1. CONTEXT

Pooraka Community Kindergarten offers a preschool year to children aged between 3 and 5. This centre is part of the Department of Education and Child Development. This centre is located independently in a beautiful part of Pooraka, adjacent the Lindblom Reserve. Links with the local schools and child care settings are made wherever possible to assist families who seek education and care services.

Pooraka Kindergarten is a small centre with a session maximum of 30 children. Staffing comprises a full time Director and Teacher. During 2014 additional staff offered support for speech and language, attendance improvement and language and cultural support to Vietnamese and Arabic (incorporating Dari) speaking children and their families. The index of disadvantage which guides staffing for this centre is 1.

2. REPORT FROM GOVERNING COUNCIL

A small but dedicated team worked through 2014 to build on the strengths of Pooraka Kindy, comprising a Chairperson who was new to the centre and a past Chairperson continuing on council. A focus remained on improvements to facilities and improvements to service management and educational programme through the Quality Improvement Plan (QIP) guided by the Director.

Work during 2014 included:

- Asbestos removal during December 2013/January 2014
- Website update to parent information
- No smoking sign at gate
- Mobile phone
- Library stocktake
- Removal of gas heater
- Planning ahead for 2015 Director’s position
- Planning for changes to session delivery
- Police Clearances
- Pin board upgrade
- Bathroom upgrade
- Floor cover upgrade to store and office
- Refit office furniture
- Parent Survey data entry
- Tea-towel community builder
- Lease renewal with Salisbury Council
- Open week community builder
- Site Behaviour Policy review
- Tree Audit
- Sandpit Boardwalk renewal
- Budget oversight
- Staffing oversight
- End of year celebrations for teaching, learning and parent participation
- Recommending Governing Council to families for 2015

A year is a short time in the lives of children and families who are part of Pooraka Kindy but the influence it has could last a lifetime. Parents are encouraged to participate at whatever level suits them, simply borrowing from the library, volunteering some gardening time, bringing pets in for hands-on nature education, being on Governing Council or attending special events all contribute to the community life of Pooraka Kindy. Children see their preschool (or school) through the lens of their families who show by their participation that they value kindergarten and all that it represents.
3. HIGHLIGHTS 2014

During Term 1 we worked to build a new team and it meant everyone was learning together, children and adults. Part of this familiarization was getting out into the community and the children posted photos of themselves to themselves! On the way we saw the playground and the shops, the children told us if we walked past their house and we noticed lots of signs with opportunities for literacy and numeracy learning. Map making was a big part of the children's interests and we had maps drawn, treasure to find in the garden and many imaginary maps created. The Early Years learning Framework values children’s learning regarding their responsibility for the natural environment and our recycling of waste paper to make our own paper was a fun and interesting highlight. “I remember doing that” was a familiar response from the children's family members. After sensory play with wheat in a trough, the left over wheat was planted in the raised garden bed where it has spent all year maturing, a small harvest occurred at the end of term 4 when the grains were gathered and many scientific observations were made.

Term 2 saw strong interest in literacy mechanics such as exclamation, question, speech marks, voice bubbles and full stops. Outdoor play was adventurous and challenging with pulleys, real bricks, cubbies and natural materials such as stones, pinecones and flowers. Indoor play took off with loom bands, one of our educators noticed older brothers and sisters showing off their work and wondered if our children would enjoy the challenge too. They sure did, it was amazing to see many children persisting with this fine motor task to create bracelets of their own, some children making many more than one! There was cooking for healthy eating and learning about healthy vs sometimes foods. For staff, term 2 included the Closure Day and a successful Financial Audit.

A term 3 highlight was the Open Week when children baked scones and served their special visitors from their families a morning or afternoon tea. We were thrilled at how many families took advantage of the invitation to visit kindy and to be treated like a guest and watch kindy operate at the same time. There was a lot of science and mathematics happening, experiments with water and light, learning about the water cycle, especially the bit about where rain comes from. Symmetry and 2D and 3D objects, sorting and patterning too. Visual art work included still life drawing, pastel drawing, big brush, small brush, black only paint and pen and wash drawing. Our kindergarten looked so beautiful! Term 3 also saw us use video data to make judgements about children’s wellbeing and some changes were made to the way we operated to more fully support children's autonomy and agency with their learning. It was the term of the parent opinion survey and the tea-towel portrait drawing, both events relying heavily on the assistance of governing council members to see them to completion.

Term 4 was a race to the end with report writing, learning data collections and all with a new full time teacher. Luckily we had a familiar educator to call on to fill the gap made when one of our team took an opportunity at the local primary school. It was all hands on deck, including our regular trt teachers who were asked to step up to regular days. Sensory play was concentrated in sand and waterplay, children were making volcanoes, rivers, perfume and of course food, cooking in the sand pit is a tactile way for children to re-enact their family life, they make their own meanings for this work by offering ‘food’ to their friends and teachers. Learning the songs in readiness for the end of year concert was a major focus for children and teachers and everyone was full of praise for how quickly children can learn songs in a language other than their own. This gives everyone an opportunity to appreciate the complexity of living in a world where the language spoken is not your own. The end of year was busy with farewells, transitions to school and preparing the centre for a new staff team.

