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

Values: Relationships, Respect, Responsibility
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 access pre-entry sessions for the last 5 weeks of term, attending one session per week. 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 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 qualified Early Childhood Educator 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. Acacia Kindergarten is located in a low socio-economic profile area, and we have a vast range of families including those from professional and business backgrounds. Families who have recently arrived in Australia 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 Mount Gambier North Primary school where they may enrol in the New Arrivals Program if eligible.

Acacia Kindergarten’s staffing has remained consistent for 2013, which has provided consistency to children and their families in terms of developing relationships and the educational service delivered.

Quality Improvement Plan

During 2013 the site narrowed the Quality Improvement Plan (QIP) focus. After conducting site audits based on the National Quality Standards (NQS) and through the influence of recent professional learning and international research and trends in education, key focuses for the 2013 year were established.

The National Quality Areas have many intersections and areas of overlap, so improvements in one area have naturally resulted in improvements in other areas. Broadly speaking, the site has had a focus in Quality Area (QA) 1 investigating Mindsets, Academic and Intellectual learning and Learning Dispositions. Quality Area 3 Sustainability and Quality Area 6 Transition and Continuity of Learning.

QA1: Educational Program and Practice

QIP Goal: In relation to NQS Standard 1.2.3

Educators utilize the EYLF planning cycle and provide a high quality educational program which supports children to develop a growth mindset. Literacy and numeracy are to be at the centre of practice while educators support children’s intellectual learning.

Achievements:

- Educators attended training with leading international Early Childhood Leaders, including Marc Armitage, Adam Bienenstock, Tim Gill, Gen Jereb, Niki Buchan and Lisa Burman, as well as many Australian professionals. Attending training opportunities has ensured that our educational pedagogical practices are reflective of internationally recognised theory and practice.
- A professional inquiry into American Psychologist Carol Dweck work on Mindsets developed own personal knowledge about fixed and growth mindsets. Our understanding of this and the impact it has had on many of our children was evident when observing their approach to learning. The Respect Reflect Relate involvement observational scale to assess children’s
levels of involvement in their learning. Each time this was used in the main kindergarten, a high rating between 4.2-4.4 was achieved. The Inclusive Preschool Program ratings varied from 3 to 5. Observation showed that children with Autism needed time to watch and observe others, to process what they have observed from their peers and this was significant for children with significant speech and language delays. Data indicates that environmental factors heavily influence the level on involvement with our children in the Inclusive Preschool Program.

- We have developed a close working relationship with the speech pathologist and have built upon our literacy practices, to ensure we are meeting the regional expectations of effective pedagogy based on the EYLF with a focus on early literacy learning.
- The implementation of the bookmaking approach has revitalised the way we teach writing and has proven itself to be a highly engaging experience for children.
- We have spent time working with the EYLF and Australian Curriculum-focussing on mathematics and science. Professional development was undertaken with the Australian Curriculum Implementation Officer and local Junior Primary teachers.

Recommendations for 2014:

- Express interest in participating in the Early Childhood Organisation (EChO) Re-imagining Childhood Project.
- Further investigation into Intellectual Learning and Learning Dispositions.
- We will build upon our use of the bookmaking approach to writing by monitoring and assessing all children’s engagement across the year. We will aim to use this as a strength based assessment to analyse a child’s early literacy skills including phonological awareness, oral language and print awareness, as well as their understandings about texts and writing processes.
- Continue to work with Junior Primary teachers at local feeder schools to investigate connections with the EYLF and AC in relation to other subject areas.
- Use the Respect Reflect Relate document to assess the 4 indicators to a quality early years educational setting, with a focus on involvement and the active learning environment scale. Use the site adapted relationships scale assessment twice per term to assess the quality of educator and child relationships with all children.
- Developed agreed understandings of academic goals in literacy and numeracy. Use the DECD Literacy and Numeracy strategy and the new Preschool Progress Indicators for literacy and numeracy.
- Review summative reporting method with the Same First Day implementation and the new DECD Preschool reporting policy.

