1. CONTEXT

Liberman Kindergarten is a .6 stand-alone preschool at Para Hills. Prior to term 3 2011 enrolments were low but due to a change in the local community demographics which have seen an increase in families with young children moving into the immediate area enrolments now average in the low 30’s.

The start of the 2014 year saw the impact of the new Same First Day Start policy. Although in 2013 our kindergarten had already enrolled children who were to turn 4 by the 1st of May not all Centre’s did. Therefore the attendance data collected by D.E.C.D and by which we were to be staffed in 2014 was not accurate and did not provide us with the substantive staff we needed for the enrolment number we found ourselves with in term 1. We however managed to achieve a warranted staffing of 3 for the entire year with our ECW having to be appointed termly only after each terms attendance data had been verified. Due to low attendances in 2013 we received an Attendance Grant and decided to employ a teacher one day a week for term 4 of 2014 and term 1 2015 to focus on improving targeted families attendance patterns and understandings of the importance of regular attendance for their children.

The Universal Preschool Program continued in 2014 so we continued as a .6 centre offering two full day and one half day session for our four year olds providing them with 15 hours of preschool. With the Same First Day policy now in its second year for preschools we saw a total of 35 children most of who had been with us for the entire 2014 year exit to school together. As a .6 preschool for many years this was the highest graduating number we had seen in quite a while. For 20% of these children English was their second language and D.E.C.D. provided a Bilingual assistant to work with some of them during the year. The D.E.C.D. support services team were involved with 7 children during the year, supporting children with speech and language issues with the assistance of a speech pathologist and disability coordinator and providing us with funds for a support person to work directly with these children. Two 4year old Health screening sessions were held by the CaFHS screening team. Also three secondary students undertook work experience at the kindergarten.

A playgroup for families in our local area was run each Friday morning by two volunteer coordinators on a fortnightly roster. 18 families were involved in this over the year with only a few coming regularly.

The Active Learning Forum run to support Family Day Care and Respite Care educators and their clients on Thursday mornings also continued to use the kindergarten in 2014.
Report from Governing Council 2014

2014 was another successful year for Liberman Kindergarten with many ongoing concerns being resolved, and plenty of positives along the way.

The first year of the new D.E.C.D. Single Intake Policy went smoothly once the school year was under way. The challenge later in the year was how to tackle the process of transitioning children for the Year 2015 intake, and incorporating their visits into the busy Kindergarten.

This was resolved by scheduling a few children for their transition visits on each of the Kindy days in Term 4, allowing every newly enrolled child to experience and settle in to Kindy life.

The ongoing issue of a suitable drainage system has finally been resolved to help water run-off and prevent flooding under the rear verandah area. Also, the re-laying of uneven pavers was completed, as well as the relocation of a garden tap to a more user friendly position, making it easier to access tap water on the Eastern side of the grounds.

A Working Bee was held in June, with a good number of parent volunteers to help remove an overgrown creeper from the top garden area. This created an area for garden beds to be constructed for the purpose of getting children involved in growing fruit and vegetables to encourage learning and sustainable living.

The sandpit level was topped up in August, with a few parents and the children helping to barrow the delivered sand from the Kindy driveway into the sandpit. Also, soft fill was delivered to improve the levels around the outdoor play area, again with help from parents and children to barrow it around.

The climb-a-thon was a great success again, with fun had by all. A great number of family members attended and got involved to help the children along the course and many then stayed for the picnic lunch afterwards. It was a very profitable event in raising funds to purchase electronic learning aids the children can access for learning purposes.

Family Day Care continues to use the centre on Thursdays despite a few hiccups along the way. Hopefully 2015 will see a continuing partnership.

Friday’s Playgroup session has seen numerous new parents bringing their child(ren) in but numbers were unpredictable from week to week.

Julia Tilley

(Secretary Governing Council)
3. HIGHLIGHTS 2014

The 2014 was a rewarding one. Some of the Highlights were.

