The Pinnaroo Kindergarten is situated in the township of Pinnaroo. Half of the children and their families come from farms and the other half live in town.

2014 was the first year of the Same First Day policy. As a result of this our numbers were fairly steady for the year. We started the year with 16 children and finished it with 14.

2014 also saw the implementation of the new Kindergarten operating days and hours. The Kindergarten operated two and a half days a week on Mondays, Tuesdays and Wednesdays. These changes were a result of the Same First Day policy, which requires children to have 1 full year of Kindergarten, with all children starting in Term 1. Children attended Kindergarten 5 sessions a week, which equated to 15 hours under the Universal Access policy. In total we saw the children engaged in the program 25 days a term.

Staff were involved in planning, programming and administrative tasks on Monday afternoons. The Kindergarten operated with two Directors whom job shared: one whole day each and alternate Mondays and administrative role.

The centre has a user agreement with the Mallee COGS (Childcare On the Go Service), which provides care for children birth to 5 years. This service operates from the Kindy on Thursdays and Fridays all term and in the school holidays. This is a fantastic service for the community but presents both sets of staff with the challenges of using 1 site for a varying age group of children. The Pinnaroo Playgroup operates in the Kindergarten building every second Monday for 2 hours and is another valuable community service for families with young children.
Quality Area 1 - Education Care and Practice

The program during 2014 took an active learning approach and was very much driven by children’s interests and voices. Term 1’s theme was based around getting to know everyone, which included the children completing a questionnaire about themselves. This provided staff with valuable information about the children’s background, interests and what they wanted to learn. Term 2 was looking at our local community and the people in it. This entailed visits to the Bakery and Post Office and the Police, CFS and Ambulance all come to Kindy for a visit. In Terms 3 and 4 the children and their interests really took control of their learning and as a result the theme for the 2 terms was based around exploring the outside yard area and bugs. A trip to the Pinnaroo Wetlands with the Geranium Kindergarten was incorporated.

2014 saw the introduction of the ‘Weekly Specials’ where a colour, shape, number and letter became the focus for the week. Activities, games and discussions were planned around these ‘specials’ to increase the children’s understanding and knowledge of these literacy and numeracy concepts.

During Term 4 all Kindergarten staff attended a Talking and Thinking Floorbooks training run by Niki Buchan. While this wasn’t introduced in 2014, it is planned to be introduced at the beginning of 2015 and become an integral part of recording the children’s interests and learning in the coming years.

Weekly sharing time was also introduced in 2014, with topics related to either the theme or the weekly specials. To complement these, Kindy Take Home Pets were sent home with the children during Terms 2 and 3. These provided another way to increase the children’s oral language skills as well as build confidence in speaking in front of their peers.

In 2014 we reviewed and updated the Individual Learning Plans (ILP’s) to make them more staff and family friendly. The new format allowed each child, their parents and Kindy staff to set goals and incorporated a section for review and reflection on achievements in the set period of time. These ILP’s were warmly received by the Kindy families.

A “What did we do today?” book was introduced which required the children to discuss and reflect on the activities and learning they had participated in. This book was displayed each day for parents to read.

Each child was tested with a speech screener and any concerns were raised with DECD Speech pathologist and parents and referrals made when necessary.

RECOMMENDATIONS for 2015:

- Implement Floorbooks as a way of recording the child’s learning and thinking
- Continue to test each child with the speech screener at the beginning of the year
- Continue to focus on the Children’s voice and individual learning needs
- Ensure the program continues to have a strong Literacy and numeracy emphasis
- Hold parent/teacher interviews in Terms 1 and 3
- Review and modify the parent questionnaire given out at enrolment to get a better understanding of each child

Quality Area 2 - Children’s Health and Safety

During 2014 we wanted to show particular attention to this Quality area as we received a meeting rating during the NQS assessment. With little feedback from the process we were left with no real direction to follow.