OA2 – Children’s Health and Safety

Achievements:

- Our connection with the Department of Health initiative Obesity Prevention and Active Lifestyle (OPAL) strengthened this year as we implemented many of their initiatives. The implementation of OPAL initiatives has strengthened the site meeting Quality Area 2 element of ‘each child’s health is promoted’ and ‘healthy eating and physical activity are embedded in the program for children’.
- OPAL initiative ‘Think Feet First’ focus continued as we encouraged children to be physically active during the day and also went on many community walks. ‘Peel Pour Pop’ performance was attended by the kindergarten and a family breakfast morning was held earlier in the year following this event.
- The Eat a Rainbow program implementation was hugely successful and will continue next year. Many children have explored their tastebuds as they have tried a range of different fruits and vegetables. Positive comments from families have been received about the impact that this program has had on children’s eating habits at home. The kindergarten, with support from Governing Council and OPAL held a Eat a Rainbow evening, with a performance by the Rainbow Sisters, followed by a delicious dinner. This event was open to the public and was well attended by kindergarten families.

Recommendations for 2014:
A review of policies and procedures will need to be undertaken to ensure all educators are following protocols.
Continue to implement OPAL initiatives as part of the curriculum

QA3 – Physical Environment

QIP Goal: In relation to NQS Standard 3.3.1 and 3.3.2
The site, educators and children become proactive in developing sustainable practices in all aspects of its operations. Children develop increased responsibility and respect for the environment.

Achievements:
- Sustainable practices were implemented as part of the learning program. Each term a project focus using the Talking and Thinking Floorbook approach around sustainability and environmental education occurred. Excursions to local area supported children’s learning.
- The new office space construction was completed at the beginning of the year. While a costly project, this purpose built space has enabled educators to work productively in an organised environment. The library was constructed late Term 1 in the old office room. The functional design allows for adequate storage and ease of access to materials. This space is also used for Preschool Support and other meetings.
- The outdoor area continued to develop as educators aim to create an aesthetically pleasing natural environment for children which offers a variety of learning opportunities. Trees were trimmed and cut down after a tree audit was completed. The new shed has been approved and will be installed in the school holidays, creating a larger and safer storage space outside.

Recommendations for 2014:
- Our focus on sustainability and environmental education will continue to grow. We aim to develop a sustainability strategy for the kindergarten and will work with the City Council sustainability officer and other organisations to do this. The outdoor area offers opportunities for learning through play and is enriched by a vast amount of natural resources and opportunities for children to connect with nature.
- The new shed will allow for a more functional storage space and we plan on installing a rainwater tank next to the shed. This will allow the children to access and manage their own water usage in the mud/digging area.

QA4 – Staffing Arrangements

Achievements:
- The staff team is diverse and highly skilled. Educators are committed to providing a high quality learning environment for the children and their families. Most of the staff have grown up in the region and live locally, bringing a wealth of contextual knowledge and links with the community to the preschool environment. All staff meet the new qualification requirements.
- Educator to child ratios are maintained at all times and creative use of funding has ensured we are always staffed with a smaller ratio than legally required. During Terms 3 and 4 the site has been part/fully funding an extra ECW to maintain consistency and to enable pre entry to occur in Term 4. Our staffing funding was cut in Terms 3 and 4 due to the Same First Day policy implementation. Savings from funding this year, and from our SASIF has enabled us to easily afford this extra ECW position and has ensured consistency in educators for the children and their families.
- The educational leader has represented large kindergartens on the Early Years Reference Group. This group have developed policies and position papers for kindergarten and schools in the Limestone Coast regarding transition and literacy. The information gained from this reference Group, helps to ensure that Acacia’s educational practices are in line with DECD and regional current and future expectations.
- Educators are committed to attending staff meetings once per week and the site has Friday afternoon as a session free period, giving educators their entitlement of non-instructional time which enables adults to work together to plan and implement a high quality educational program. Educators attended professional development opportunities in the Limestone Coast and Adelaide on a regular basis.
- Educators had a Performance Development plan, in line with DECD policy. This reviewed termly with the Director during Performance Development meetings.

QA5 – Relationships with Children

Achievements:
Respectful and equitable relationships have been developed and maintained across the year with each child. Small group times and opportunities during the day where children are able to participate in smaller collaborative group learning experiences have allowed for the development of trusting and secure relationships.

In line with National Quality Standards, we have also developed and maintained a daily routine which minimises the number of transitions for children.