- Celebrating Chinese New Year with the children making dragon masks and performing a Dragon parade around the yard. A group of children cooked fried rice with Sharon and shared it with the entire group.
- We celebrated Pancake Day by cooking our own pancakes.
- The children celebrated many Indian cultural events including Holi and Diwali by being involved in cooking and craft activities associated with these celebrations and being informed about them by our Bilingual worker Rimmy.
- Two Health Screenings were undertaken by CaFHS screening term nurses.
- A successful Morning Tea and A.G.M. at which 7 parents were nominated or volunteered to serve on our Governing Council.
- Visit by members of the Metropolitan Fire service, who spoke to the children about fire safety and then allowed them all to have a turn at holding and spraying the fire hose.
- A Family Morning tea attended by most of our families was held at the end of Term 1.
- A Literacy Kit Workshop was held attended by 4 interested parents who along with staff and community help managed to upgrade our literacy kits for children’s weekly borrowing.
- Both the kindergarten and playgroup children had photos taken by Kidspix.
- The children were involved in observing the hatching of chick’s from Henny Penny Hatchings. They were then able to learn how to handle them carefully before they were adopted by two of our families.
- A very successful Working Bee attended by many families was he held to clear the outdoor area in particular to rid the top area near the frog pond of a persistent Morning Glory plant. With the help of Gosia and a few parents and the children’s enthusiastic input this area has now been transformed, with a series of raised garden beds, into a flourishing vegetable garden.
- One of the children brought his pet python Tiger Lily for a visit.
- We attended a performance of “The Very Cranky Bear” by the Patch Theatre. Four of our children were selected to join the performers on stage.
- A climb-a-thon was our only major fundraiser for the year since introducing a fundraising fee was held to raise funds for the future purchase of computer tablets for staff and children’s use.
- The East Para Primary’s Performance Group performed for our children at the kindergarten. It was great to once again see a number of our old scholars in this group.
- The children’s teeth were checked by S.A Dental.
- The children from Para Hills West preschool joined us at our kindy for a performance of ‘Charlie’s Surprise’ by the Petit Theatre Ballet Company.
- We celebrated the end of year by sharing some of our favourite songs with family and friends and then having a shared party lunch.
4. QUALITY IMPROVEMENT PLAN

Under the National Quality Framework the National Quality Standard for Early Childhood Education and Care has been established. These standards are what we self-assess our performance in delivering quality education and care against. Each year the staff team reflects on these standards which contain seven quality areas to identify our strengths and areas for improvement in order to prepare our annual Quality Improvement Plan.

In 2014 the following achievements were made towards the priorities identified in our Quality Improvement Plan.

**Quality Area 1: Educational Program and Practice**

**Standard 1.1: Element 1.1.4 The documentation about each child’s program and progress is available to families.**

**Goal:** For families to be informed about the planning cycle.

**Standard 1.2: Element 1.2.1 Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.**

**Goal:** More effective documentation of children’s learning.

In reviewing the Parent Opinion surveys we became aware that parents felt they needed to be more clearly made aware of our ongoing cycle of planning, documenting and evaluating of their children’s learning and development. A visual display of this cycle including documents used by the kindergarten and photographs to illustrate the 5 learning area outcomes was created and boarded in the locker room for parents to view. Staff also decided to investigate the use of digital notepads to enable a more effective and time manageable documentation of children’s learning. The staff has become part of a Professional Learning Community with three other Centre’s with a like interest to research the most appropriate digital devices and what software or apps are available to achieve this outcome and required T&D for staff. This process will be ongoing in 2015. As we did not reach a point of using this new technology we continued to create Learning Story documentation as one of many ways to inform parents of their children’s learning experiences and outcomes. These were placed in the child’s Portfolio and to ensure that parents were viewing these we sent the portfolios home to all families as the child’s third term report format.

The 2014 Parent opinion survey responses regarding children’s learning and parents being informed re their child returned either agree or strongly agree responses as staff had hoped for.

**Quality Area 2: Children’s Health and Safety**

**Standard 2.1: Element 2.1.3 Effective hygiene practices are promoted and implemented.**

**Goal:** A visual schedule for washing children’s toys/equipment.

It was decided that the kindergarten required a visual cleaning schedule to advise all staff, volunteers and users sharing the use of the building and resources of the kindergartens cleaning practices and ensure all parties followed them. This schedule was completed by the kindergarten’s ECW.

**Quality Area 3: Physical Environment**

**Standard 3.3: Element 3.3.2 Children are supported to become environmentally responsible and show respect for the environment.**

**Goal:** Environmentally responsible children involved in caring and maintaining the kindergarten environment and using of produce in cooking experiences.

**Standard 3.2: Element 3.2.1 Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments.**

**Goal:** Create Outdoor and indoor spaces that are designed and organized to engage every child in quality experiences in both built and natural environments.