Our regular newsletters provided families with information on healthy eating ideas, with each one including recipes for healthy lunchbox food as well as tips on what are healthy food options. We regularly discussed with the children the importance of eating healthy food and exercise. Children were asked to share their favourite healthy food recipe with 80% sharing a recipe. These recipes were shared in a newsletter.
A new fridge was purchased for the children to place their lunchboxes in to ensure their food was kept at a cool temperature. This year we introduced an Obst-a-thon to our program, becoming a fundraiser for the Kindy. The children were involved in the design process of the course, regular discussions about the importance of exercise and whether the design was safe for all children. This was a huge success and will be programmed to take place next year.

In 2014 a ‘Tissue Station’ was introduced along with the phrase ‘Catch it, Bin it, Kill it’ to promote better hygiene practices when it came to dealing with colds and runny noses. The children were all utilising this station and majority of the time remembered the steps to clean their noses. Some parents had commented that this process had also been implemented at home.

We also looked at oral hygiene and the importance of cleaning teeth properly. The children were able to practice cleaning teeth properly with a large toothbrush and plastic mouth.

By the end of 2014 all Kindergarten staff had received full or updated training in the Child Protection Curriculum and this was incorporated into the Kindergarten program.

All Kindy Staff, volunteers and Governing Council members had approved Criminal History Screening checks completed and these were stored on site. An Audit was conducted in Term 4 which the Kindy received a satisfactory result in.

RECOMMENDATIONS for 2015:
- Continue to ensure all Kindy staff, volunteers and Governing Council members have current Criminal History Screenings checks and the Kindy database is kept current
- Continue reviewing and updating policies
- Review Emergency plans at staff meetings and practise procedure every 3 months
- Continue to promote, encouraging and embed healthy eating and hygiene practices to both children and families

Quality Area 3-Physical Environment

Thanks to a Building Maintenance Grant from DECD we were able to renovate our Kitchen area. The old kitchen was removed and a new modern kitchen was installed. This kitchen enabled the Kindergarten to meet health requirements by having 3 new sinks installed; washing of dishes, food preparation and cleaning art equipment. Hot water was also installed at these new sinks. This new kitchen has given the Kindergarten a lot more effective storage space that was desperately needed.

The outside yard area is really taking shape and saw further improvements made during 2014. We successful received a financial grant from the Philmac Project. This saw us being able to purchase a large rain water tank and pump, with the plan to collect more rain water and use it on the garden. It will also become a teaching tool to demonstrate how rain can be collected and reused.
This year’s Governing Council decided to form a Garden subcommittee made up of volunteer parents and Governing Council members. They developed a plan of possible ideas for the outside area. Working bees were organised and by the end of the year an irrigation system was installed and new hardy plants were placed on the hill. One working bee was organised during a Kindy day so that the Kindergarten children could be involved. This was a very successful event as the children thoroughly enjoyed helping the parents shovel dirt, fill up wheel barrows, flatten piles of dirt through stomping, holding down weed matting, helping peg the weed matting in place and pegging the irrigation pipes into place. This plan will be given to next year’s Governing Council to review and implement any ideas. An arborist was engaged to assess the trees and shrubs in both the front and back outside areas. Based on the site report a number of trees and shrubs were removed from both yard areas as they were deemed unsafe or dead.

RECOMMENDATIONS for 2015:
- Purchase a large, semi mature deciduous tree to be planted on the hill area
- Connect the rain water tank to the gutter system and connect the pressure pump to the rain water tank and irrigation system
- Working with Governing Council review the outside yard plan
- Implement an area of interest from the outside yard plan
- Continue to have regular working bees
- Establish a cleaning schedule for the toys and equipment
- Improve how toys and equipment are stored to better utilise space
- Purchase more soft fill for around swings and playground
- Establish a self-watering veggie garden

