Children engaging in rich open ended learning opportunities. Problem Solving, Exploring, Hypothesising and Predicting are ways in which children learn.
Context

Preschool Name: Trott Park Kindergarten
Preschool Number: 3686
Preschool Director: Maura O'Donnell
Region: Southern Adelaide Region

Preschool Teachers 2012: Nicole van der Sluys, Rachel Turnbull and Jenny Kustermann
Early Childhood Worker 2012: Naila Khan and Jodie Suisted

Trott Park Kindergarten has strong connections with its local community. Located in the Southern Suburbs of Adelaide in the Marion council area, the centre is situated in an established community made up of predominantly Australian families of Greek, Italian, Irish, Scottish and English decent. In 2013 families from Zimbabwe and South Africa joined the community. The majority of families tend to be two parent homes with one parent working full time and another working part time. Many children are cared for by grandparents and a high number of children access child care on the days they do not attend Kindergarten. A small group of children accessed a bus to a local child care centre.

Trott Park Kindergarten has three main feeder schools; Sheidow Park Primary School, St. Martin de Porres Catholic School and Woodend Primary School. A small number of children also accessed schools in Hallett Cove, Woodcroft College and two other Catholic Schools. There continues to be a strong commitment by Educators to providing quality transition programs to school for all children. In the term prior to formal school organised Transition visits a teacher from the site supports an orientation visit to all feeder schools.

Quality Improvement Plan

The Rubric below shows our Improvement Priorities over a 3 year cycle of Improvement Planning from 2011 to 2013. Our improvement planning was completed at the end of 2010 in collaboration with the Governing Council. The improvement plans were implemented using DIAf (DECD Improvement and Accountability Framework) level 2 scan and level 4 rubric in conjunction with Educator and parent surveys, 3R’s Active Learning Environment Scale, Individual Learning Plans and Summative Report data which is informed by the National Early Years Learning Framework (EYLF) learning outcomes. In 2013 we continued to implement many changes as part of our site review process using the 7 areas of the National Quality Standards (NQS).
Trott Park Kindergarten Annual Report 2013

Science – key teacher
Focus on problem solving skills
Visual and Performing Arts
Phonological awareness
With performances every term
Focus on Problem solving skills

Focus on Learning
Pedagogy
Professional Development
Building educator capacity
Improvement Priorities 2011-2013
National Quality Standards

Diversity
Celebrating differences
Engagement and Well Being
Strong engaged community and partnership in learning
PLC’s
Involvement Scale (3 R’s)

Literacy and Numeracy
Key teachers
Parent workshops

Making Data Count-Target data, Multiple measures of data quantitative/perception data, PD data


Key Actions: In 2013 as part of a district, state and national directive we used the National Quality Standards to engage in a cycle of review and evaluation and to formulate a site inquiry question which would be the foundation of our work for the year. Our goal was to improve literacy and numeracy learning outcomes for all children with a strong emphasis on problem solving. We collaboratively engaged all stakeholders in the process and formulated our inquiry question and used the RRR Involvement Scale as a tool to inform and evaluate. As part of our educational growth we continued to focus on pedagogy and our commitment to the high quality implementation of the Same First Day. The key for us to improvement in educational practice was to establish quality and meaningful relationships with children and to foster a strong sense of belonging where they felt safe to engage in learning. Our partnership with families and our community underpins everything we do and we are committed as a team to making families feel welcome and to encouraging them to be actively involved in the learning at Kindergarten.

Our inquiry question for 2013

‘How can we work with our learning community and ensure we have quality connections in literacy and numeracy learning from Kindy to home and in doing so create a culture of creative thinkers who are equipped to problem solve?’

- We drew on the learning from 2012 with particular emphasis on reviewing enrolment procedures and transition (into and out of Kindy), team succession PD in NQS, RRR and EYLF and in particular how we share our understanding of how children learn with our community.
- We revisited data from RRR Active Environment Scale completed in 2012.
We formulated an inquiry question with the educational team and the Governing Council and devised a site action plan which included targeted areas for improvement aligned to specific educators with defined time lines.