In an endeavor to ensure our children are supported to become environmentally responsible and show respect for the environment and to ensure our outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments we undertook two main projects. Initially with the help of a number of families at a very successful Working Bee the entire outdoor area was cleared of weeds and a very persistent Morning Glory plant. Then with ongoing help from staff children and families a raised vegetable garden area was
established and maintained. This garden has produced vegetables that the children have used in
tasting and cooking experiences. We will continue to increase the number of garden beds in this area
in 2015 so that the children can be involved in the planting of a greater variety of produce.
The entire outdoor learning area was also enhanced with the addition of softfall and the topping up of
the sandpit once again with the help of parents. Ongoing donations of plants both for the vegetable
gardens and flower gardens continued across the year. In 2015 we will continue the upgrade of the
main outdoor area with attention to the garden beds and the higher ground area near the swings to
create a more natural play space.

Quality Area 4: Staffing Arrangements
Standard 4.2: Element 4.2.2 Educators, coordinators and staff members work collaboratively
and affirm, challenge, support and learn from each other to further develop their skills, to
improve practice and relationships.
Goal: A formalized documentation of staff Performance Development.
The decision was made to use the Performance Development format as per DECD document as well
as a format was devised to use for our E.C.W. In 2015 we will review the suitability of the document
used for the E.C.W.

Quality Area 5/6: Relationships with Children / Collaborative Partnerships with Families and
Communities
Standard 5.1 / 6.1
Elements 5.1.3 Each child is supported to feel secure, confident and included.

6.1.1 There is an effective enrolment and orientation process for families.
Goal: Develop an orientation process due to new Same First Day enrolment policy.
With the advent of the Same First Day Start policy it was necessary to once again devise an
orientation process for the children enrolled to start in 2015. With 4th term enrolment numbers already
at 35 we had to have a program that could be incorporated into our .6 centre that did not compromise
staffing ratios or capacity. Children who qualified for Early Entry were offered eight weeks of one
3 hour session per week in term 4. For the remainder of children a series of Transition visits
comprising of three fortnightly visits between weeks 2 and 7 of term 4 and lasting for a morning
session were offered. Many families took up these offers and thus their children have experienced a
more secure and confident start to their eligible kindergarten year. This process worked well for us
and we will possibly continue it in 2015 if the Montague Partnership objective to plan corresponding
transition days is not suitable for us.

Quality Area 6: Collaborative partnerships with families and communities.
Standard 6.1: Element 6.1.2 Families have opportunities to be involved in the service and
contribute to service decisions.
Goal/s: Upgrade Literacy Kits
: Involve families in the kindergarten’s activities.

As a further effort to establish collaborative partnerships with families a Literacy Kit workshop was run
to give families the knowledge of the importance of their input in their child’s early literacy
development and how borrowing of kits was a means for this. These parents, staff and members of
the wider community then assisted in upgrading the existing kits for all families to borrow.

Throughout the year through newsletters and directly from staff parents were constantly invited to
participate in the kindergartens activities. We had high attendances at social events such as an
Easter morning tea, climb-a-thon and end of year breakup. Also many families helped with working
bees and the ongoing vegetable garden project.

As well as the self-assessment process under the National Quality Framework an external
assessment undertaken by an assessor from the Education and Early Childhood Services
Registration and Standards Board of South Australia is expected to occur tri annually. Liberman
Kindergarten received our inaugural assessment on the 23rd of October 2014. The process involved a
review of our current QIP and other relevant documents and a single day observation visit by an
assessor.
The kindergarten received the following rating results in each of the Quality areas giving us an overall rating of “Working towards National Quality Standard”.

**Quality Area 1:** Educational program and practice; Working Towards National Quality Standard  
**Quality Area 2:** Children’s health and safety: Meeting National Quality Standard  
**Quality Area 3:** Physical environment; Meeting National Quality Standard  
**Quality Area 4:** Staffing arrangements; Working Towards National Quality Standard  
**Quality Area 5:** Relationships with children; Working Towards National Quality Standard  
**Quality Area 6:** Collaborative partnerships with families and communities; Meeting National Quality Standard  
**Quality Area 7:** Leadership and service management; Meeting National Quality Standard

Of the 58 elements within the seven Quality areas nine were considered not met at this assessment. These elements which pertain to the assessment and delivery of a program for each child as well as the ability of staff to support each other and the children to have positive behaviour and learning outcomes will be addressed in our 2015 QIP. We will work towards improvement with the assistance of research of best practice and training and development.