Quality Area 4-Staffing Arrangements
2014 saw a change to the staffing arrangements. Amanda Nickolls and Hedy Geroly-Hawthorne were successful in jointly winning the Director's position for 12 months in a shared role capacity. Amanda and Hedy shared the role, allowing equal time teaching the children as well as completing administrative tasks. Regular contact was maintained between the Directors to ensure the Kindergarten ran smoothly. Ros Wurfel continued her role as ECW for the year and was great support to Amanda and Hedy who were both new to the Director's role. Her wealth of knowledge and experience is invaluable at the Pinnaroo Kindergarten. This year Ros also took on working with the children who were receiving Preschool Support for speech. At times this became a bit of a juggling act but she did a great job and has learnt and developed some new skills. Sharon Moran joined the Kindergarten team as Preschool Support Worker for the 12 months. She worked particularly closely with 1 child who had high special needs as well as supporting Amanda and Hedy when Ros was working with the children on speech programs. Sharon was a great addition to the team. During term 4, we also had Rewa Russell join our team as an additional ECW. Rewa had been volunteering at the Kindergarten during the year so was familiar with the children and routines at the centre.
Having the extra person meant that each day there was at least 3 staff members, who were able to work more closely with each child. Amanda completed the Child Protection Curriculum training, which meant that Amanda, Hedy and Ros were all trained in this curriculum.

**RECOMMENDATIONS for 2015:**
- Allocate a set day and time for staff meetings
- Prepare a set agenda for staff meetings
- Co-Director’s will continue sharing the administrative tasks

**Quality Area 5-Relationships with Children**

At enrolment 100% of families completed a questionnaire about their child. This questionnaire provided Kindergarten staff with invaluable information about each child, which was used to help plan and program for each individual child.

Staff also conducted a questionnaire with children to gather further information about each child.

Throughout the year all staff members were given the chance to work with children individually, in small intimate groups and as a whole group. This allowed the opportunity to build a respectful, trusting relationship with each child.

As mentioned earlier, weekly sharing and the Take Home Pets were introduced. Staff allocated topics each week that were related to either the current theme or the weekly specials.

Levels of questioning were also introduced to further develop the children’s oral language skills. The different types of questions used were recorded so staff could review and program accordingly.

The Child Protection Curriculum was implemented and incorporated into the program.

**RECOMMENDATIONS for 2015:**
- Staff to get training in using the TROLL tool
- Implement the use of the TROLL to measure each child’s oral language development
- Continue to share the opportunities to work with all children as individuals and as a whole group
- Continue to incorporate the Child Protection Curriculum into the program
- Review and modify the parent questionnaire given out at enrolment to get a better understanding of each child
- Continue to allow all children the opportunity to develop their oral language skills through weekly sharing

**Quality Area 6-Collaborative Partnerships with Family and Community**

Staff believe that families and the community play an important part in enhancing the children’s learning and well-being.

Communication books were used to send home positive notes to families about the children’s learning as well as sending home and receiving other important information and notes.

Families were kept informed of Kindergarten events and learning through regular notes and newsletters. Photos were included in each newsletter to show families what the children had been doing as well as a summary of the program and what was in the pipeline. Our newsletter received high praise from our Education Director, who said that they were excellent reading and informative.

Families were given the opportunity to set goals for their child in their ILP’s and at a later time reflect on them. Staff used these goals set by the parents to help program for each individual child.
The children’s portfolios were another way to keep families informed of what the children had been doing and learning. More individualised comments were placed on samples of the children’s work to ensure parents knew how their child was going. A parent’s comment page was added to the portfolios with 100% of parents providing comments and feedback on the portfolios.

A new transition procedure was developed reflecting the Same 1st day policy. Kindy staff worked closely with the Pinnaroo Primary School (our main feeder school) to ensure the new transition procedure met both Kindy and School needs. The Kindy Parent Handbook was reviewed and modified to ensure all necessary information was included and that the information was current.

A Pre-entry program was offered in Term 4 for children starting Kindy in 2015. 100% of children due to start Kindy in 2015 accessed this program.

