Hallett Cove
Karrara Kindergarten
Annual Report
2014
Hallett Cove Karrara Kindergarten is a large, attractive kindergarten set within well-maintained and equipped grounds in Hallett Cove. It is well respected within the community, and in 2014, 25% of families attending had previously had children enrolled, largely citing their happiness with prior experiences as a key factor in choosing our Kindergarten. The majority of children go to the local government school and through this association the site has maintained a strong focus in the community. In 2014 we kept the same teacher in a full time capacity, the support staff remained constant as did the Director. This year has proven to be an exceptional year from a learning perspective, consolidating 4 years of hard work to raise awareness and status of this kindergarten within the community. This has allowed us to plan and implement a highly effective strategy to facilitate outstanding education for the first ever group of children to enter and exit the kindergarten year at the same time.

Again the focus has been on adding to our Governing Council. The Governing Council is a core group of committed families to support the decision making and running of the Kindergarten. Their courage and insight into how to improve the kindergarten in new ways, and in a context of constantly changing priorities from the Education Department, has been a highlight of the Governance of this kindergarten this year. Their efforts have led to practical and achievable outcomes for staff and children. Many members have decided to stay on during their “gap year” of enrolled children and for this we are extremely grateful. The power of a kindergarten to make a difference is in the hands of those who commit to supporting the work of the staff and have a vision for its future. We are very fortunate to have enjoyed this in 2014.

Quality Improvement Plan

There were four main priorities set for 2014 which were the building blocks of our Quality Improvement Plan. Our overarching goal is to always offer a strong, challenging and relevant curriculum. This means learning in all areas of the curriculum with activities which are diverse, challenging, and reflective of the needs of the current cohort of children. Within this we have 2 specific goals which are also the priorities of the Education Department of SA. These are Priority one and two, which were to focus on building children’s literacy and numeracy competence. Our 3rd priority aimed to develop respectful, reciprocal and supportive relationships within the kindergarten and the community. The fourth priority was to explicitly focus on supporting children to develop Life Skills and positive dispositions to learning.

Priority 1 – Building children’s literacy competence.

Through a targeted curriculum children’s understanding and use of high level oral language (more complex words, longer and grammatically correct sentences and ability to retell stories) and their phonological awareness (awareness of sounds in words and their link to print) will develop within play. This will be transferred to their use of language in other settings, such as at home, and in reading and writing experiences. The main focus for this year has been the ability to demonstrate this in self directed play.
Intended outcomes:

- Improvement in children’s understanding and use of high level oral language in self directed play.
- Improvement in their spontaneous use of letter sound matching/ description/ comparison.
- Parents support the goals and achievements in literacy for their children.

Targets and Strategies:

- Individual learning Plans and Statement of Learning document improvement in literacy skills: movement by at least 1 Proficiency Band- **Achieved by 100%**, 1-2 bands 99%, 2+ bands 23%
- 100% Parents contribute to the Assessment and Reporting cycle- **Achieved**
- Majority of Literacy learning goals were agreed as a priority by parents- **Achieved (98%)**
- Term 2 and 4 self assessment data shows children can better articulate the role of literacy in their learning. - **Achieved**

Children engage in play with others naturally at kindergarten and through this year we have encouraged the use of high quality and inclusive language to engage all children. While playing alone is certainly beneficial to learning, we found that the opportunity to discuss what is happening, ask questions or reflect on problems with another person extends the kind of thinking and language used. This year we targeted certain vocabulary within play, often matching it to the theme or inquiry project or to support a child to get into the play to begin with. We specifically talked with children about the structures of language; eg words, sentences, sounds, letters, stories and retelling as part of all learning experiences, from the blocks to the sandpit to the writing table. We found for our youngest learners (some not even 4 on initial assessment) access to “themed play” was highly supportive of language use as was small group situations which were more quiet and controlled. Particularly when focusing on sounds in words and songs children were most receptive in smaller group situations. This was regularly formalized within group times and documented through our displays and examples in children’s portfolios. This year we focused highly on having the language necessary for problem solving, high level thinking and how to hypothesize about what might happen next. We introduced some rigorous inquiry research, mostly orally, to small group experiences and combined this with lots of print to make the link between what children say and how to record this. Children could easily “read” the documents we made and explain the process of investigation we were following to each other and to their parents. They learnt how to argue and disagree respectfully and how to celebrate when consensus was reached. The improvement in children’s **spontaneous** use of language was obvious when we observed children “playing with words and sounds” within their pretend play; both when the play had an overt language focus and when it did not. This was evident when we observed them reading the boat signs on the boat, using initial letters/sounds to work out the fish names, while singing a boat song with high levels of rhyming and focus on sounds. It was just as clear in the final term when we built the Kindy School and children could use and explain the literacy skills they had learnt in much more formal ways. The children were highly motivated to use language, to manipulate it and think about it.

