Child’ approach is utilized by the IPP educators to map out services involved in supporting children and families.

**Partnerships with Families**
• Termly invitations to are given to families to attend a special event to celebrate children’s learning. These events are well received with high numbers of families in attendance each term.
• A highly engaged and active Governing Council was established with committed parents who strongly advocated for the site in various ways.
• Weekly newsletters, emails and regular Facebook page updates ensured information about the kindergarten and curriculum was accessible for all families. Positive feedback from families was received about the level of communication between the site and families.

**Transition Processes (links with QA1 Powerful Learners Project)**
• Key educators between Acacia and MGNPS participated in the Powerful Learners Project. Regular meetings were held and a focus on wellbeing for learning was agreed upon.
• With a focus on wellbeing for learning, the development of a Family Connect playgroup was established during Term 3. This involved Centacare, the Community Hub and identified families who would greatly benefit from kindy and reception classes.
• During Term 4 a successful Transition Playgroup was developed in collaboration with kindy, MGNPS, the Community Hub and Playgroup SA. Children enrolling at MGNPS from kindergarten attended once per week with a parent.
• Feedback from families and staff at MGNPS about the transition processes has been very positive and it is hoped continued funding can be sought a ongoing part of the transition process between Acacia Kindergarten and MGNPS.

**Recommendations for 2016:**
• Charter for Children and community links and information tab on site website.
• Develop relationships with child care centres.
• After an evaluation of transition processes established during 2015, develop an agreed transition timeline with MGNPS Reception teachers for 2016.
• Participation in the ‘Charter for Children Art Calendar Project’, in collaboration with Mount Gambier Preschools, City Council and Rotary.

QA7: Leadership and Service Management

QIP Goal: In relation to NQS Standard 7.2.1
Site philosophy is reviewed and further developed to reflect educator growth and research.

Achievements:
• The review and development of a new philosophy became a focus of educators’ professional dialogue and research for the first three terms. Our new philosophy was developed after a long process of critical reflection, and was discussed and reviewed in length with Governing Council. (Please see attached, new Philosophy).

QIP Goal: In relation to NQS Standard 7.2.2
Educator Performance Development plans are effective and support improvement.

Achievements:
• Site performance development procedure was reviewed during Week 0, Term 1 and performance development plans were developed between Director and educators during Term 1. Meetings were held during the year to review plans.
• Professional learning conversations were held between all educators to deprivatise Performance development goals. Deprivativerising performance development goals enabled educators to support one another and encouraged increased collaboration and collegiality.

QIP Goal: In relation to NQS Standard 7.2.3
Effective and efficient processes are developed among Blue Lake Partnership (BLP) Kindergartens to strengthen continuous improvement across the partnership.

Achievements:
• BLP Directors worked collaboratively to identify mutual areas for improvement. Regular begins were held to establish QIP priorities.
• Shared professional learning attended by BLP educators as part of the Powerful Learners Project and preschool literacy and numeracy indicators throughout the year.
• The focus of BLP Directors meetings was on the Results Plus initiative for the second part of the year.

Recommendations for 2016:
• A review of policies and procedures during Term 2 by educators and governing council, ensuring they align with DECD and NQS requirements.
• Continue to work collaboratively with BLP Directors, identifying key areas for improvement for 2016. Regular meetings throughout the year between Directors are required to discuss QIP progress. A partnership focus on the implementation of the Preschool Literacy and Numeracy Indicators will hold main importance in the 2016 QIP.
• Termly meeting between educators to support critical dialogue about Performance Development Planning and progress.
• Implementation of the new philosophy. Use this philosophy as a tool to guide our everyday practice, reflection of practice and continual improvement.