Parents and the Community worked closely with the Kindy in a variety of ways in 2014 including; Mother’s Day morning, Father’s Day breakfast, working bees, Grandparent’s Day open morning, guided tour of the Pinnaroo Wetlands, visits to the Bakery, Post Office, Library and Pinnaroo Primary School, visits at the Kindy from the CFS, Police, Ambulance and Geranium Kindergarten, viewing the Pinnaroo Primary School concert ‘Honour Roll’, participating in Clean Up Australia Day, Remembrance Day and the Community Christmas Tree display. Families and the wider community supported the Kindy through fundraising events including the Bakery Fundraiser, Easter raffle, Obst-a-thon, Toy order catalogues and the Strawberry Fete.

We were also extremely lucky to receive a very generous donation from the Pinnaroo Garden Day Committee, which will be used to further develop the outside yard.

**RECOMMENDATIONS for 2015:**

- Hold Parent/Teacher interviews in Term 1 and 3
- Continue to use the communication books to send home positive notes about children’s learning
- Portfolios to be sent home during term 2
- Portfolios to include a parent comment/feedback sheet
- Parents to set goals for ILP’s at parent/teacher interviews in Term 1 and again in Term 3
- Offer the Pre-entry program in Term 4
- Continue to encourage and program for regular family and community involvement

**Quality Area 7-Leadership and Service Management**

Leadership changes at the start of 2014 meant that there was a time of familiarisation of site processes and procedures. As it was a shared position both leaders needed time to clarify roles, learn about the site and families. Both leaders worked well together and complemented each other. Due to it being a shared role good communication between the leaders was an essential part of making the Kindy run smoothly.

As mentioned earlier staff reviewed and made changes to the ILP format, to make it easier for families and staff to read and use. These changes were received favourably by families. Directors and staff underwent a performance development process, identifying strengths and areas for development. This was reflected on positively by staff.

Directors attended newly developed Partnership meetings and built networking connections throughout the Coorong and Mallee Partnership.

The Kindy website is regularly updated with the Kindy newsletters; however additional information on the website needs to be updated more regularly.
Leaders regularly reported to the Governing Council and involved them in making decisions regarding the Kindy. Ideas and suggestions from the Governing Council were taken on board by the leaders, with changes being made during the year and some being set to be implemented in 2015. Kindy policies and procedures are reviewed annually with the Governing Council. All families were notified of the review of each policy and given the chance to make any suggestions.

**RECOMMENDATIONS for 2015:**

- Review the Kindy website and ensure all information is up-to-date and current
- Leaders to continue sharing the administrative tasks
- Leaders to effective communication practices between each other
- Review the induction folder and update if necessary
- Continue to review and update policies and procedures
- Continue to develop networking connections and work together with Partnership Group to resource quality teaching, learning and professional development opportunities.
Highlights and Special Events for 2014

- Our new Kitchen
- New plants on the hill area
- Pre-entry visits
- Clean up Australia Day
- Father’s Day Open Morning
- Geranium Kindergarten Visit
- Mother’s Day Open Morning
- Visit to the Bakery and Post Office
- New rainwater tank
- Grandparent’s Day
- Book Week activities at the Library
- Display at the Pinnaroo Show
- Tour of the Pinnaroo Wetlands
- Community Christmas Tree Display
- Ambulance Visit
- Visits from the CFS and Police
- Kindy Concert and Graduation
- School Transition visits
- Christmas crafts with Mr & Mrs Michell
- Obst-a-thon
- Remembrance Day
Intervention and Support Programs

All Kindy children were screened for speech difficulties at the beginning of the year. This identified a number of children needing possible intervention. Kindy staff conducted pre-referral discussions with DECD staff and as a result these children were referred and assessed by DECD Speech Pathologists. A total of 6 children were eligible to receive Preschool Support. A Preschool Support Worker was employed to work with these children on programmes suggested by the Speech pathologist. 2 of these 6 children also received extra support from a private speech pathologist who visited the children at Kindy. The private speech pathologist worked closely with the DECD speech pathologist to ensure the children were receiving the best possible program and support.

Families were also given copies of the speech programmes to work on at home. Unfortunately not all families saw this as being necessary. By the end of the year it became evident which children had worked on the programmes at home as they made more improvement than those that didn’t.

