Vision: Children are empowered to develop the skills and dispositions for life-long learning.

Values: Relationships, Respect, Responsibility
**Context**

**Preschool Name:** Acacia Kindergarten  
**Preschool Number:** 6501  
**Preschool Director:** Kimberley Crowe  
**Region:** Limestone Coast

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

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. Children can access pre-entry sessions for the last 5 weeks of term, attending one session per week. Playgroup and Inclusive Playgroup are available on Friday mornings.

Acacia Kindergarten offers an Inclusive Preschool Program (IPP) for up to 6 children with significant additional needs. This program operates Monday, Tuesday and Wednesday. Children enrolled in this program attend on a fortnightly roster. The IPP is staffed with a teacher and Early Childhood Worker (ECW) who provide educational programs based on individual needs of the children. The children in IPP have their own indoor and outdoor learning space and they spend time in the main kindergarten area during their day.

Acacia Kindergarten is a diverse community. Many Burmese, Congolese, Aboriginal and children under the Guardianship of the Minister enrol at the site. Acacia Kindergarten is located in a low socio-economic profile area, and we have a vast range families including those from professional and business backgrounds. Enrolments of Aboriginal children are relatively consistent. An ECW is employed for additional hours to support children settling into kindergarten routines and supports the development of learning goals. Burmese and Congolese children enrol at Acacia Kindergarten and are supported by a Bilingual worker who is employed through the DECD Bilingual Support Program. These children then transition to Mount Gambier North Primary school where they may enrol in the New Arrivals Program.

Acacia Kindergarten's staffing has been very stable for 2012, which has provided consistency to children and their families in terms of developing relationships and the educational service delivered.

**Quality Improvement Plan**

**QA1 - Educational Program and Practice**

**Aims:**
- Develop educator’s understandings of the Early Years Learning Framework (EYLF) Principles and Practices.
- Ensure the site philosophy underpins our practice.
- To provide a learning environment which reflects the diversity of cultures and languages at our site.
- Ensure emergent literacy is a priority.
- Increase educator confidence in delivering an educational program which focusses on mathematics.
- Support children to reflect on their learning experiences.

**Achievements:**
- Professional learning during staff meetings and professional training and development was focused on developing educators understandings of identified areas in the EYLF and effective teaching, planning and assessment methods.
- The site philosophy was reviewed each term to ensure it reflected site practices.
- Educators worked closely with Aboriginal Elders to develop their knowledge and understandings of local Aboriginal history and culture as the site investigated EYLF Cultural Competence.
• Educators explicitly planned for literacy and mathematical intentional teaching time during group times and set up play spaces to support children’s development of ‘Phonological awareness, Oral language and Print awareness’ (POP) and mathematical concepts.
• Educators developed new strength based methods of observing and recording children’s literacy and mathematical learning.
• Learning Stories frequently identified children using literacy and mathematics during play and developing their knowledge of emergent literacy and mathematical skills and concepts.
• Children’s knowledge and interests were identified and extended by the sites planning cycle. This included educator reflections on teaching and learning which then informs planning, teaching and documentation.
• Educators attended professional learning on effective documentation with children and observed high levels of engagement from children with the use of the ‘Thinking and Talking Floorbooks’ approach.

Recommendations for 2013:
• Continue to critically reflect on teaching and planning methods. Develop and strengthen understanding of the EYLF Planning Cycle, ensuring it is an integral part of educator practice.
• Utilize the Involvement scale from the Respect, Reflect, Relate observational scales to assess children’s level of involvement in their play and learning.
• Educators to develop individual learning goals for all kindergarten children in collaboration with families each term.
• Investigate Academic learning versus Intellectual learning. Staff to increase knowledge about growth and fixed mindsets and identify ways to support children to have a growth mindset.

QA2 – Children’s Health and Safety

Aims:
• Review procedures and policies to ensure they are in line with the National Regulations and Standards.
• Enhance wellbeing and mental health of children and staff, focusing on “Wellbeing before Learning.”