A site audit of current skills was completed by all educators and relevant professional development sourced including continued on site succession training.

Time was allocated in the budget including pupil free days for meaningful pedagogical discussions including; sharing and review of site pedagogy, effectiveness of teaching strategies in order to have a teaching community who has common understandings about how children learn.

We continued to review the effectiveness of our teacher content knowledge in planning a program which caters to the interests, needs, skills and abilities of all children.

Our Assessment for Learning and Engagement for Learning data sources included: Preliminary Profiles which 100% of families completed, data from family and child completed culture posters, data from the Active Learning Environment Scale (2012), data from the Involvement Scale completed in term 1 and term 3 (2013), work samples, digital photography, educator, child and parent surveys, Individual Learning Plan's (100% of children have an ILP and 100% of families attend interviews to input into their child’s plan) and Summative Reports.

Some areas on our Action Plan for quality learning connections included:

- New families parent information night with: Key teachers supported by ECW aligned to specific EYLF learning outcome and linking outcomes to numeracy, literacy and science learning at Kindy.
- Key teacher aligned to specific groups of children this included responsibility for assessment for learning, documentation of learning, parent interviews, ILP’s, digital photography, portfolios and Summative Reports.
- Termly parent workshops on site with free child care and facilitated by a key teachers specific to site numeracy, literacy, science learning and focusing on problem solving skills
- Numeracy and literacy challenges for home and in Kindy
- Upgrade to numeracy and literacy home learning kits with the addition of numeracy strand specific learning kits
- Home learning ideas shared fortnightly
- Learning through song/child initiated curriculum/book based learning
- A program focused on children's interests and passions using data from preliminary profiles and culture posters and educators documentation of weekly observations of children’s interests, areas to extend and strengthen.

Progress towards targets:

Data in the program area of the parent opinion surveys demonstrated that there is a strong belief in the community that the team has shared pedagogical beliefs and that high quality teaching and learning practices exist at our site. Comments added by parents show that the site offers a program which is effective for the context of all learners and that it is regularly reviewed in order to be responsive to change. Teachers and ECW’s worked collaboratively to complete the site action plan goals and in doing so there were many cohesive learning experiences which built on existing capabilities. Highly positive data from a survey completed by the 25 parents who attended the numeracy workshop indicated that more workshops would be very valuable. 100% of families attended parent interviews and inputted into their child’s Individual Learning Plan. Each child was represented by a family member during various onsite numeracy and literacy challenges and high numbers of children led their own learning engaging in various activities and selecting tangible rewards for their charts. In term 3, 2013 a new family information night was accessed by 53 of the 61
families enrolled for 2014. Feedback from surveys completed by parents indicated that families found the information night highly professional and were excited by the learning challenges which the Kindergarten promised to offer their child. The early years grant was used to fund release time for 2 key teachers to use the involvement scale. Each key teacher chose a targeted group of 5 children each and then planned to use the scale in terms 1, 3 and 4. Results from the scale in term 1 were used to inform planning and develop ILP’s for focus children. ILP’s are linked to numeracy and literacy learning with a focus on children’s oral language and questioning skills (problem solving) The involvement scale observations were repeated in term 3 and compared with the term 1 results to map children’s progress. Through this process it was found that the information collected was valuable in informing and reflecting on our own current practices and that we needed to improve our practice to ensure engagement in learning by all children. Effective teaching strategies and high quality content knowledge is evident and there is a consistent approach to self and whole site review.