Our Curriculum has been varied and challenging for all children and through the following main focus areas we have seen children improve what they say, how much they say and how they use language to support their own learning and that of others. We have explored, “Living things”, “What’s in a story?”, “Connections-”, and an extended cultures focus including Aboriginal cultures and sustainability, “Story & Talk: recall and perceptions of stories”, Literacy experiences and skills are embedded in everything we offer children.

Moving into 2015 –

- Continue to focus on improving children’s literacy competence through a focus on self-directed, collaborative and teacher led experiences; using socio dramatic play, problem solving and inquiry, oral language, social skills and use of images and print.
- Engage families in understanding and participating in play to enhance children’s communication and social development
Priority 2 –  
Building children’s numeracy competence.
Through a targeted curriculum children’s understanding and use of language improved to describe numeracy concepts as well as their involvement in numeracy experiences. This will be transferred to their use of numeracy in other settings, such as at home. The main focus for this year has been the ability to demonstrate this in self directed play and, increasingly, using less obvious numeracy resources.

Intended outcomes:
- Children’s numeracy skills improve as they make use of mathematical resources to learn and apply new numeracy concepts.
- Language to describe numeracy becomes embedded in imaginary play or practical activity.

Targets and Strategies:
- Individual learning Plans and Statement of Learning document improvement in Numeracy skills: movement by at least 1 Proficiency Band- **Achieved by 100%**
- 100% Parents contributed to the Assessment and Reporting cycle- **Achieved**
- Numeracy learning goals were prioritized by parents- **Achieved (55%)**

This year we built on the numeracy workshops we had been part of in 2013 through targeted planning for all areas of numeracy across this year. Children were exposed to numeracy resources in every day experiences and had the opportunity to extend these understandings individually and also as groups. In term 1 and 2 we found that our Individual Plans for children were focused more often around social skills and communication but in term 3 and 4 we saw an increased interest and skills developed in numeracy. This was mirrored by parents’ interest in developing these skills in the latter part of the year as well. Some individual children had extremely high levels of numeracy skills which we were able to support and extend on an individual basis. We found ways to use numeracy meaningfully as part of our inquiry projects and investigations and children became skilled at using numbers, charts, diagrams to record their findings and to retell others about this. The shift from hands-on numeracy, eg counting, measuring, comparing and grouping, to recording numeracy information with symbols like numbers and patterns appeared to be seamless as it connected to the investigations so well. By the time we reached term 4 many numeracy skills were so well embedded in children’s lives that the introduction of the Kindy School saw these being used in complex and formal ways.

Moving to 2015
- Continue to provide high level planning and resourcing for numeracy within the curriculum
- Encourage children to use language to describe their understandings around numeracy to each other
- Scaffold numeracy skills developed using a range of obvious numeracy materials as well as “themed” imaginary play areas, which link its use to every day lives of children.

Priority 3 –  
Relationships
Develop respectful and supportive relationships within the kindergarten and community to strengthen our kindy and facilitate ongoing learning for all. Critical to this has been the attention paid to the single intake and the implications of that for families, children and staff in their endeavors to feel welcome and listened to at kindy and in making sure that all children receive the best learning opportunities possible regardless of age and ability.