Kindy staff have also worked very closely with Murray Mallee Community Health and Disability SA to help children with additional learning difficulties. This has also meant working with the above agencies to help support families.

A Child and Youth Health nurse visited the Kindy twice in 2014 to give families the opportunity to access the four year old health checks. 100% of families accessed this service.
Annual Report 2014

Report from Governing Council

It has been a huge year of change for the Pinnaroo Kindy, in the first year that we have had the one intake system. That is, all the children eligible to commence school in 2015 started Kindy at the beginning of this year, and will graduate at the end of the year. It has also involved the length of time children are at Kindy decreasing to one year and the days increasing from 1.5 to 2.5. This has also had the result that the governing council will usually undergo a complete replacement of our parent representatives from year to year, unlike the staggered intake system previously where there was some continuity of members from year to year. This has been difficult in some ways, but also has advantages as each year will bring a new dynamic to the governing council, and hopefully encourage new people to take on some leadership roles each year. It has also been the first year of a new teaching partnership between Amanda Nickolls and Hedy Hawthorne. Amanda had done some fill in teaching in 2013 and so provided some continuity for us this year. Hedy was familiar with many children at the centre due to her work with COGS and Murrayville Early Learning Centre. So with two new directors, and a completely new governing council, we embarked on a new Kindy adventure in 2014.

The committee for 2014 was myself as Chairperson, Danielle Nickolls as vice chairperson, Kate Nickolls as secretary, Liz Moyle as treasurer, Janelle Hyde, Sheridan Kulper, Marika Thiel, Shell Wilson, Melinda Oster (playgroup), Barb Tyler (school), and Anne Bremner (COGS). Another big change for the year was the accounting part of the treasurer position being funded by the Kindy to be largely outsourced to Michelle Thomas at Pinnaroo Primary School, as it was getting to be extremely complicated and time consuming, especially with the lack of continuity between committees. Thank you to Michelle and Liz Moyle for all your work in setting this up. This reduces the demands on the treasurer and makes it easier for a volunteer to fill that role.

A priority for the governing council this year was to continue our work with the outdoor area of the Kindy. We had several working bees to clean up and improve this site. Melinda Oster, Marianne Wallis and the committee from 2013 had done some wonderful preparation for us, by starting to develop the hill area, and also by applying for a Philmac Irrigation grant. We heard early in the year that this grant had been successful and worth $3000 for our Kindy. With this money we have purchased a pump and water tank which was installed a couple of weeks ago. This will allow us to use rainwater for some of our garden watering, decreasing our hefty water bill. We have also used the money to install irrigation systems on the hill. We have also improved this area with wooden steps, crusher dust, additional tyres, and weed matting. Danielle Nickolls used her wonderful garden knowledge to select some plants suitable for this area, and at a recent working bee we planted these and they are already growing beautifully. Past Kindy Director and now Patroness of the Kindergarten Esma Niejalke was kind to donate some money which has been earmarked to purchase an advanced deciduous shade tree which will be planted when the weather suits, to provide a focus for the hill and source of shade. Thank you to Esma for this. We were also extremely fortunate to be the chosen recipients for the profits from this year’s Pinnaroo Open Garden Day, which amounted to $3000. Thank you to the Garden Club for this very generous donation. We have been doing a lot of brainstorming for plans for this money, including ideas for a musical garden and a sensory garden, and to develop a chook house and yard. We have also developed a garden map with ideas for where different areas of garden could be situated. We have lots of information and ideas, mostly collated by the super imaginative Kate Nickolls, that you are welcome to access for 2015, but with a complete new committee, your ideas and interests will obviously steer the garden in a new direction, but we are always available to discuss ideas with you, and are happy to send a representative to early meetings if you wish us to. Thank you very much to the garden sub-committee which included Kate, Danielle and Marika for all your work this year, and to everyone who has assisted with working bees.