Future Improvement Priorities driven by progress:

Continued review of site pedagogy through inquiry and review of the implementation of The Same First day and the positive ways we can continue to link the learning specific to numeracy and literacy to home.
Continued cross site sharing of practice and pedagogy.
Professional Learning Communities as part of our local Partnership with a focus on working together is ways which build educator capacity and engage parents and the community in learning.
Linking EYLF outcomes to the Australian Curriculum capabilities.
Continue resource purchases to support learners given the variable age range and a focus on share resources with local schools
Continue Strategic planning to ensure we offer a differentiated curriculum which is responsive to all learner groups
Explore ways we will gather quality information about individual and groups of children’s learning (Same First Day- who, what, where and why)
Improve the way we link curriculum outcomes to planned learning experiences for individual and groups of children. Use the positive outcomes of the Same First Day to make this more meaningful and focus on assessment for learning
Ongoing review of how we can continue to offer positive transition to Kindergarten and School.
Explore the option of the continued grouping of children by feeder school.
Key teacher aligned to a school for information sharing. Organise cross site visits can explore quality transition options.
Annually planned Informal parent meetings with Key teacher term 1 and formal ILP meetings in term 2.
More effective time management of parent workshops 2014 – budget line to support this.
Use the Early Years grant to:
Revisit the Active Learning Environment Scale with a focus on enabling learning dispositions
Explore options for small and large group time learning, (time in budget for educator to be an omnipresent observer of small group learning over a week period, question children on group time learning verses free play learning)
  - How to structure and offer relaxation time and opportunities for quiet play (re-establish sensory area).
  - Improve planning and ‘seizing the moment’ based on children’s interests and ideas.
Review and evaluation of the numeracy and literacy challenges resulted in planned improvements to their delivery such as: using levels or questioning, strong focus on oral literacy, phonics and phonological awareness (Jolly Phonics) and more specific home learning ideas
Audit of book and literacy and numeracy home learning kits borrowing look at ways to increase borrowing.
Continued focus on the Performing Arts using PA system-purchase costumes and quotes for stage
Weekly slide shows for families which depicts the learning
Link our science learning more specifically to numeracy and literacy with associated quality data – EYLF Outcome 4 and 5.
• Continue to use Universal Access funding to employ a teacher with Science skills and quality content knowledge.
• Record the learning and revisit and discussed each week with relevant follow on experiences.
• Home experiments to include some defined questions for parents to use with children.
• Learner outcomes will be used to extend plans and learning opportunities.
• Redevelop our science explorative learning area
• A continued focus on children being actively engaged, exploring, inquiring, hypothesising, predicting and questioning. There is and will continue to be a site commitment to continued learning in order to increase content scientific knowledge which is relevant and meaningful to children and reflects their individual interests.
• Use universal access to employ a gross motor skilled teacher

**Intervention and Support Programs**

During 2013 the site had a high number of children attending with additional needs. 14 children were included in intervention programs. The director made two referrals to the child assessment team at Flinders and 13 of the children received preschool support via disability services. This support was further financed, with Governing Council approval, via the Kindergarten income from fees, and early intervention and early assistance grants. The additional needs included children with severe speech and language delay, children diagnosed with Autism spectrum disorder and children with challenging behavior.

The educator team worked in collaboration with families, a range of support services such as DECD and private speech pathologists, DECD psychologists, disability services, CYH, occupational therapists and medical practitioners to formulate quality intervention programs.

Regular meetings were conducted with feeder schools including NEP’s to facilitate smooth transition programs to both mainstream school and special class school.

Preschool support hours were also aligned to school transition visits allowing time for the making of school portfolio digital books to assist children with their school start.

The educator team also had a strong focus on all children’s learning needs and provided a program which maximised opportunities for children to lead their own learning by strengthening and extending existing skills. A gross motor program continued to occur at the Trott Park Neighbourhood centre and again the growth in cognitive skills, confidence and resilience was highly evident as children took the learning back to the kindergarten environment and celebrated their successes. The site focus on problem solving and extension and challenging of learners at the higher end was also evident in data for both child and parent surveys.

In 2013 in the absence of pre entry there was a commitment by all educators to facilitate transition visits for new families who would be accessing Kindergarten in 2014 to ensure early intervention programs for learners at risk. The director liaised with Southern Adelaide Health Services and other service providers to ensure children who would benefit from early intervention were identified and commenced Kindy in term 3, 2013. Children’s developmental milestones and speech and language were a topic discussed in detail with families at the parent information night. Extra educators were employed to assist with pre-Kindergarten transition visits to facilitate the early identification of children at risk and to ensure the program in term 1, 2014 was responsive to all learners needs.
Quality Area 2: Children’s health and safety

In order to meet the standards there continues to be an ongoing site review which targets all centre policies and procedures and all educators have updated their mandated training and have a comprehensive knowledge of their roles and responsibilities. The site completed a comprehensive review of quality area 2.1 each child’s health is promoted and of the written procedures for all components of this area to ensure the site meets NQS. Time was aligned in the budget for visits to other Kindergartens who have been assessed to facilitate sharing the learning.