Intended outcomes:
- Strengthen respectful, reciprocal and supportive relationships with children, families, staff and the broader community through communication of children’s learning and involvement at kindy
- Parents are supported by the assessment and reporting processes in place and feel valued as partners in the learning journey at kindergarten.
Targets and Strategies:

- The transition, assessment and reporting processes support continuity of learning for children by strengthening relationships between children, staff, families, feeder schools and Playgroup - **Achieved**
- Parents support this Site Priority as it relates to their child (observed improvement against the site priorities in their child) - **Achieved** - 99%
- 100% of parents felt they shared the decision making process for their child's learning via the Learning Plans, Statement of Learning Reports or interviews - **Achieved**
- 90% parents agreed with the learning goals for their child - **Achieved** (30% agreed and also requested additional goals as well)

As we entered 2014 we knew it was another year of change and challenge and for this to be successful communication needed to be clear, accurate, consultative and timely. 95% were offered a full Pre-entry program of 6 visits during term 4, 2013 which supported transition to Kindy really well. We built on our understanding that the key to relationships being successful was involving families in as many ways as we could in the general running of the kindy, in generating ideas and in the governance and decision making processes through the AGM and the Governing Council. Therefore we continued our priority from 2012 and 2013 to build relationships and draw the community into the kindergarten. We did this through many family events, our assessment and reporting process, flexible session structure and a daily timetable that allowed for relaxed dropping off at the start of each session. We looked after our Playgroup by supporting it through activity planning and provision and through leadership of the song-time at the end. Our enrolments increased through the year hitting a 5-year high of 58 full time children for the whole year which made this a vibrant and exciting place to be. This was mirrored in the learning that children demonstrated and in the high level of parent participation at events and on a daily basis within the kindy.

Parents continued to be interested in their children’s learning and we shared this information informally and formally with them. We have prioritized time at the start and end of every session to be available for parents to discuss learning and we aim to speak regularly with every parent - either in person or via email or phone. As a staff team we continued to focus on assessment and reporting processes which look at individual children’s needs, through the Individual Learning Plans and interviews, as well as photo documentation and work samples to show other areas of skill or interest. This year we introduced the Learning Together Book which was popular with children and families to see, in print, what we had been doing and read the annotation about the learning it was linked to. This was highly time demanding and managed expertly by our Early Childhood Worker. Our planning and assessment cycle includes feedback from parents which informs our planning for their child during their kindy year and this information goes with them to school as part of their Statement of Learning Report. We also targeted more informal ways of sharing and gathering information with parents throughout the year. 100% of Parents have responded positively to the new process and included their comments on at least one of their child’s Individual Learning Plans (95% did both).

In term 4 we celebrated the end of the first year of single intake with our family picnic to which almost all parents and families came. We were joined by the teachers from the local feeder schools who we invited to meet our families in their space as part of their Transition from kindy to school. This was just one of the many measures we put in place this year to connect us closely with Hallett Cove East Primary School, and other schools, to support the transition from kindy to school and connect the Hallett Cove Communities. At Hallett Cove East we also attended functions, we collaborated with teaching staff on a learning project, and all children visited the school at some point during the year as part of our library visits, classroom visits or Fitness Thursdays. Every term at least once class from Hallett Cove East Primary came to kindy to show our children new ways of using the materials and space (and to just reminisce on their time here). In term 4 we formalized this by using the year 1’s as teachers for the kindy children to show them new and more complex ways to use the normal kindy materials. As many children were highly skilled and looking for more sophisticated ways to build with blocks, or build, paint or invent or discover, this was a highly successful mini-program for our children and the Year 1 class. We viewed our Transition planning as highly successful this year and plan to further this next year.
Moving to 2015

- Continue to reflect on the assessment and reporting methods used to allow for authentic documentation of children’s learning so that it provides ongoing information that informs planning and gives parents the information they need. Consider how we “share” this role of educating children with families.
- Welcome a new teacher to the site and support their understanding of this focus.
- Continue to develop a closer connection with our local school, and extend this to include Hallett Cove R-12 and St Martin de Pores School, based around shared resources and learning opportunities which will intimately support transition for children between sites.
- Continue to focus on building relationships within the kindergarten by supporting the extra services we offer, e.g. playgroup, and being flexible to parents’ needs with sessions.