4. QUALITY IMPROVEMENT PLAN
Quality Improvement Plan: Quality Area 1 Educational Programme and Practice

<table>
<thead>
<tr>
<th>Standard/Element 1.1.4</th>
<th>Documentation about each child’s programme and progress is available to families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard/Element 1.2.1</td>
<td>Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</td>
</tr>
</tbody>
</table>

Identified Issues:
- Following the data from parent opinion survey regarding knowledge about what children are learning, these issues had been identified for action.
- We need a public platform for plans and clearer information about learning in children’s folders.
- Each child should have a ‘go to’ educator who is responsible for maintaining good documentation of learning.

Key Actions:
- Designing a document which is flexible to allow us to describe learning for timely reporting to parents, to be displayed and/or emailed.
- Establishing ‘go to’ educators for each child who will monitor documentation of learning and plan for interests and data collection.
- Providing a more inviting and easier access to folders by children and their families.

Achievements:
- Networking with colleagues helped us to create a template for programme information to be displayed and accessed via text alerts.
- ‘Go to’ educators for children was arranged according to natural fit and existing relationships. Some fine tuning was required due to timetabling issues and as staff changed in term 4, this promising system did not make the expected impact. However, it was showing promise and I will be pursuing this style of documentation accountability in the future.
- New display shelving has created a beautiful and enticing focal point for children’s folders. We are seeing a greater engagement with them by children and their families.

Next Steps:
- Continued use of Planned Learning display and text alerts. This will require a system established for ease of use by all staff. Whiteboard and display board space has been significantly increased in 2014 and provides an excellent platform for engaging families in appreciating children’s play based learning achievements.
- Centrally located, child friendly display of children’s folders will make a focal point for continued conversations about children’s individual achievements over the previous day, week, month. They remain the most personal of records, deeply engaging for children and their parents/caregivers.

Quality Improvement Plan: Quality Area 6 Collaborative Partnerships with Families and Communities

<table>
<thead>
<tr>
<th>Standard/Element 6.2.1</th>
<th>The expertise of families is recognized and they share in decision making about their child’s learning and wellbeing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard/Element 6.3.1</td>
<td>Links with relevant community and support agencies are established and maintained.</td>
</tr>
</tbody>
</table>

Identified Issues:
- Children’s folders are the place where families access information about their child’s learning. We must include more opportunities for parents to contribute their ideas and insights.
We would like to know more about children’s prior experiences, especially child care settings, for seamless transition to kindergarten.

**Key Actions:**
- Approach families and invite them to see the most recent additions to children’s folders and hear about achievements at home. Comments to be recorded in new part of document labelled ‘Parent Comment’.
- Invite families to participate in the learning environment more directly by contributing their time or skill to an aspect of the Kindergarten life.
- Create note pockets for child care educators to more fully engage with them about our learning by making newsletters and Planned Learning flyers more available.
- Pay closer attention to preparing children for their transition by having their shoes and belongings in order before their families or caregivers arrive to collect them, thereby enabling us to have a learning conversation not a housekeeping conversation.
- Request and invite visits from other service educators.
- Request to parents who do not drop off or collect their children to nominate a preference for communication mode (hard copy or digital). Check that dual household families are receiving all information.

**Achievements:**
- Some increase in written comments in children’s folders from their parents.
- Parent involvement in the learning environment increased in response to our specific requests, e.g. henna hand painting, volunteering for admin tasks and participation in events such as Open Week and End of Year Event.
- Notably less delay due to housekeeping issues at transition time from kindergarten back to child care setting. Increase in sharing information about learning and development.
- An educator participated in the early morning/prior to kindergarten routine at child care to better understand and share with the team the children’s experience of transition to kindergarten at the start of the day.
- Child care educators made a reciprocal visit during session time and were interested in the documentation of learning in children’s folders and have taken resources back to use in their setting.
- Some families with little or no daily contact with the kindergarten replied with communication style preference.

**Next Steps:**
- Continue the message to families about children’s folders as the central point for sharing information about learning. Scribing parent comments maybe next best practice.
- Continue parent involvement message and celebrate with photos for children’s folders.
- Continue exploring what transition feels like for children in multiple services.
- Streamline communication processes for families who have little or no daily contact with the kindergarten. A group email list has been arranged for the whole 2015 cohort, a small group of families do not use email and a group contact list can be created for text messages.
Early literacy grants totaling $4,062 were used to fund staff to attend a closure day where the focus was on our quality improvement plans for documenting our learning programme, gathering evidence of learning and preparing artefacts for children’s folders with the parent audience in mind. Sharing wellbeing data results with all staff so that they can work in their field of influence to make interventions as necessary. We ask ourselves ‘What is it like to be a child in this setting?’ and identified individuals and groups of children where we could make changes to our practices and procedures to create better experiences for children, naturally creating better learning opportunities. Wellbeing data was obtained through use of the Respect, Reflect, Relate lens as we viewed video play data.