Achievements:
• Policies and procedures were reviewed to ensure practices were in line the National Laws and Regulation.
• Participation in the DECD HEPA project and presentation of the site’s journey at an Adelaide conference.
• Social skills were embedded part of our learning program.
• Educators attended RRR Masterclass training to deepen educator’s understandings of this resource. The observational scales were used to critically examine children’s wellbeing in the learning environment in Term 4. The wellbeing scale assesses children’s happiness and satisfaction, social functioning and dispositions. A mean score of 4.116 was achieved. This rating is considered to be high. With analysis of the wellbeing scale, the domain where most difficulty was identified was social functioning.

Recommendations for 2013:
• Continue to review all policies and procedures. Ensure all staff are aware and abide by these in their practices.
• Ensure that social skills and the child protection curriculum are an integral part of our learning program.
• Continue to use the RRR Wellbeing scale to examine children’s wellbeing and repeat the observation exercise after a number of weeks to reflect on changes.

QA3 – Physical Environment

Aims:
• Modify indoor area to create a new office space for staff.
• Continue to re-develop outdoor learning space.

Achievements:
• A new office space has been built for staff. It is hoped that this safer and purpose built space will enable staff to work more effectively.
• A working bee was conducted early in the year with a high attendance of kindergarten families.
• Educators and children regularly spent time gardening and working on projects to improve the outdoor learning environment.
• The outdoor environment which has been created allows children to investigate, explore, extend and challenge their learning as open ended spaces are provided allowing high levels of creativity to occur.

**Recommendations for 2013:**
• Ensure that educators embed sustainable practices consistently in the everyday learning program.
• Continue to develop outdoor learning area and work with Aboriginal elders and the local community to create a bush tucker garden.
• It was observed that approximately 80% of children play in the outdoor learning environment for the majority of time. Professional discussions were held between educators and some felt that this may be due to the outdoor environment being highly engaging. Educators plan to ensure that play spaces indoors are challenging and engaging.
• Utilize the RRR Active Learning Environment scale as a formal assessment of the environment.

**QA4 – Staffing Arrangements**

**Aims:**
• Ensure staff records are updated, accessible and handbook and induction methods are reviewed.

**Achievements:**
• Acacia Kindergarten staff are warm, respectful and supportive towards each other. There is a culture of continual improvement and critical reflection and staff are always striving to ensure education is of high quality.
• Weekly staff meetings are based around the site’s Quality Improvement Plan foci.
• Consistent staff during 2012 allowed continuity of care for children.
• Educators have attended a range of professional development and are continual updating knowledge the challenge and extend thinking.

**Recommendations for 2013:**
• Ensure staff records are updated, accessible and handbook and induction methods are reviewed.
• Build collaboration among staff and document educators learning journey.

**QA5 – Relationships with Children**

**Aims:**
• Educators and children use key word signing to support inclusive practice and communication.
• Learning experience which encourage high order thinking and planned and implemented.
• Effective processes are in place to support children’s behavior.
• Educators and families are aware of Children’s rights

**Achievements:**
• 3 educators attended a 3 day Reggio Emilia conference in Melbourne and shared their learning with other staff.
• All educators completed Responding to Abuse and Neglect training, and SMART training.
• Site behaviour policy was reviewed and consistent approaches by staff are now used by staff.
• The RRR Relationships scale was used to critically examine educator's interactions with children. The observation scales focus on responsiveness, positive interactions, quality verbal interactions and appropriateness. The mean score was high being 4.2. Educators developed and used an informal method of assessing relationships with children and used this regularly to monitor the quality of daily interactions and identify areas to strengthen.
• Professional discussions were held between educators about scaffolding children’s learning using open ended questioning and the Zone of Proximal Development. This was evident educator practice.
• Small group times promoted and supported children to develop close and meaningful relationships with educators.
• Children have access to indoor and outdoor play, including the IPP room which promotes inclusion.
• Children are encouraged and supported to develop real life skills and educators are responsive to children’s learning through the emergent planning process.