Priority 4:
Life skills and Dispositions

Children will have the time and opportunity to develop critical life skills and the dispositions which will support their learning now and into the future. Dispositions include curiosity, resourcefulness, persistence, social confidence, respect & creativity and these will support children to be confident within themselves and motivated to learn. Having a positive sense of wellbeing is critical to feeling safe and secure and open to the learning that occurs in kindy. Therefore, wellbeing is central to learning.

Intended outcomes:

- Children will be self motivated to learn and have a good understanding of their own abilities and what they need to work on next. They will develop strategies to do this.
- Children will have an understanding of how to be part of a group in society and the rights and responsibilities of everyone.

Targets and Strategies:

- 100% children demonstrate core dispositions and these are identified as a goal and achievement in their Individual Learning Plans and Statement of Learning by either teachers or parents. - Achieved
- All Parent anecdotes highlight awareness of these skills and dispositions in their children - Achieved
- All staff will engage with the Wellbeing scales in Reflect Respect Relate (RRR Document) to develop their awareness of wellbeing and a shared understanding of how it can be promoted - Achieved

This year teachers and families identified a need for our site to focus specially on children’s dispositions and wellbeing. Teachers embraced this as an opportunity to familiarize ourselves better with the RRR document for Wellbeing, as this specifically connects wellbeing and dispositions to learning. We used this tool to really think about the wellbeing of all our children, and in particular the younger ones who were coming to kindy at under 4 years. Through focused observation of our children, and a range of staff conversations and professional activities we learnt to notice the subtle signs of reduced wellbeing, and could act on this immediately.

Moving to 2015

- Continue to explore the outcomes in the RRR Wellbeing scale using the reflective questions to hone in on our understanding of the wellbeing of our new children.
- Continue to plan for promoting and assess children’s learning dispositions through a meaningful curriculum which reflects their interests and needs.
Events and Achievements in 2014

The following events and achievements are described in relation to the key priorities of the site. It was a very busy and dynamic year for all involved with our kindergarten.

(Over Arching) Priority 1 and 2: Strong, challenging and relevant curriculum:
Literacy/Numeracy & Problem solving focus
Social skills/ relationships/ independence
Sustainability

Termly Curriculum focus:
Term 1- Living Things and friendships: belonging to our kindergarten
Term 2- Messages – what is this Artwork telling you?
Term 3- Connections- Including Fitness Thursdays
Term 4-Symbols
All Terms: Child Protection Curriculum, Diversity and Indigenous Perspectives, Oral language (vocab, sentence structure and story telling. Phonological Awareness (listening for sounds), Print Awareness (using drawing and writing to convey messages)

Events and excursions which supported this include:
• Early Childhood Project with local school and kindergarten
• Marion council sustainability coordinator workshop Term 2 and 3. Introduced sustainable methods into daily practices - bins + recycling, growing, water monitoring, mulching/ organic waste and fruit waste etc. Info to parents
• Developing recycling processes and the 3 bins for the Compost
• Art Gallery Excursion (70 people) Term 2
• Patch Theatre “Cranky Bear” excursion and visit to the Wooden Playground- term 3
• Road Safety Centre Bike Excursion Term 4
• Fitness Thursdays- connections to school and Gross Motor focus
• Local walks
• Performance of songs from the curriculum- focus on culturally diverse songs and cultures
• Animals from Nature Education Centre.- lizard, 2 tortoises and mice.
• Professional development closure days supported staff development in:
  -Child Protection Curriculum
  -Numeracy links between Early Years Learning Framework and the Australian Curriculum for Schools.
  -Reflect, Respect & Relate data analysis term 1 & 3
• Students from Flinders University Early Childhood Degree studying in 3rd and 4th years

Priority 3: To develop and maintain strong reciprocal Relationships and sense of Community.