Indicators of Preschool Literacy and Numeracy
The DECD funding received to for the familiarisation of the Indicators of Preschool Literacy and Numeracy was used for key educators to participate in professional learning to increase knowledge of the numeracy indicators. Money was also used to purchase professional reading material for all educators which was used as a ‘book club’ where all educators participated in reading a text and engaging in dialogue during staff meetings.
5. INTERVENTION AND SUPPORT PROGRAMS

Inclusive Preschool Program
The Inclusive Preschool Program is now a permanently funded program by DECD, enabling educators to hold permanent positions in the program. The Inclusive Preschool Program (IPP) included 4 children with a diagnosis of Autism Spectrum Disorder during 2015. The aim of increasing the level of inclusivity was achieved during 2015. Children from mainstream resorted to the use of the IPP during each session. It was observed that children who had experienced trauma, anxiety, or had sensory needs or other developmental delays sought out this room. The IPP enables a quiet, predictable space for children to utilize, supporting their ability to self-regulate and engage in social learning experiences. Children who have newly arrived to Australia as Humanitarian Refugees benefit greatly from this space and in 2016 will be enrolled on the days to coincide with the IPP.

Preschool Support Program
An increasing number of enrolments were referred to Integrated Support Services (ISS) and received funding during 2015.

Number of children receiving Preschool Support

<table>
<thead>
<tr>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>14</td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>

Changes in ISS staffing heavily impacted on the quality of the Preschool Support Program at the beginning of the year as there was little involvement from ISS. With stable allocations of ISS Team, it is hoped that there is consistency in support provided for 2016.

There were a large cohort of children who had experienced or were experiencing trauma in their home life, however were not supported under Preschool Support as they do not ‘fit’ in any category. This placed pressure on educators to support complex and challenging children with little or no support.

Bilingual Support Program
During 2015, there were 10 children who were non-English speaking, comprising of 2 Congolese and 8 Burmese children. The site continued to employ a Karen speaking Bilingual Support Worker who has supported children to participate in the learning program, and provides effective communication processes between the Burmese community and the kindergarten. Stronger connections were made with the MGNPS Intensive English Language Program (IELP). The coordinator of this program actively enrolls new arrivals for school and kindergarten in collaboration with the Migrant Resource Centre. The Bilingual children participated in weekly visits to the IELP Junior Primary classroom, with the support of the Bilingual Support Worker who works across both sites. Regardless of the number of children enrolled who are eligible for Bilingual Support, funding from DECD for Bilingual Support hours remains low and adds additional challenges for educators and children in a complex site with multiple programs.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2013 - 2015
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>2013</td>
<td>58</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>63</td>
<td>65</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>2015</td>
<td>63</td>
<td>58</td>
<td>59</td>
<td></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

The Same First Day has enabled greater predictability of future enrolments and ensures enrolments are consistent across the year. Acacia continues to be a popular site for families who live in the surrounding districts of Mount Gambier. Enrolments lowered slightly towards the end of the year with the transience nature of some families who were initially enrolled.

6.2 Attendance

Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>2014 Centre</td>
</tr>
<tr>
<td>2015 Centre</td>
</tr>
</tbody>
</table>
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

Attendance continues to remain consistent and well above state average. Acacia Kindergarten adopts a flexible approach to enrolling children, allowing families to select preferred session attendance for their children that best support their family and working lives. Friday morning sessions were no longer offered in 2015 as a Universal Access session due to low attendance in 2014 on this session. Instead, children attended 15 hours from Monday to Thursday. Attendance varied during the year in some individual cases due to complexity in family situations.

### 6.3 Destination – Feeder Schools

#### Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0265 - Mil Lel Primary School</td>
<td>Govt.</td>
<td>5.8</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>0290 - Reidy Park Primary School</td>
<td>Govt.</td>
<td>16.7</td>
<td>11.5</td>
<td>16.7</td>
</tr>
<tr>
<td>0309 - Naracoorte Primary School</td>
<td>Govt.</td>
<td></td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>0422 - Suttontown Primary School</td>
<td>Govt.</td>
<td>8.3</td>
<td>7.7</td>
<td>2.4</td>
</tr>
<tr>
<td>0501 - Yahl Primary School</td>
<td>Govt.</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0720 - Clarendon Primary School</td>
<td>Govt.</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0724 - Compton Primary School</td>
<td>Govt.</td>
<td>11.1</td>
<td>1.9</td>
<td>4.8</td>
</tr>
<tr>
<td>0953 - Mount Gambier North Primary School</td>
<td>Govt.</td>
<td>44.4</td>
<td>38.5</td>
<td>45.2</td>
</tr>
<tr>
<td>1021 - McDonald Park School</td>
<td>Govt.</td>
<td>3.9</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>1650 - Mulga Street Primary School</td>
<td>Govt.</td>
<td>5.8</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>8260 - Tenison Woods College</td>
<td>Non-Govt.</td>
<td>7.7</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td>8359 - St Martins Lutheran College</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td>11.5</td>
<td>9.5</td>
</tr>
<tr>
<td>9066 - Tenison Woods Catholic School</td>
<td>Non-Govt.</td>
<td>13.9</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.1</td>
</tr>
</tbody>
</table>