**Recommendations for 2013:**
• Use informal process of monitoring quality of relationships and interactions twice per term.
• Use RRR Relationships scale formally when required.
• Provide more opportunities for collaborative and inquiry based learning.

QA6 – Collaborative Partnerships with Families and Communities
Aims:
• Update parent handbook
• Families are given opportunities to contribute to curriculum decision making.
Achievements:
• A new parent handbook was created, with staff and governing council members contributing to the content required.
• There was a high level of attendance from families at twilight kindy sessions and positive response and feedback was given by a number of families.
• Families helped kindergarten staff on a daily basis to do routine based jobs such as washing, yard maintenance and cleaning.
• Educators worked closely with Aboriginal elders to learn about the local Aboriginal history.
• Excursions carried out were extremely successful and supported connections between other schools and events in the community.
• Regular newsletters and flyers informed parents of centre operations and children’s learning. Newsletters also provided information on how families can support their child’s learning at home.
• Pre Entry meetings were changed from one large group to individual meetings which allowed families to build stronger relationships with the Director.

Recommendations for 2013:
• Continue to work establish and maintain connections with the local community where possible and incorporate into the learning program
• Work collaboratively with main feeder school to establish effective transition programs and continuity of learning for children.
• Develop a learning pack for families to take home to further support their children.
• Work collaboratively with parents to establish individual children’s learning goals per term.

QA7 – Leadership and Service Management
Aims:
• Review the performance development.
• Ensure policies and procedures are updated and in line with the National Regulations and Standards.
Achievements:
• An effective performance development procedure was established by staff and all staff had performance development plans which were in line with site priorities. The Director attended DECD Performance Counts workshops.
• Policies and procedures were updated and reviewed to be in line with the National Regulations and Standards. Staff, parents and governing council were consulted during the review process.
• A regular review of QIP priorities and self-assessment procedures were conducted.
• Site philosophy was reviewed each term by staff.

Recommendations for 2013:
• Review staff induction methods
• Teachers to use the National Professional Standards for Teachers to identify strengths and areas for improvement.
• Conduct self-assessment process in regards to the National Quality Standards to identify areas of strength and key improvements.
• Develop effective processes to ensure families are consulted in decision making processes and seek opinions about education programs.

Intervention and Support Programs
Inclusive Preschool Program
Acacia Kindergarten, as part of the Inclusive Preschool Program (IPP) provides a specialized program for children eligible to access full time sessional preschool, who have significant global developmental delay, including a significant cognitive delay.
During the year the IPP teacher changed, and at which time the program daily operations and routines were reviewed with the new teacher and changes made accordingly in regards to children’s needs.
Achievements:
A routine was established which was based around children’s needs and group activities, fine motor, gross motor, sensory, emergent literacy and numeracy, developing independence and communication skills.

Establishment of a daily cooking program. The initial aim was to support children who were soon to start school and seemed to have a limited diet. Children started to make their own sandwiches and try new foods, verbalizing while preparing foods, developing understanding of procedure, including learning new nouns and verbs.

Individual children’s goals were regularly reviewed and children progressed at a pleasing rate.

Group time was reviewed and children from the main kindy were included and acted as role models for IPP children.

Recommendations for 2013:

• Continue the cooking program, and introduce a focus on gardening and sustainability.
• Continue planning for individual children, with achievable goals which can be reviewed on a regular basis in collaboration with support services and families.
• Focus on developing inclusivity with the main kindergarten, encouraging children to participate in a wider variety of activities and kindy group times.
• Inclusive Preschool Program teacher to work collaboratively with kindergarten teacher to plan and implement inclusive learning programs.
• Continue to use Respect, Reflect, Relate each term to assess children’s involvement, relationships, wellbeing and the active learning environment.

Early Intervention
Acacia Kindergarten screens all children when they begin kindergarten to assess their receptive language. This online tool identifies children who have difficulty understanding spoken language.

Achievements:

• Children were screened early in their first term of kindergarten, or if eligible during pre-entry.
• Children who were identified as having severe receptive language delays were referred to DECD support services and received Preschool Support.
• Children who were identified as having delayed receptive language were given targeted language support during kindergarten group times.
• Language packs were created and enabled families to borrow packs and use at home. These packs focused on specific areas of language.