Fundraising has also been successful this year. Fundraising is important to enable Kindy to access equipment and opportunities to improve the quality of the Kindergarten experience for our children. Our fundraisers this year have included a Bakery Drive, Easter Raffle, Stall at the Strawberry Fete and an Obstathon. The Bakery Drive was a simple fundraiser where forms were sent home to order popular goods from the Pinnaroo Bakery. It was well timed to tie in with Seeding. Thanks Janelle for your work with this.
The Easter Raffle involved the Kindy parents donating Easter treats to be raffled off. Tickets were sold by Kindy Families and also down the main street. The Strawberry Fete stall featured lucky dips, lucky bags (which were sandwich bags filled with treats donated by Kindy families), and glitter tattoos. The Obstathon involved setting up an obstacle course in the yard which children did laps around. They were sponsored by friends and family for each lap they completed. It was quite an event with many parents attending to cheer their children on, and a healthy lunch provided afterwards. The children were amazing with the effort they put in to the obstacle course on the day. Thank you to everyone who has donated and assisted with all our fundraisers during the year.

The funds raised by all these events have allowed us to purchase a new fridge and new camera, and also contribute to the refurbishment of the kitchen which you will agree looks terrific. In third term we were advised that the kindergarten’s funding to provide support services to children with extra learning needs had been reduced. Due to our successful fundraising the kindergarten was able to contribute the funds required to maintain these extra and important services at the level the children required. It was great that we were able to provide these extra services and situations such as these are why it is important that we continue our successful fundraising programme at the kindergarten.

The governing council has also helped out by providing food and assistance as required for such events as Mother’s Day, Father’s Day and Grandparents Day, and also for our upcoming graduation and concert night. We have also provided input into the procedure for the transition to school and the pre-entry programs. These have had to be changed a lot compared to previous years due to the one intake this year. We also assisted with putting up the Pinnaroo Kindergarten display at the show.

So to conclude my report I would like to say I have really enjoyed being Chairperson of the Governing Council this year. It was difficult at the start as there were so many little things that needed to be ironed out and we had to get used to working together as a committee, but we were a very good and decisive team by the end of the year. I would really like to thank everyone who has been on the committee this year, you have been an amazing bunch of people. I would particularly like to thank Danielle Nickolls who has been very helpful with her terrific garden knowledge and has had some great advice and contributions to make as vice president, and probably most of the work has been done (as usual) by the secretary, so I would like to thank Kate Nickolls for her huge contribution with her fantastic minutes and action lists this year, and her inspiration and great ideas for the development of the music garden and sensory garden. Kate and I think alike on a lot of education issues and it was great to have her to talk to about many subjects that cropped up during the year. Thank you to Danielle and Liz for taking over Kate’s secretarial duties at the end of this year, and we all are sending Kate best wishes for her health and strength over the coming months.

We would also like to thank our wonderful teachers at the centre, Hedy Hawthorne, Amanda Nickolls, Ros Wurfel, Sharon Moran and Rewa Russell. Hedy and Amanda started the year not having worked together, and as I have mentioned having to tackle a whole lot of new firsts for the Kindy. Over the year we have seen them go from strength to strength as a team working together to help our kids learn. All the staff at this Kindy are really passionate about making learning interesting and fun for children. My son has come home with new snippets of interesting information about bugs, has told us the names of obscure shapes, and has lectured us all on the proper way to clean our teeth, among many other things!! I think the children have really enjoyed their year and learnt heaps, and hopefully are ready for the big new challenge of school that lies ahead of them. We would also like to thank Hedy and Amanda’s great work as part of the governing council. We have given them a fair bit of feedback both positive and negative and they have taken it on board in an immediate and effective way. In return, we have learnt a lot about the huge amount involved in running a kindergarten, and have a better insight into our children's education. I would highly recommend involvement in the governing council for any parent with a child at kindergarten.

Thank you!!

Katharine Daniel
Chairperson
Enrolments

Figure 1: Enrolments by Term

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>
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<tr>
<td>2014</td>
<td>16</td>
<td>15</td>
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</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 were slightly higher in 2014 than 2013 due to the Same First Day enrolment policy. The decrease in Terms 2 and 3 were due to 2 families leaving town.