5. **INTERVENTION AND SUPPORT PROGRAMS**

For 20% of the children enrolled during 2014 English was not their home language. We applied for Bilingual support for a number of these children and received the assistance of a Bilingual worker who spoke a number of Indian dialects and therefore was able to support some of these children. We also continued to work with the Regional Disability coordinator and Speech Pathology team to assess and provide programs for our children with special needs. Seven children were supported by a support ECW over the year for speech or behaviour.

Liberman Kindergarten continues to focus on the importance of oral comprehension in the early years and uses a modified Teacher Rating of Oral Literacy Language checklist to plot all our children’s progress across their kindergarten year. Our goal is to have all children gain at least one level against the identified skill levels. This data (Appendix 1) shows that for Recall only one child who was not initially at a level 4 did not gain the hoped for one level skill increase. A greater percentage of children who were not yet 4yrs old when they started kindergarten (DOB 2010) had a lower initial score but still gained over their kindergarten year.

In the Levels of Questioning there were similar results, however in this skill EALD children have made lesser gains indicating how important it is that we continue to endeavor to get bilingual support for these children.

All children exiting to school had an awareness of numeracy, and had made gains in their learning based on the EYLF outcomes.
6. STUDENT DATA

6.1 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>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>35</td>
<td>31</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>2013</td>
<td>22</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>32</td>
<td>33</td>
<td>33</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
6.2 Attendance

Figure 2: Attendance by Term

![Attendance Percentages 2012 - 2014](chart.png)

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>82.9</td>
<td>90.3</td>
<td>88.5</td>
<td>86.2</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>90.9</td>
<td>82.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>93.8</td>
<td>93.9</td>
<td>90.9</td>
<td></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>
<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: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

As the above data confirms the enrolment numbers for 2014 lifted into the low thirties across the year with a final term total of 35 children. Having had poor average attendances for our Friday sessions in 2013 we received an Attendance Improvement grant. The resulting focus by all staff on discussing the value of attendance with parents and follow up of non-attendance had a positive result and a return to averages above that of 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>
</tr>
</thead>
<tbody>
<tr>
<td>0255 - Angle Vale Primary School</td>
<td>Govt.</td>
<td>6.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0352 - Pooraka Primary School</td>
<td>Govt.</td>
<td>5.0</td>
<td>4.8</td>
<td>3.0</td>
</tr>
<tr>
<td>0632 - Keller Road Primary School</td>
<td>Govt.</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0649 - Madison Park School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>0935 - Para Hills School P-7</td>
<td>Govt.</td>
<td>9.5</td>
<td>18.2</td>
<td></td>
</tr>
<tr>
<td>0983 - Brahma Lodge Primary School</td>
<td>Govt.</td>
<td>10.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0987 - Mawson Lakes School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>1045 - Para Hills West Primary School</td>
<td>Govt.</td>
<td>15.0</td>
<td>9.5</td>
<td>15.2</td>
</tr>
<tr>
<td>1090 - Redwood Park Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>1134 - East Para Primary School</td>
<td>Govt.</td>
<td>25.0</td>
<td>38.1</td>
<td>24.2</td>
</tr>
<tr>
<td>1201 - Gulfview Heights Primary School</td>
<td>Govt.</td>
<td>5.0</td>
<td>9.5</td>
<td>6.1</td>
</tr>
<tr>
<td>1325 - Para Hills Junior Primary School</td>
<td>Govt.</td>
<td>10.0</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>1847 - Keithcot Farm Primary School</td>
<td>Govt.</td>
<td></td>
<td>4.8</td>
<td>3.0</td>
</tr>
<tr>
<td>8006 - St Francis Xavier's Regionl Cath Sch</td>
<td>Non-Govt.</td>
<td>4.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td>4.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>5.0</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>9016 - St Gabriel's School</td>
<td>Non-Govt.</td>
<td>10.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9043 - Burc College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>9072 - St Augustine's Parish School</td>
<td>Non-Govt.</td>
<td>5.0</td>
<td>4.8</td>
<td>9.1</td>
</tr>
<tr>
<td>9115 - Prescott Primary Northern</td>
<td>Non-Govt.</td>
<td>5.0</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.2</td>
<td>99.9</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

As indicated by the data most of our children continue to exit to public schools with 84% doing so in 2014 with East Para, Para Hills P-7 and Para Hills West primary schools continuing to be our main feeder schools.
7. CLIENT OPINION

Each year information as to how our families perceive the service delivery is sought, DECD provide the Parent Opinion Survey which is given out to all our families. In 2014 we had these surveys returned by just 43% of our families and due to the low number of enrolments that equates to 15 families and for some questions there were only 14 respondents giving a value of 7% per respondent. Though most of the responses fell within the positive Agree or Strongly Agree domains we had a few neutral responses which help to highlight areas for improvement but no negative responses indicating that families are overall confident with the education and care at Liberman Kindergarten.