Recommendations for 2014:

- Term 1 presents many challenges for staff as we have our first year of the Same First Day policy. With all children starting full time kindergarten in Term 1, our priority will be supporting children and their families to transition to kindergarten and develop close relationships with educators, which will then support the child’s sense of belonging.
- 2014 will also be a challenging year in the IPP- with a full program (6 children) and will consist of children who have varying severe and multiple disabilities. A close professional relationship with the DECD Speech Pathologist and Disability Coordinator, as well as other support agencies will need to be a priority for the IPP. The IPP staff will use the DECD ‘Team around the Child’ documentation to ensure children and their families are well supported.

QA6 – Collaborative Partnerships with Families and Communities

QIP Goal: In relation to NQS Standard 6.3.2
Children’s transition to school supports their wellbeing and continuity of learning.

Achievements:

- Developing a successful transition to school which supports children’s continuity of learning has been difficult. As Acacia feeds to the majority of schools in Mount Gambier, as well as smaller surrounding schools, it is difficult to establish close connections with all sites. It is hoped that with the establishment of Partnerships in 2014, that transition can be strengthened across the Blue Lake Partnership.
- Strong connections were developed with Compton Primary School as educators from both sites investigated links between the EYLF and AC, and educational practices and pedagogy together.

QIP Goal:
Work with the local Migrant Resource Centre (MRC) to develop closer connections and smoother enrolment and transition processes for Migrant families.

Achievements:

- Educators attended welcome meetings for families who arrived in Australia at the MRC.
- Through the year, Acacia kindergarten staff utilised MRC interpreters to ensure communication from the kindergarten with Migrant families was understood. The MRC manager changed during the year and this gave an opportunity to develop shared understandings of kindergarten processes with MRC.

Other Achievements:

- A strong connection with the Mount Gambier City Council has developed. The council’s strategic goal 7, ‘To be recognised as a learning community which encourages, respects and celebrates learning for all groups and members of our community’ has stemmed from the Dr Carla Rinaldi’s visit to Mount Gambier as a South Australian Thinker in Residence this year. The Director of Acacia Kindergarten was invited to be work together with a range of key stakeholders from the Mount Gambier community and council to start the development of a Children’s Charter for the City and strengthen our community village.
- The Mount Gambier City Council Community Development Officer has visited Acacia Kindergarten to gain inspiration about natural playspaces as the council re-evaluates community playground development in the city. The Officer continues to inform the kindergarten about current council projects, which educators then connect with curriculum planning. An example of this is the old hospital demolition. Councillor’s informed educators of the date which the hospital demolition was set to begin. As part of our learning program, children observed the hospital over a period of time during the demolition process. The council salvaged parts of the hospital including old wall bricks, fencing wire and other matter for the children to investigate, as well as photo and video footage of the demolition process. This close connection is powerful in the sense that city council viewing children as active citizens in the community with rights and a strong voice and respecting early childhood professionals as having a wealth of knowledge to draw upon.
Acacia Kindergarten’s playgroup became more powerful with the site’s Early Childhood Worker being the coordinator.

Recommendations for 2014:
- Maintain connection with the MRC and support Migrant families by using this service.
- Continue to strengthen relationships with the Mount Gambier City Council.
- Children’s transition and continuity of learning needs to continue to be a focus in the QIP. The site will also review transition from Child Care to kindergarten and aim to build closer connections with local Child Care centres.
- Participation in the EChO Re-imagining Childhood will support the transition focus.
- While we are a very reflective team who spend countless hours planning and assessing the learning occurring to ensure learning at Acacia is of high standard, our parent opinion survey reflects that not all families feel their opinion about educational programs is sought, or that they are clearly informed about the learning program. We will continue to review communication processes with families in consultation with governing council.

QA7 – Leadership and Service Management

Achievements:
- Policies and procedures are in line with the National Regulation and continued to be reviewed annually. This is done in consultation with staff, governing council and families.
- Enrolment procedures this year were adapted with the Same First Day policy. Policies and procedures were reviewed and a policy booklet was created for families. Enrolment and policy information is readily available for families and future enrolments to view on the site’s website, which was developed at the beginning of 2013 and is regularly updated.

Recommendations for 2014:
- Annual review of policies and procedures
- Philosophy review at the beginning of year.
- Review record keeping, archiving and incident management processes as part of DECD Debelle Inquiry.
- Develop priority of access policy as enrolments continue to grow and kindergarten sessions are close to capacity. This will include a review of the capacity to hold Playgroup and Pre Entry at Acacia and seek possible alternatives to continue to support families and their children.