Future Improvement Priorities driven by progress:

2.3.1 Children are adequately supervised at all times
2.3.4 Educators are aware of their roles and responsibilities to respond to every child at risk of abuse and neglect
A site comprehensive review of both outdoor and indoor area (some areas hidden from view i.e. side yard, separate rooms)
On site succession Professional Development in all DECD mandated courses

Quality Area 3: Physical Environment

In 2012 the team in collaboration with the Governing Council focused on issues with some outdoor/indoor furniture and explored ways to improve the aesthetics of the environment. It was also noted that whilst the service has a range of environmentally sustainable practices the children are not always involved and we could have more of a site focus on sustainability and environment responsibility and respect for the environment.

In 2013 the DECD maintenance grant was utilised to complete some of the recommendations and many updates to the learning environment where achieved such as:
Upgrades to the children’s toilets
Upgrades to the verandah learning area which included painting and repair of worn blinds which has increased the size of the total undercover learning area available to children.
All the wooden playground area was updated and oiled.

Future Improvement Priorities driven by progress:
Install art sink and storage area in the back area of the Kindy.
Explore options for upgrades to the side yard area such as retaining and leveling for gross motor development area or establish a sensory garden.
Explore options for planting kitchen garden.

Quality Area 4: Staffing Arrangements

The Director has worked with the team to ensure there is a clear understanding and acceptance of appropriate professional standards and all employees are familiar with the Code of Ethics, the State Government Code of Conduct and the Professional Standards for teachers. In 2013 the Director supported two ECW’s as they complete Certificate III and one ECW to complete her Diploma. There was a focus on building teacher and ECW capacity through various strategies (see Area 1). There is a site procedure for the inclusion of review of professional standards and the above via performance management and they are also included in the site induction folder.

Quality Area 7: Leadership and Service Management

The director worked with the team and Governing Council to implement many changes as part of our improvement cycle using the National Quality Standards. A new Statement of Philosophy utilising the existing site values as set with the Governing Council in 2011 using DIAf Set Direction was endorsed
by the community. There exists a comprehensive ongoing review of site procedures and policies. All educators have participated in self and site review processes as part of their performance development plans.

**Future Improvement Priorities driven by progress:**
With the implications of the Same First Day it is necessary to investigate the way in which the kindergarten is governed to ensure appropriate governance arrangements are in place to manage the service. Some areas to look at are screening by DCSI unit, when to have site AGM, diarised mandated training sessions for the Governing Council and when to have GC meetings given the two groupings of children.

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**Report from Governing Council**

As a parent who currently has my third child enrolled at Trott Park I am happy to say that Trott Park Kindergarten continues to provide an ever improving learning place where children can flourish and progress at their own very individual pace. It offers children a place to gain their foundations. The leadership is very contemporary there is no ‘hierarchy’. Every person working or volunteering at the kindy feels equal and has a voice. Parents feel involved and are encouraged to be a part of the learning and the leadership. Children’s interests are incorporated into the learning and their play is followed and monitored and their games taken to a new level of learning. The Kindergarten introduces children to life cycles and science concepts with wonderful weekly experiments. Mathematical concepts and numeracy is woven into children’s play and literacy is embedded in the learning. Children’s learning is assessed regularly and parents are included at every stage. This year the focus on linking the learning from home to Kindy and the parent workshops and challenges really got families involved in learning with their child. The centre is very community focused and the termly concerts and BBQ’s are a highlight for families and children. Each term there is a community event planned such as breakfast at Kindy, a beach excursion which provides an opportunity for establishing relationships in an informal casual setting between children and children/parents and parents and teachers and families and special person days etc.