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

Acacia Kindergarten feeds to various schools in Mount Gambier and surrounding districts. The majority of children continue to enrol at the co-located school, Mount Gambier North Primary School. Acacia Kindergarten and Mount Gambier North have developed a strong transition program and data shows there has been an increase of children enrolling at this site.
7. CLIENT OPINION

Acacia Kindergarten seeks feedback in many forms from families throughout the year. This information is considered when making future curriculum decision. The DECD Parent Opinion Survey was distributed to all families during Term 3, and 29 responses were received. The survey results are discussed at Governing Council to seek further information from parent representatives where necessary. Parent feedback continues to be very positive and comments provide an insight into the thoughts and values of kindergarten families.

Opinion Survey: Parent Comments

Quality of Teaching and Learning
- My child has been supported all the way along and I have been informed about all her learning.
- We are extremely pleased with Acacia Kindergarten especially the IPP. The improvement we have seen in our children's speech and behaviour has been fantastic.
- The kindy is very child focussed.
- I cannot speak highly enough of the early learning program on offer. The educators know my child well and are able to extend on my child's interests.
- Teachers at Acacia are FANTASTIC! They have a very diverse group of children that can have complex learning and social needs. They do an outstanding job and need to be recognised for it!

Support of Learning
- Fantastic support
- Our twins need a lot of support and all the staff have been very helpful and taught them how to behave in a group environment.
- The support for our child has been great. He has grown and learnt so much since attending Acacia Kindy.
- My son has communicated behavioural expectations to me at home, e.g. 5Ls, touch teachers arm if they are busy and you need to talk to them, appropriate noise levels. Learning areas available are always well set up with enough resources for children and are always inviting.
- Students are very well supported.
- Acacia is a very supportive environment for children to learn. The programs the kindy run are wonderful for the children and invite interactions between kindy and home to develop learning.

Relationships and Communication
- All teachers I have contact with acknowledge me by name. I LOVE that communications are emailed and I now can read when I get the opportunity and share with my husband. When I have had concerns or queries regarding my child, they were dealt with promptly by teachers.
- I'm very comfortable approaching staff and they are comfortable approaching me with my child's progress. The communication is excellent, including newsletters, emails and boards.

Leadership and Decision Making
- As a member of Governing Council, I have seen all this in action. Kimberley Crowe is one of the most passionate teachers I have met. She genuinely cares for students and their families. She supports her staff 100% and ensures the kindy runs smoothly whilst providing the children with the best possible learning opportunities.

Other comments
- I can't fault Acacia kindy and staff, they do an amazing job for children and parents.
- Fantastic kindy, I would highly recommend it.
- Being a 1st time kindy parent, I believe more funding needs to be put into Early Childhood Education at the preschool level. Seeing the challenges Acacia has faced, and seeing how much the children have been inspired to learn, and the improvements in their learning is amazing. Preschool is the base of children's schooling and should be treated with the respect it deserves from government.
- We are very happy with Acacia Kindy, especially the IPP. They have shown so much patience with our children and have been excited to share their progress with us.
- I cannot recommend the kindy highly enough. Very motivated and effective director in Kimberley and the other educators are also passionate and dedicated, which can be seen in all daily interactions.

8. ACCOUNTABILITY

A report on the processes for ensuring compliance with the DECD Criminal History Screening Summary for Site Leaders document.

Effective processes and methods of maintaining documents have been established to ensure the site is compliant with the DECD Criminal History Screening. Educators’ records are kept in the HRS Eduportal tool and monitored regularly. Governing Council members and other volunteers are required to complete the DECD Criminal History Screening process and Responding to Abuse and Neglect training for volunteers.
9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>482,725.39</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>23,463.25</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

Please see attached End of Year Profit and Loss Statement