Attendance

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2012 – 2014

<table>
<thead>
<tr>
<th>Percentage</th>
<th>2012 Centre</th>
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<td>Term 4</td>
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Table 2: Attendance Percentages 2012 – 2014
### Attendance Percentage

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<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td>2012 Centre</td>
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<td>73.7</td>
<td>88.2</td>
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<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
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Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

Overall, Kindy was well attended for the whole year, however, during the reference weeks in Terms 2 and 3 a larger number than normal were absent due to illness thus lowering the attendance percentage for those terms.

We encourage all families to notify the Kindy if their child is going to be absent. Staff promote regular attendance for continuity and development through newsletters and the Attendance procedure. Some reasons for absences include transport issues, illness, family holidays and tiredness. The majority of Kindy families are regular attendees.

### Feeder School Percentage Data

#### Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
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<td>0764 - Pinnaroo Primary School</td>
<td>Govt.</td>
<td>100.0</td>
<td>100.0</td>
<td>86%</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
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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

Pinnaroo Kindergarten feeds to the Pinnaroo Primary School and 86% of children started their primary school education there. One family left town near the end of the year so the child could access the Riverland Special School and the other family decided to send their child to Murrayville Community College across the border in Victoria. The Kindy and School work very closely together to provide a quality transition program that meets the needs of each child.

### Client Opinion

The Parent Opinion Survey was distributed to all Kindy Families in Term 3 2014. 8 out of a possible 14 responses were received. The results indicated that customers were satisfied with the service we provided.
1. I think my child receives high quality teaching at this preschool.
2. My child's teachers know what my child can do and what he/she needs to learn.
3. This preschool has the expectation that children will learn.
4. Teachers are enthusiastic in their teaching.
5. I am satisfied with the learning programs offered at my child's preschool.
6. My child's teachers clearly inform me about the learning program.
7. My child's teachers make learning interesting and enjoyable.
8. Teachers at this preschool really want to help my child learn.
9. The preschool has an excellent learning environment.

1. My child is motivated to learn at this preschool.
2. My child's teachers provide help and support when it is needed.
3. My child has access to quality materials and resources that help him/her to learn.
4. My child is happy at this preschool this year.
5. My child would receive support for any special needs he/she had.
6. The preschool changes its programs and activities to improve student achievement.
7. Children know how they are expected to behave at preschool.
8. Teachers at this preschool treat my child fairly.
9. This preschool provides a safe and secure environment.
10. Children have enough materials and resources for their learning.
11. This preschool has information available about other support agencies within the community.
12. This preschool encourages children to have a sense of pride in their achievement.
1. I feel welcome at this preschool.
2. This preschool assists the development of my child's personal and social skills.
3. I am comfortable about approaching my child's teachers to talk about his/her progress.
4. I am given opportunities to have a say in matters about this preschool.
5. There is a broad variety of communications that inform me about this preschool.
6. Children from all backgrounds and cultures are treated fairly at this preschool.
7. The staff always listen to what I have to say about my child's development and needs.
8. I receive helpful information about my child's progress and achievement.
9. This preschool provides opportunities to discuss my child's progress.
10. I am well informed about preschool activities.
11. I believe that if I have concerns or suggestions, the preschool would respond appropriately.
12. I am encouraged to be involved in the preschool in all kinds of ways.
13. Teachers let me know how well my child is doing.

1. This preschool is well organised this year.
2. I have confidence in how the preschool is managed.
3. I believe there is effective educational leadership within the preschool.
4. The preschool seeks parents' opinions about educational programs.
5. I am given the opportunity to be involved in the preschool's educational activities.
6. The preschool is always looking for ways to improve what it does.
7. Parents are invited to participate in decisions about their child's education.
8. Parents have the opportunity to be involved in the development of school plans through the Governing Council.
9. The preschool includes parents and community in decision making.
10. Overall, I am satisfied with the preschool's planning.