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 sessionsal preschool, who have significant global developmental delay, including a significant cognitive delay. The Inclusive Preschool Program encountered a teacher change again, with the tenured teacher extending her leave for 2013. Staffing changes in the past 2 years in this program has seen changes in educational delivery for this program with teachers having different philosophies and approaches to teaching.

The Inclusive Preschool Program is able to support up to 6 children. During 2013, there was a significant decrease of the number of children who required the IPP program in the district. There were only 3 children enrolled throughout 2013, and these children were at a high functioning level.

Achievements:
- All children had a Negotiated Education Program (NEP), which was reviewed regularly in consultation with families, support services and other agencies.
- Individual children’s goals within their NEP were regularly reviewed and children progressed at a pleasing rate.
- The notion of ‘inclusivity’ was strengthened this year with the IPP having an ‘open door’, which enabled all children to monitor their own wellbeing and comfort and utilize the quieter IPP space throughout the day. Accessibility in early childhood programs means that all children can interact with learning spaces, educators and peers to the fullest extent possible.
- At Acacia Kindergarten, it is clear that all children are valued, supported and appreciated. With a diverse kindergarten community, children learn that all individuals are different and unique and children develop tolerance and empathy as individuals.
Recommendations for 2014:

- A significant number of children with severe and multiple disabilities are enrolled at Acacia Kindergarten during 2014. The IPP program will be full, with 6 children and other children who could not fit in this program, or who didn’t meet criteria, will be accessing the main kindy program with preschool support.
- The teacher to develop and coordinate an effective planning and communication methods with the two Early Childhood Workers to ensure consistency in educational delivery and individual children’s and family needs being met. This will include daily meetings run by the teacher to review children’s learning and plan appropriate learning experience according to developmental needs.
- Educators to investigate the DECD strategy ‘Team around the Child’ to deliver a more effective and holistic approach to support children across allied Government and Non-Government agencies.
- All educators to undertake the Disability Standards for Education e-learning course.
- Begin using ‘LitCon Special’, an online tool developed by Gordon Education Centre to map and record progress in literacy for students with intellectual disabilities and significant cognitive delay. The IPP teacher to begin exploring the NEP format within the LitCon Special tool.

Early Intervention and Preschool Support

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. A total of 60 children were assessed during 2013 in their first term of kindergarten. Children assessed with severely delayed understanding of spoken language are referred to the DECD Speech Pathologist.

33.3% of children were referred to DECD Support Services and received Preschool Support during their time at kindergarten.

Summary of Language Links Data for children in their first term of Kindergarten at Acacia Kindergarten in 2013.

<table>
<thead>
<tr>
<th>Age Appropriate</th>
<th>Delayed</th>
<th>Severely Delayed</th>
<th>Not Assessable due to individual needs</th>
<th>Not Assessable due to ESL barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>30</td>
<td>11</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Percentage</td>
<td>50%</td>
<td>18.3%</td>
<td>16.6%</td>
<td>6.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6.6%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

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 small group times.
- A closer relationship was developed between the DECD Speech Pathologist and families which enabled families to follow up on recommendations from the Speech Pathologist to support their child at home.
- All children accessing preschool support have learning goals developed by educators each term. These are made in collaboration with the DECD Speech Pathologist and Disability Coordinator.
- Children and their families who received Preschool Support developed close, trusting relationships with preschool support workers.
- Explicit modelling of social skills, using the ‘PALS Social Skills Program’ and the Child Protection Curriculum during group times and in play situations has continued to support children to develop positive relationships with other children and adults, manage conflict and learn how to express their feelings safely.
- Educators met regularly with the DECD Speech Pathologist who observed group times and gave commendations, as well as recommendations to continue to improve practice. After hours training in Key Word Signing was also given by the Speech Pathologist.

Recommendations for 2014:

- Educators to begin utilizing the LitCon Special online tool to map and record literacy progress for children accessing preschool support for speech and language. Children’s progress with
speaking, listening, reading and writing will be tracked and individual learning plans will be developed using this tool. The Director will work in collaboration with the LitCon project manager and DECD Support Services to coordinate this during 2014 as a kindergarten trial site.

- Continue having an early intervention group in the morning.
- A number of children observed during pre-entry in 2013 have high level sensory needs. Educators to develop a sensory diet/sensory motor program for these children and incorporate into daily planning.