The governing council and staff have met regularly in the past year and many of the sites improvement priorities using the national quality standards have been achieved this year including updated site policies and procedures, review and analysis of programs and practice and relationships with families and children. The time and planning put into the implementation of the same first day has been rewarded by a seamless change and it has been particularly beneficial that the children have been grouped by feeder school this is evident daily in the school playground as the kindergarten children engage in play and have established friendships from kindy and therefore are more confident in the school environment. This grouping has also assisted Trott Park in offering more quality transition opportunities and as part of their local partnership they have begun to explore more positive ways of sharing resources with local schools such as using school facilities for kindergym, athletics, performing arts, library etc. Many discussions about the learning program and the need to be responsive to all abilities have occurred as the team work hard to ensure they are responsive to children with additional needs, children in the middle and children at the higher performing end. Particular emphasis has been placed on numeracy/literacy and problem solving skills. The positives of the use of universal access to employ a teacher who plans an engaging science program has been used and the site now has a key teacher for numeracy and for literacy.
Enrolments

Figure 1: Enrolments by Term

![Total Enrolments 2011 - 2013](image)

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>37</td>
<td>40</td>
<td>52</td>
<td>54</td>
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<td>2012</td>
<td>68</td>
<td>70</td>
<td>60</td>
<td>73</td>
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<tr>
<td>2013</td>
<td>65</td>
<td>73</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

**Enrolments:** There were 40 new enrolments in term 1, 2013. 74 children were enrolled in Kindergarten in term 1, 2013 and this is not reflected in the data. 12 children in total were not 4 before April 30th. 4 of these children were early entry enrolments and therefore included and the remaining 8 were not included. The educator team in collaboration with the Governing council used Kindergarten fee income to support all children to commence Kindergarten in term 1 to ensure quality beginnings for all children and families. The centre was slightly over capacity in 2013. The site had 40 children enrolled in term 4, 2013 and this attached 1.0 director and 1.0 teacher salary and in order to maintain a high quality play based curriculum the kindy self-funded an ECW salary for part of each day and parents were happy to assist with the preparation or resources and to support the program.

Attendance

Figure 2: Attendance by Term

![Attendance Percentages 2011 - 2013](image)
Table 2: Attendance Percentages 2011 - 2013

<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 Centre</td>
<td>86.5</td>
<td>97.5</td>
<td>90.4</td>
<td>94.4</td>
</tr>
<tr>
<td>2012 Centre</td>
<td>85.3</td>
<td>85.7</td>
<td>90.0</td>
<td>90.4</td>
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<tr>
<td>2013 Centre</td>
<td>93.8</td>
<td>94.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></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 1: Figures have been revised for previous years, using integer deemed attendance not decimal.

Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.

Source: Preschool Data Collection, Data Management and Information Systems

Attendance: The average attendance figures are high for 2013. Term 3 and 4 attendance was also in the 90%. The educator team has been proactive in sharing the learning at kindy and encouraging families to value and be part of their child’s learning. This has been achieved through various planned community events, parent workshops, compressive learning based information sessions, and on site numeracy and literacy challenges.

Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0640 - Hallett Cove School</td>
<td>Govt.</td>
<td>3.9</td>
<td>4.1</td>
<td>3.9</td>
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<tr>
<td>1053 - Hallett Cove East Primary School</td>
<td>Govt.</td>
<td>3.9</td>
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<td>5.9</td>
</tr>
<tr>
<td>1056 - Woodend Primary School</td>
<td>Govt.</td>
<td>35.2</td>
<td>26.5</td>
<td>23.5</td>
</tr>
<tr>
<td>1163 - Braeview School R-7</td>
<td>Govt.</td>
<td></td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>1537 - Sheidow Park Primary School</td>
<td>Govt.</td>
<td>29.4</td>
<td>22.4</td>
<td>45.1</td>
</tr>
<tr>
<td>8014 - Woodcroft College Inc</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8016 - Southern Montessori School</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8390 - Prescott College Southern</td>
<td>Non-Govt.</td>
<td>2.0</td>
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<td></td>
</tr>
<tr>
<td>8418 - Sthn Vales Christian Community Sch</td>
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<tr>
<td>8456 - St Martin de Porres School</td>
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<td>9074 - Stella Maris Parish School</td>
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</tr>
<tr>
<td>9402 - Sunrise Christian School</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100.0</strong></td>
<td><strong>99.8</strong></td>
<td><strong>100.1</strong></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