1. Quality of Teaching and Learning
As the data below indicates for all but two questions in this criteria the response was 100% either Agreed or Strongly Agreed. For the question “My child’s teachers clearly inform me about the learning program” a respondent was unsure. During 2014 a fortnightly program was placed on the information board near the kindergarten entrance and a section informing parents of the current curriculum focus and interests of the children was included in the fortnightly newsletter. We will continue to inform parents in this way in 2015.

DECD Parent Opinion Survey 2014
2638  Liberman Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Quality of Teaching and Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think my child receives high quality teaching at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>53%</td>
<td>47%</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>My child’s teachers know what my child can do and what he/she needs to learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>47%</td>
<td>53%</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>This preschool has the expectation that children will learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>67%</td>
<td>33%</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are enthusiastic in their teaching.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>53%</td>
<td>47%</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>I am satisfied with the learning programs offered at my child’s preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>My child’s teachers clearly inform me about the learning program.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>53%</td>
<td>40%</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>My child’s teachers make learning interesting and enjoyable.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>47%</td>
<td>53%</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Teachers at this preschool really want to help my child learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>47%</td>
<td>53%</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>The preschool has an excellent learning environment.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>47%</td>
<td>47%</td>
<td>15</td>
</tr>
</tbody>
</table>
2. Support of Learning

Again in this area most families Agreed or Strongly Agreed that their children were supported with their learning. There however were 20% of the families who were unsure if the children had enough materials and resources for their learning. The kindergarten continues to purchase materials and equipment where funds allow ensuring there is sufficient resources for all children to participate equally. With the increased enrolments experienced by the kindergarten over recent years it has been a priority and will continue.
3. Relationships and Communication

Overall in this area families also had a positive response however a respondent was unsure on the provision of opportunity to find out how their child was doing and discuss their progress. As well as having portfolios containing samples of each child’s work and Learning Stories available to parents to look through, staff are always available or willing to make a set time to talk with parent’s about their child’s progress. Informal chats occur constantly as well.

In relation to “There is a broad variety of communications that inform me about this preschool” a fortnightly newsletter was issued in 2014 informing parents of issues and events concerning the kindergarten. Also a whiteboard at the entrance was used to convey information.
4. Leadership and Decision Making
In this area though still receiving an overall positive response over many years it has been ongoing response of parents to have concerns about their ability to be involved in decision making at their child’s or whole kindergarten level. Parents are given an Enrolment questionnaire in which they are asked what they want to see in their child’s kindergarten program as well as frequently being asked if there is anything they would like to contribute to the current focus in the fortnightly newsletters. All parents are also given the opportunity to join the Governing council which is elected at the beginning of each year. Addressing this area of concern will be ongoing in 2015.

8. ACCOUNTABILITY

![Parent Opinion Survey Chart]

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This preschool is well organised this year.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>53%</td>
<td>47%</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>I have confidence in how the preschool is managed.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>47%</td>
<td>53%</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>I believe there is effective educational leadership within the preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>The preschool seeks parents’ opinions about educational programs.</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>29%</td>
<td>43%</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>I am given the opportunity to be involved in the preschool’s educational activities.</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>55%</td>
<td>33%</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>The preschool is always looking for ways to improve what it does.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>36%</td>
<td>67%</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>Parents are invited to participate in decisions about their child’s education.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>50%</td>
<td>43%</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>Parents have the opportunity to be involved in the development of school plans through the Governing Council.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>43%</td>
<td>50%</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>The preschool includes parents and community in decision making.</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>50%</td>
<td>42%</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>Overall, I am satisfied with the preschool’s planning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>27%</td>
<td>73%</td>
<td>15</td>
</tr>
</tbody>
</table>
All current teaching and ancillary staff working at Liberman Kindergarten in 2014 and volunteers including Governing Council members held a current DECD approved Relevant History Screening. A spreadsheet record of these details being kept.
Comprehension Focus Data

**RECALL SCORE**

![Graph for children born 2009 showing recall scores for initial and final stages.]

**RECALL SCORE**

![Graph for children born 2010 showing recall scores for initial and final stages.]