Events which supported this include:
• Determined our Priorities for 2014
• Community meeting attended by 48 families - Term 1
• Term 1 shared family lunch (39 families)
• Movie and popcorn night term 1 (50 families- past and present)
• Art show term 2 (180 people)
• VIP day and shared lunch term 3 (39/55 families), 75+ people-commemorative photos
• New family meeting term 3 (45/60 families)
• Supported transition to HCEPS for all visits in term 4
• Visited HCEPS at least once a term, sometimes 3-4 times for play, familiarisation with a school environment, see a performance by older children. Parents and younger siblings attended on all occasions to share activities.
• Hosted visits at kindy for HCEPS reception and year 1s. Shared written responses to events, and planning for new chn.
• Hallett Cove R-12 school performed for our children at kindy
• Kindy aprons and tea towels celebrate our children.
• Local walks to support all foci in the curriculum
• Professional Photographers Family Photos term 3
• Kindy Photos term 4
• Learning Plans’ and reports: term 1 and 3 (optional interviews), self-assessments and Statement of Learning Reports for school
• Continued our supported Playgroup: Average of 50 children / term and a core group of 12-15 weekly
• Transition into kindergarten in term 4 (formerly pre-entry) - funded through community fundraising
• Monster Garage Sale term 4 (for the community hosted by our site - 15/22 plots booked outside immediate kindy)
• Sparkly Obstacle-athon and family picnic Term 4 (95% families) and teachers from local schools
• Children take pride in their Kindy T-shirts

Fundraising supporting the kindergarten priorities: $5832-
Fundraising events directly linked to the kindy curriculum= $5832
Fundraising events not linked to the curriculum: none

Major Purchases included:
Facilities: New shade over playground and Soft fall for the climbing areas
Outdoor Resources: climbing frames and planks, sports bats and balls, water play sets, trucks and signs
Indoor Resources: LEGO tech machines, Eco-dollhouse & furniture, blocks, animal and doll figurines, dress ups
Literacy and Numeracy: big books, floor puzzles, posters, sorting cards, jumbo dominoes, magnetic whiteboards Listening Station with headphones, counting and sorting resources
Office and admin; laminator.
Total: $8071.

Intervention and Support Programs

6 Children accessed services from Speech Pathology, within DECD. All children from this group were part of 1:1 support programs as well as involved in small group work around targeted goals. These small groups also included children with advanced language skills to act as models, promote social play and to develop positive relationships between individuals. As a result the children with language difficulties generalized their newly developing skills rapidly, within a social context, which was then supported through play in the wider kindergarten. Their ability to access play (by using language or signs) created positive opportunities to use that language with others which then helped to improve their language further. All children transition to a mainstream school.
Report from Governing Council

The year of 2014 was the first single intake year at kindergartens across the state, which posed some challenges like culture roll over, meaning that rather than a smaller group of new children joining an existing culture each term, all the children started together resulting in the requirement to build an effective Karrara Kindergarten culture from the ground up. Careful planning, management and monitoring by the staff saw the site accomplish building an outstanding, caring and respectful learning community. The acknowledgment of the lack of cultural rollover stressed the importance of term 4 transitions for new comers and a number of discussions were undertaken to ensure that 2014’s transition to Karrara Kindergarten was as affective as possible without interrupting this year’s graduates from their own transition to school programme. The single intake offered opportunities and stability such as being able to tailor to the specific groups needs over the course of year as the children developed.