Recommendations for 2013:

• Continue having an early intervention group in the morning.
• Investigate possibilities of splitting the early intervention group and work collaboratively with IPP staff to run two early intervention groups, including the children in IPP.
• Reassess children with mild delays in their third or fourth term to monitor progress made.
• All kindergarten children will have learning goals developed by educators each term in collaboration with families.

Preschool Support
Acacia Kindergarten received Preschool Support hours each term during 2012 to support children who have been assessed and identified as requiring extra support by DECD support services. Please refer to table and data below.

Summary of Language Links Data for children in their first term of Kindergarten at Acacia Kindergarten in 2012.

Children’s receptive language skills and understanding were screened in their first full time term at kindergarten using the web based Language Links assessment tool.

<table>
<thead>
<tr>
<th>Age Appropriate</th>
<th>Delayed</th>
<th>Severely Delayed</th>
<th>Not Assessable</th>
<th>Not Assessed</th>
<th>English as a Second Language-Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>32</td>
<td>13</td>
<td>12</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

A total of 60 children were assessed during 2012 in their first term of kindergarten.
32% of children were age appropriate in the understanding of language.
21.6% of children were delayed in their understanding of language.
20% of children were significantly delayed in their understanding of language.
15% of children were not assessed due to individual additional needs. 1.6% of children were classified as not assessable.

31.6% of children were referred to Speech Pathology and Disability Support Services and received Preschool Support during their time at kindy for significantly delayed receptive language and other expressive language difficulties.

Achievements:
- Children receiving Preschool Support developed close, trusting relationships with preschool support workers.
- Individual Learning Plan format was changed and allows an interactive process between educators, child and family. The recording procedure in the ILP allows preschool support workers and teachers to keep up to date with children’s progress.
- DECD Support Services commented that all children receiving support have made significant progress during the year.
- Explicit modeling of social skills, using the ‘PALS Social Skills Program’ during group times and in play situations has supported all children to develop positive relationships with other children and adults, manage conflict and learn how to express their feelings safety.

Recommendations for 2013:
- Increase the use of visual and visual schedules
- Investigate offering meetings each term with families whose children receive preschool support to discuss their child’s progress.

Bilingual Support
Acacia Kindergarten has received 3 hours per week of Bilingual Support. Acacia supported children who spoke Karen, Swahili, Sinhalese, Malayalam and Vietnamese dialects. The kindergartens Burmese Bilingual Support Worker left mid-year on maternity leave and the Bilingual Support hours were taken on by the kindergartens Preschool Support Worker.

Achievements:
- Children attended regularly and explicitly teaching the routine supported children to participate in all aspects of the kindergarten program
- Families actively participated in helping around the kindergarten and attended family nights held at the kindergarten.
- Children’s understanding of the English language is increasing and the majority of children have been transitioning into mainstream class at school.

Recommendations for 2013:
- Build closer working relationships with the Migrant Resource Centre to further support families.
- Build closer connections with the New Arrivals Program at the main feeder school to support children’s transition to school.

Behaviour
The preschool has an effective site behaviour code for managing children’s behaviour. Confidentiality prevents us from reporting on specific incidents of behaviour.

Report from Governing Council
Throughout 2012, Acacia Kindergarten Governing Council has been a dedicated and enthusiastic group of people. Attendance and participation at meetings has been excellent. We have discussed and reviewed a myriad of issues such as the policies of our kindergarten, curriculum, resources, staffing, training and development, budgeting, fundraising, purchases, physical improvement of our site, quality of teaching and learning, and any problems which may have needed attention.