There has been an increase in the number of children accessing Sheidow Park Primary School since Woodend Primary School was zoned and therefore an increase in the number of children attending Trott Park Kindergarten. We continue to have high numbers of children attending St Martin de Porres and Woodend.
term 1, 2014 we have 34 children enrolled who will attend Sheidow Park Primary School and 27 Children enrolled who will be attending Woodend Primary School and St Martin de Porres. As part of our partnership we are exploring and investigating ways we can improve transition to school processes and share resources. In 2013 we were able to group children commencing in 2014 by school i.e. children attending Sheidow Park Primary School attend Kindy on Monday Wednesday and alternative Fridays and children accessing Woodend Primary School, St Martin de Porres and other feeder schools attend Kindergarten on Tuesday, Thursdays and alternative Fridays. In doing this we will be able to have more meaningful and quality ongoing transition and sharing of resources.

Client Opinion

2.5 Parent Opinion Survey Table

<table>
<thead>
<tr>
<th>Year</th>
<th>Customer Responsiveness</th>
<th>Health, Safety, Nutrition</th>
<th>Knowledge of Child</th>
<th>Program</th>
<th>Staff</th>
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<tbody>
<tr>
<td>2008</td>
<td>5.6</td>
<td>5.7</td>
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<tr>
<td>2009</td>
<td>5.98</td>
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<td>2010</td>
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<td>5.97</td>
<td>5.99</td>
<td>5.97</td>
</tr>
<tr>
<td>2011</td>
<td>5.95</td>
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<td>6</td>
<td>5.97</td>
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<tr>
<td>2012</td>
<td>5.96</td>
<td>5.98</td>
<td>5.95</td>
<td>5.95</td>
<td>5.95</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5.95</td>
</tr>
</tbody>
</table>

Some Parent’s comments:
All aspects of the Kindy are fantastic, I wish my eldest son had, had the opportunity to experience what a truly well run, caring kindy environment should be like. My son loves every minute of his time with you all. All programs offered are high quality and are well suited to achieve maximum school readiness.
We have felt welcome form the 1st Term and our child has really grown and developed. The staff are fabulous.
The attention to my son as an individual member of the Kindy and to that of his needs have been outstanding from all staff members.
It is amazing to see the confidence and development of my son from his Kindy experiences.
The staff have helped my son with so many things we didn't anticipate. Not just the amount he has learnt, but his improved confidence and social skills. We have been very impressed with the level of education received at Trott Park Kindy. We love Science on Fridays.
Fantastic environment, huge, large, great opportunities for creativity, learning, for social skills and belonging.
Excellent 100% of the time.
This is a fantastic place for children to grow and learn. The curriculum is engaging for children. Very professional and friendly.
My child has learnt so much from this Kindy program. The staff are extremely friendly and helpful. I would highly recommend this Kindy to my friends and family. Extremely pleased on how it is run and managed.
This year the parent opinion survey was handed to 20 families 10 from each attendance group. Additional information was given and the wording changed to be more appropriate. 5 families were also members of the Governing Council and it was found that their knowledge and feedback in the written section was far more positive and informative than that of families who were not on the council. This raised some questions about how we deliver the same information to our total community. One area which we are working on is sharing information on parenting with families. We have had discussions with CYH to return to Kindy for child health checks so the flow of information is seamless. It is found that some families really need support with managing their child’s behaviour. A workshop either with the team or with a psychologist is planned for next year. Over all there has been a very positive response to the survey. In 2014 with the Same First Day we have decided to run the survey twice once at the end of term 1 and again at the end of term 3 so we have an overview of the year.

Financial Statement

The statement is attached