The 2014 Governing Council enjoyed a good number of members from a variety of backgrounds. This diversity provided great opportunities for discussion and in organizing fundraising events as each member was able to be effectively involved in tasks that suited their strengths and connections. Through the abundant success of the fabulous ‘Art Show’, monstrous ‘Monster Garage Sale’ events and the chocolate sales Karrara Kindergarten returned a suitable amount of income. As the Bunnings BBQ date was allocated to Karrara Kindergarten on a weekend soon after the Monster Garage Sale the governing council resolved after discussion to politely decline this year’s opportunity to participate on the back of other fundraising success as they did not want to unnecessarily exhaust staff and parents. The fundraising events provided an excellent opportunity for Karrara Kindergarten to get involved, promote itself and engage within the wider community. Following the last two Governing Council’s focus on major renovations of the toilets and kitchen this year funds were able to be directed toward investment in a number of smaller projects including Information Technology, resource display stands, low reading/activity table and an number of other teaching aids as well as much needed outdoor equipment. Governing council also provided the forum which raised the awareness of the risk of a structural issue with the roof frame which enabled the director to action mitigation of this risk through the department in a thorough and timely manner.

This year also saw Karrara Kindergarten grow toward session capacity and the governing council had to start to explore the best way to accommodate special circumstances of some families while maintaining the ability to provide suitable service to those families seeking full sessions in preparation for the expected continuing growth. The governing council had much discussion and brainstorming about the best way to manage food allergies both current and toward 2015 when it had been identified that some enrolments would require additional care in this area. A number of steps were proactively actioned in preparation for 2015.

Personally I found my time on the governing council this year to be very informative as the director unpacked some of current learning outcomes and goals each meeting. It was an excellent opportunity to build relationships with other parents and the staff alike. I felt that being involved in the governing council provided a chance for my ideas to be heard and be combined with other parent’s views to make a positive difference to the Karrara Kindergarten both in 2014 and the years to come. I believe I speak on behalf of the council members when I say that it has been a delight to work with the highly organized and extremely capable staff at Karrara Kindergarten.

Regards
Gary Kupke
Chairperson, Governing council, Karrara Kindergarten
Student Data

Enrolments

Total Enrolments 2012 - 2014

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>
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<tbody>
<tr>
<td>2012</td>
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<tr>
<td>2014</td>
<td>58</td>
<td>57</td>
<td>59</td>
<td>58</td>
</tr>
</tbody>
</table>

We began this year with a 58 children and maintained this throughout the year. There were fluctuations in enrolments as children moved into and out of the area. In term 3 and 4 we also had a small number of children on Early Enrolment for additional needs. Our Transition children were not counted in 2014 data. This stable enrolment data is reflective of the impact of the Same First Day Policy which looks at establishing consistent enrolments and therefore (hopefully) the staffing entitlements can flow to those sites on a yearly basis.

Attendance

Attendance Percentages 2012 - 2014
### Table 2: Attendance Percentages 2012 - 2014

<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>2012 Centre</td>
<td>91.8</td>
<td>100.0</td>
<td>90.9</td>
<td>91.5</td>
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<tr>
<td>2013 Centre</td>
<td>96.0</td>
<td>89.1</td>
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<td>96.6</td>
<td>94.7</td>
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<td>95.0</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
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<td>85.5</td>
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<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</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 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.

Attendance continues to be a priority not just for supporting high quality learning, but also for creating a strong and vibrant kindergarten into the future. Our attendances are consistently above the average for the state.
### Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>0222 - Aldinga Beach B-7 School</td>
<td>Govt.</td>
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<tr>
<td>0637 - Brighton Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>2.0</td>
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<tr>
<td>0640 - Hallett Cove School</td>
<td>Govt.</td>
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<tr>
<td>0668 - Paringa Park Primary School</td>
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<tr>
<td>0720 - Clarendon Primary School</td>
<td>Govt.</td>
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<td></td>
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<tr>
<td>1053 - Hallett Cove East Primary School</td>
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<td>1056 - Woodend Primary School</td>
<td>Govt.</td>
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<tr>
<td>1537 - Sheidow Park Primary School</td>
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<td>8016 - Southern Montessori School</td>
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</tr>
<tr>
<td>8220 - St Mary's Memorial School</td>
<td>Non-Govt.</td>
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<tr>
<td>8284 - Our Saviour Lutheran School</td>
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<tr>
<td>8311 - St Aloysius College</td>
<td>Non-Govt.</td>
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<tr>
<td>8387 - Sunrise Chrtn Schl Mrn Campus</td>
<td>Non-Govt.</td>
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<td></td>
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<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>9009 - St Teresa's School - Brighton</td>
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<td>3.6</td>
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<td>9014 - St John the Apostle Catholic School</td>
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<td>9085 - Christ the King School</td>
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<td>9402 - Sunrise Christian School</td>
<td>Non-Govt.</td>
<td></td>
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<td>4.5</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>100.0</td>
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</table>