**Bilingual Support**
Acacia Kindergarten has received 3 hours per week of Bilingual Support. Acacia supported children who spoke Karen, Swahili, and Chinese dialects. There were 10 children who were supported through the Bilingual Support Program during 2013.

**Achievements:**
- A closer relationship was developed with the Migrant Resource Centre (MRC). The MRC supported new families with the enrolment process and were able to offer an interpreter when information needed to be clarified from the kindergarten.
- Explicitly teaching routines, using visual aids and key word signing, supported children to participate in all aspects of the kindergarten program.

**Recommendations for 2014:**
- Continue to maintain connections with the Migrant Resource Centre and the New Arrivals Program at Mount Gambier North Primary School to further support families.

**Behaviour**
The preschool has an effective site behaviour code for supporting children’s behaviour. This is reviewed annually and confidentiality prevents us from reporting on specific incidents of behaviour.

**Report from Governing Council**
The Governing Council have been busy during 2013, enthusiastically attending meetings to discuss the important agenda topics for Acacia Kindergarten. It's great to see parents, staff and the community sharing ideas and working together to help with community events, site facilities, finances and other arising issues. This year we have a strong governing council with new members joining and we have also farewelled some who have been with us for many years.

This year we have organised some community events, the biggest being our Girls Night Out. We had such great support, ranging from community donations, local entertainment and local businesses donating time, a venue, auction items and more. The profits from the Girls Night Out went towards the greatly needed equipment shed. The community events did not stop there though. In Term 3 we had a kindy twilight session- Eat A Rainbow, that was organised with OPAL (Obesity Prevention and Active Lifestyle) which supported the Eat A Rainbow program at kindy. This involved a performance by the Rainbow Sisters (organised by OPAL) and a dinner afterwards provided by committee members and staff. This night was a great way to involve and excite the community, kindergarten families and friends with great food and entertainment for everyone to enjoy.

During the year Acacia Kindergarten took part in the Bulb and Pie Drive, these were both well received by the families. Followed by the annual Mount Gambier Christmas Parade BBQ. It was really great to see the committee members, staff and parents volunteer their time, equipment and give donations.

This year has been different to previous years with the Same First Day policy starting in 2014, creating some new challenges to discuss including children’s session times, Pre-entry for 2014 children and fees structure. There was lots of encouragement for new Pre-entry children to join in Playgroup on Friday mornings in Term 4, with a great response. Playgroup was run successfully by the ECW with support from committee members to help new families feel welcome. The Governing Council discussed ideas for the information evening to ensure the information given to new families was informative.
Finances at Acacia Kindergarten are well managed by the Director and Finance Officer and the budget is healthy, enabling the staff to have the resources they need and the facilities to be improved when required.

Some other topics discussed during the year included, the kindergarten website, fees, kindy enrolments, pupil free days, review of the policies, and facilities and maintenance grants.

It is interesting hearing the Directors reports at the committee meetings. You get an insight of what is being taught and the thoughts and reasons behind how things are co-ordinated for the children’s education and development. It’s amazing to see how much time and effort the staff put in and it is our aim as the Governing council to support the kindergarten director and staff to discuss ideas and issues as they arise.

I’d like to thank the governing council members and kindy staff for their contribution towards our achievements of 2013. As governing council chairperson I wish to thank the other committee members for their contribution, commitment and support during my first year as chairperson. It’s been an absolute pleasure working with this wonderful giving group of individuals.

Fiona Badenoch
Governing Council Chairperson 2013

### Student Data

#### Enrolments

<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>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>65</td>
</tr>
<tr>
<td>2013</td>
<td>58</td>
<td>60</td>
<td></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

Acacia Kindergarten’s enrolment numbers were consistent in Terms 1 and 2 this year. Terms 3 and 4 saw a decrease in enrolment numbers due to the transition to the Same First Day enrolment policy.
During Term 4 children beginning kindergarten in 2014 did Pre Entry visits for the last 5 weeks of term. Acacia’s enrolment numbers for 2014 are high, and the majority of sessions are currently at capacity.