It has been a successful year of fundraising. Events have been organised with great attention to detail, and the events themselves have been carried off very smoothly. We have run barbecues at Bunnings, Masters, and the Mount Gambier Christmas Parade. Family Fun Nights were lots of fun for children, families and staff, and also proved to be excellent community events and fundraisers. Governing Council members put in many hours of their time to ensure that such evenings ran smoothly. The bulb and pie drives were also very helpful fundraisers. However in a league of its own, was the Girl’s Night Out fundraiser. This was our pièce de résistance! The evening was organised
with precision, and Governing Council members and staff put in many hours, completing the long list of jobs needed to make such a huge community event go off without a hitch. All who attended had a marvellous time. There was something for everyone - live music, a great dinner at the Blue Lake Golf Links, an auction of hundreds of items donated from local stores, and a silent auction of pre-loved fashion accessories and handbags. It was a very classy event. We generously donated $1500 to South East Regional Community Health.

Through careful budgeting, planning and partially through fundraisers, Acacia was able to purchase a range of new resources. One example is the interactive plasma whiteboard which is used extensively. The physical environment has been pleasingly improved. New walls and glass windows have been erected, and carpet has been replaced, just to mention a few. Working Bees, organised and attended by Governing Council members and other families and staff, have helped greatly to further beautify our site.

We discuss and review the Training and Development which staff undertake. What is very pleasing also, however, is that we spend time talking about how the sessions will be used on a day to day basis to further improve the quality of teaching and learning. Training is selected very purposefully. We enjoy hearing what happened at training sessions, and how it will benefit the curriculum and education of our children. We are able to hear how planning occurs, how learning outcomes are approached, and how staff will use their Training and Development in the future. Two members of Governing Council also received Panel Training to be able to be on the panel to appoint Acacia’s new Director, should the position be advertised.

As members of Governing Council, we probably understand more about some of the aspects of running our kindergarten than other families would, because among other things, we create and review some of it's policies. For example we overviewed the Quality Improvement Plan, National Quality Framework Policy, Behaviour Support Policy, and the new DECD policy, “Have Your Say: Every Chance For Every Child”. We discuss enrolments, additional speech and language needs, bilingual support, and how to keep our excellent Inclusive Preschool Programme running smoothly.

At meetings it is unfortunately sometimes necessary to discuss problems which have arisen. Members always do this with great compassion, bearing the best interest of the children and the staff in mind, and with great patience. We showed tenacity and did not shy away from communicating our discontent with certain aspects of how our kindergarten was running, through letters and emails to Regional Office. Members always like to have a pleasing resolution for everyone, and never like to leave a job unfinished. We brainstormed possible solutions to the on going problem of unpaid kindergarten fees, with considerable success. We spent time coming to grips with the new concept of the Single Intake Policy, and how it has effectively created a transitional year of kindergarten for children in 2013. We made effective decisions around down to earth, but nevertheless important policies such as how our kindergarten pays for its electricity and water.

As I conclude this report and we conclude another outstanding year as a Governing Council, we are all thrilled to be able to celebrate the permanent five year appointment of Kimberley Crowe to the position of Director. She is a driving force behind our kindergarten, and everyone associated with Acacia enjoys working with her, and has great respect and admiration for her vision, work ethic and professional manner. Heartfelt congratulations, Kimberley, and sincere thanks for your tireless, enthusiastic input into our kindergarten. It has once again been my pleasure and privilege to work with the Governing Council. They are a dedicated, hard working group of people who genuinely care about the quality of teaching and learning at Acacia, and ultimately, the happiness of it's children.

Louise Drexler  Chairperson of Governing Council

Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2010 - 2012
Acacia Kindergarten’s enrolments have remained relatively steady across 2012. A significant number of families approach the kindergarten during the term to enrol children that we do not have on our records. These enquiries are by phone, email and by people visiting the site. Enrolments in our Inclusive Preschool Program have been low in 2012, with 3 children in Terms 1 and 2, 2 children in Term 3 and 1 child in Term 4. There will be 3 children enrolled in the Inclusive Preschool Program in Year 2013.