Hallett Cove East Primary School continues to be our main feeder school and we promote this school within our community. The next largest group attended Hallett Cove R-12 which had a large increase in enrolments in 2014 and was followed closely by St Martin de Pores Catholic School which is nearby. Individuals who transition to other non-feeder schools have chosen our kindergarten for its physical appeal, welcoming feel and the flexibility we offer for choosing sessions.
Client Opinion

This year we surveyed the families in a variety of ways including the DECD Parent Opinion Survey. We had a terrific response with 55 out of 59 being returned. Below is a summary of the results. 44/55 only responded with “Strongly Agree” for all criteria. 11 were a mix of “agree/ highly agree”. In addition, we surveyed families twice specifically about learning outcomes, through children’s Individual Learning Plans 1 and 2 which required adult feedback and suggestions. We also gathered data about how effective families found our communication processes throughout the year and plan to act on this in 2015. We conducted a Self-Review of our priorities and how we were progressing with our Quality Improvement Plan Goals. Throughout the year we recorded any anecdotal feedback, both positive and negative, and acted on this.

Things the Parent Opinion Surveys conveyed that are done well at Hallett Cove Karrara Kindergarten include:

Teaching and learning:

I have been extremely impressed by the motivation of the staff and enthusiasm they show every day. They clearly love the children and want to make them independent learners.

The Director and teachers are very committed to the children and their learning outcomes. This is displayed through both energetic engagement with them and curriculum/event planning. They communicate well with parents and respond positively and collaboratively to suggestions and feedback.

The teachers are supportive, friendly and genuinely care about developing each and every student in tier class. They are very good at keeping parents informed. They always look at different ways to keep children engaged in their learning.

It has been easy to see the high quality of teaching at Karrara. All educators have been extremely knowledgeable and happy and eager to pass on their observations and techniques to further my sons learning.

Student support:

The work done with my son this year has been fantastic.

Kindy has given my child the opportunity to develop his specific skills in his own time with no additional funding to ensure he has the best opportunities in the future.

I have been impressed by the way staff at the kindy plan for and are actively involved in the transition process in and out of kindy. They show proven commitment to the children’s wellbeing both in their present and future education.

We have been well looked after and my son has had a learning disability diagnosed that was missed elsewhere.

Relationships and communication:

Karrara has made our family feel very welcomed throughout the whole year. There is always lots of information available about my child’s progress, curriculum excursions and general day to day activities. It is great that this info is communicated in a variety of ways; notes-home, info boards, the kindy book, child’s personal folders and direct discussions with educators.
Communication is excellent. I always know what's going on.

Both the Director and teacher are extremely approachable at any time and give thought-out feedback accompanied by examples. They are very articulate in their communication skills and are able to match the communication style to both the subject matter and the recipient.

Excellent communication; written and verbal. Staff are approachable and always make time to discuss anything.

**Leadership and staff:**

The Director put forward well thought-out plans and ideas for parents/council consultation. The Director explores suggestions in a professional and constructive manner.

There is strong evidence that the staff work collaboratively to overcome issues that arise, such as behavioral or specific learning difficulties.

I personally think that Maddy and Molly are excellent teachers and all decisions are made which are in the best interest of the children.

Everything is always well run and organized.

Karrara has been an excellent environment for my son. I think that there are a lovely variety of education styles and teaching techniques that really complement each other and enable the best learning for the kids.

**Things the parent surveys conveyed that could be improved:** some have been acted on already.

- Communication with parents who do not come into the kindy could be improved
- Including parents beyond the GC in decisions
- See links between change programs and improvement
- Support community agencies are better known by families

**Financial Statement**

This can be presented on request to the Director.