Attendance

Figure 2: Attendance by Term

Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Term</th>
<th>2011 Centre</th>
<th>2012 Centre</th>
<th>2013 Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>93.0</td>
<td>87.5</td>
<td>93.9</td>
</tr>
<tr>
<td>Term 2</td>
<td>90.9</td>
<td>93.0</td>
<td>87.1</td>
</tr>
<tr>
<td>Term 3</td>
<td>93.1</td>
<td>98.3</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Attendance levels for 2013 have been consistent and well above state average. Deemed attendance for Term 3 and Term 4 for 2013 for preschools has not been reported due to the transition to the Same First Day enrolment policy. 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. By working with families to suit their individual needs, it has encouraged regular attendance and makes kindergarten more accessible for all.

Feeder Schools

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>2011 State</th>
<th>2012 State</th>
<th>2013 State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>89.9</td>
<td>87.4</td>
<td>88.7</td>
</tr>
<tr>
<td>Term 2</td>
<td>89.1</td>
<td>85.9</td>
<td>88.0</td>
</tr>
</tbody>
</table>
### Site number – Name | Type | 2011 | 2012 | 2013
--- | --- | --- | --- | ---
0265 - Mil Lel Primary School | Govt. | 3.4 | | |
0279 - Moorak Primary School | Govt. | 1.7 | | |
0290 - Reidy Park Primary School | Govt. | 8.9 | 13.6 | 16.7 |
0422 - Suttontown Primary School | Govt. | 3.4 | 9.1 | 8.3 |
0724 - Compton Primary School | Govt. | 5.0 | 2.3 | 11.1 |
0953 - Mount Gambier North Primary School | Govt. | 60.9 | 50.0 | 44.4 |
1021 - McDonald Park School | Govt. | 5.0 | 4.5 | | |
1645 - Gordon Education Centre | Govt. | 1.7 | | |
1650 - Mulga Street Primary School | Govt. | 1.7 | 6.8 | | |
8260 - Tenison Woods College | Non-Govt. | 1.7 | 2.3 | | |
8359 - St Martins Lutheran College | Non-Govt. | 6.7 | 6.8 | 5.6 |
9045 - St Anthony's Catholic Primary School | Non-Govt. | | | 2.3 |
9066 - Tenison Woods Catholic PS | Non-Govt. | | 2.3 | 13.9 |
**Total** | | 100.1 | 100.0 | 100.0 |

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 Percentage of children enrolling in private schools continues to increase from 8.4% in 2011 and 13.7% in 2012 to 19.5% in 2013. The majority of children continue to enrol at the co-located school, Mount Gambier North Primary School, although there has been a steady decline in the percentage of children enrolling at this site.

### Client Opinion

At the end of each term parents of children who are transitioning to school are encouraged to complete the DECD Opinion Survey. This year 23 responses were received which is a significant 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 *Quality of Teaching and Learning* and *Support of Learning*.

**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 is a pattern over several years and has been discussed at Governing Council meetings and will be addressed in the 2014 Quality Improvement Plan.

### Parent Comments within the Parent Opinion Survey for 2013

**Quality of Teaching and Learning**

- The quality of teaching at Acacia is A1. Every teacher at the kindy goes above and beyond to educate the children.
- All the staff are happy, welcoming, and always free to answer any questions or queries. My child loves and looks forward to kindy.
- Enthusiastic, passionate educators who make a variety of opportunities occur for children.
- Very happy with my child's learning experiences and communication between parent and teachers.

**Support of Learning**
• Excellent support and feedback in particular to special needs for my child. Great expectations about child behaviour and respect.
• My child needed extra attention in some areas of learning and Acacia kindy made me aware of his difficulties and strived to give him the help and support he needed.
• All the support people are just lovely, all have a love for their job.

**Relationships and Communication**
• I commend Acacia Kindy for their openness, warmth and commitment to making and achieving high standards at their kindy. I will recommend Acacia Kindy to anyone that is looking for a kindy for their child.
• Students and teachers have great relationships.
• Certainly plenty of opportunity to be consulted and involved. Father inclusive which is important for our family.

**Leadership and Decision Making**
• In general being a working parent, I am very limited to any involvement so I have answered some questions as neutral for this reason. However, I do know that my child is happy whenever he is at kindy and I have full faith in the staff. They are a wonderful welcoming group of educators.
• This is the most fantastic kindy I have been to. It is outstanding, they go above and beyond.

Please see attached Opinion Survey for tables showing the proportion of responses to each statement within the survey.

**Financial Statement**

Please see attached financial reports.