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>2010</td>
<td>76</td>
<td>67</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>2011</td>
<td>71</td>
<td>72</td>
<td>66</td>
<td>67</td>
</tr>
<tr>
<td>2012</td>
<td>66</td>
<td>71</td>
<td>70</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

Attendance

Table 2: Attendance Percentages 2010 - 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 2</td>
</tr>
<tr>
<td>2010 Centre</td>
<td>86.8</td>
</tr>
<tr>
<td>2011 Centre</td>
<td>93.0</td>
</tr>
<tr>
<td>2012 Centre</td>
<td>90.9</td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
</tr>
</tbody>
</table>
## 2012 State

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>87.4</td>
<td>85.9</td>
<td>84.4</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 levels for 2012 have been above state average and consistent across the year. We have worked consistently hard on encouraging parents and guardians to send their children to kindergarten on a regular basis and are aware of the importance of data collection on staffing levels. Parents and guardians are encouraged to notify the kindergarten if their child is absent from kindergarten. If children are absent from kindergarten for more than a week, the director has made courtesy calls to the family. We have a flexible approach to enrolling children, allowing families to select sessions for their children that best support their family/working/studying lives. This is received very positively by the community and the majority of children attend for 2 full days and 1 half day. By working with families and their needs, it encourages attendance and makes kindergarten more accessible for all.

### Feeder Schools

#### Table 3: Feeder School Percentage Data 2010 - 2012

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>0265 - Mil Lel Primary School</td>
<td>Govt.</td>
<td>3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0279 - Moorak Primary School</td>
<td>Govt.</td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0290 - Reidy Park Primary School</td>
<td>Govt.</td>
<td>16.3</td>
<td>8.9</td>
<td>13.6</td>
</tr>
<tr>
<td>0422 - Suttontown Primary School</td>
<td>Govt.</td>
<td>3.3</td>
<td>3.4</td>
<td>9.1</td>
</tr>
<tr>
<td>0724 - Compton Primary School</td>
<td>Govt.</td>
<td>9.8</td>
<td>5.0</td>
<td>2.3</td>
</tr>
<tr>
<td>0953 - Mount Gambier North Primary School</td>
<td>Govt.</td>
<td>49.1</td>
<td>60.9</td>
<td>50.0</td>
</tr>
<tr>
<td>1021 - McDonald Park School</td>
<td>Govt.</td>
<td>1.6</td>
<td>5.0</td>
<td>4.5</td>
</tr>
<tr>
<td>1645 - Gordon Education Centre</td>
<td>Govt.</td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1650 - Mulga Street Primary School</td>
<td>Govt.</td>
<td>9.8</td>
<td>1.7</td>
<td>6.8</td>
</tr>
<tr>
<td>8260 - Tenison Woods College</td>
<td>Non-Govt.</td>
<td>6.5</td>
<td>1.7</td>
<td>2.3</td>
</tr>
<tr>
<td>8359 - St Martins Lutheran College</td>
<td>Non-Govt.</td>
<td>3.3</td>
<td>6.7</td>
<td>6.8</td>
</tr>
<tr>
<td>9045 - St Anthony’s Catholic Primary School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9066 - Tenison Woods Catholic PS</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.7</td>
<td>100.1</td>
<td>100.0</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

Children at Acacia Kindergarten transition to various schools in Mount Gambier and the surrounding districts. There has been an increase of children enrolling in Non-Government Schools, from 8.4% in 2011 to 13.7% in 2012. The majority of children continue to enrol at the kindergartens neighboring school, Mount Gambier North Primary School.

### Client Opinion

At the end of each term, parents of children who are transitioning to school are encouraged to fill out an opinion survey. Early in Term 4, all parents are encouraged to complete a survey. This year we received 16 responses, which is a large increase from previous years.

The survey indicates that **Acacia Kindergartens Strengths** (based on the high percentage of *Strongly Agree* responses) are in the areas of
• The quality of teaching and learning.
• Relationships and Communication.

Areas requiring strengthening. There were no areas that received a disagree or strongly disagree response. From small percentage of neutral responses, it identifies that the preschool needs to focus on supporting parents to become more involved in decision making about the preschool and about their child’s learning. This will be addressed in the 2013 Quality Improvement Plan.

Please see attached Opinion Survey for tables and comments.

**Financial Statement**

Please see attached Finance Reports.