Early Assistance and Early Intervention grants were expended on staffing to support children who needed extra help through planning experiences, documenting learning and delivering 1 to 1 tuition. A familiar and experienced early childhood worker was employed using the funds available through the year to deliver this extra assistance with guidance from the educator team and speech therapist and allied professionals providing expertise. Parent comments gathered through the summative report process gives some indication of the effectiveness of all our programmes. This one refers particularly to the speech and language support.

“My child has learnt a lot since being here and loves going to kindy. My child has had a lot of support for his speech such as giving me ideas to help him at home and at school, he enjoys the activities that are given to him. I’m extremely happy with this kindy and very happy with my child’s progress.”

Pre-School Support funding - The total number of children funded and supported with speech and language through 2014 is 3. Another child received support from the centre through site funded early childhood worker time for 1 to 1 tuition and preparation of play materials.

Bi-Lingual funding -There were 13 children identified through the beginning of year screening process as requiring extra assistance in transitioning into an English language setting. We were confident we could assist 5 of these families using the skills of the existing staff team and planned for a Vietnamese and Arabic/Dari speaking bi-lingual assistant. We were able to offer this assistance for 3 hours each week for the whole year for Vietnamese speaking families and 3 hours per week for 6 months for Arabic/Dari speaking families.

Teacher Capacity Building Funding – the teacher vacancy during 2014 was filled with an early career teacher who benefitted from funding to support her learning during the first years of her career. Half a day per week from April to September, topped up to a whole day to pursue site targets meant she could spend more time thinking and working on her pedagogy and practices, she could step back and review her work regularly. The funding paid for a relief teacher to work in her place.
6.1 Enrolments

Enrolments remained static over the twelve months of 2014, showing only a small increase from January to December. Seven families moved away from the centre during the year, for a variety of reasons. Six families started kindergarten during the first term, seven families started during term three. These figures reveal a reasonably high level of movement, 14% moving out of the centre and 25% moving in. AEDI data shows an even division between owned, mortgaged and rental housing variability; there is no evidence here of a transient population influencing the movement statistics.

Enrolments by gender reveal a nearly even balance of 23/26. Enrolments by age at December reveal 94% of children were aged between 4.6 and 5.6. The remaining 6% were primarily in the 3.6 to 4.6 range as early entry enrolments exist.

Children with English as an additional language comprised 32% of our student group. We were able to access language support for children and families for Vietnamese, Arabic and Dari speakers.

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
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>89.8</td>
<td>74.1</td>
<td>80.0</td>
<td>83.3</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>76.1</td>
<td>76.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>82.6</td>
<td>80.0</td>
<td>80.4</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>

Improving the overall attendance percentages is a worthwhile goal, assisted by DECD in the form of a substantial grant used for employing a staff member. One day per week the data from the previous week was examined for areas of concern and solutions. Most of our absences were due to legitimate reasons such as medical appointments or poor health prohibiting participation, transport difficulties, holiday and family celebrations, school visits in term 4 and some unknown as well.

Strategies to reduce unexplained attendances were information in newsletters, information brochures, individual conversations in person and over the phone. An increasing number of families were supporting us in our efforts by phoning to explain an absence as it occurred rather than waiting for us to enquire later. We offer support wherever we can, try to connect families who might help each other with transport, making a fun routine for the children to stamp their arrival at the start of session and making rewards with certificates. We adjusted our certificates to include everyone for trying not just the 90 – 100 % successes after parent feedback.

One important issue that influenced our attendance data was that some families chose not to use all 15 hours of kindy.

<table>
<thead>
<tr>
<th>Term</th>
<th>Children using 15 hours p/week</th>
<th>12 hours p/week</th>
<th>9 hours p/week</th>
<th>6 hours p/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31</td>
<td>10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>35</td>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

We respect the decision of families and understand their circumstances. However, when data is collected for the purposes of attendance percentages, these children appear as poor attenders,
making a significant decline in our cumulative data. Children who are enrolled but become inactive very quickly make the same impact on our data.

A small celebration was deserved when in term 3 when 8 children made the remarkable 100% attendance mark, despite term 3 being notorious for coughs and colds which keep children away unwell. Similarly in term 4, (over a smaller sample period), 21 children achieved 100% attendance, that was a big ‘wow’ for everyone involved.

To summarize, it looks worse than it really is and parents make every effort to attend every day, every session as shown by our own data which accounts for sessions booked.

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

### 6.3 Destination – Feeder Schools

#### Feeder School Percentage Data

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0352 - Pooraka Primary School</td>
<td>Govt.</td>
<td>57.1</td>
<td>37.9</td>
<td>50.0</td>
</tr>
<tr>
<td>0987 - Mawson Lakes School</td>
<td>Govt.</td>
<td>8.6</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td>1162 - Ingle Farm Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>1177 - Salisbury Heights Primary School</td>
<td>Govt.</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8027 - Pedare Christian College Junior Sch</td>
<td>Non-Govt.</td>
<td></td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td>3.5</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>8164 - Trinity College South</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8205 - Blackfriars Priory School</td>
<td>Non-Govt.</td>
<td></td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>8226 - Golden Grove Lutheran Primary School</td>
<td>Non-Govt.</td>
<td></td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>8364 - St Paul’s College</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8399 - Holy Family Catholic School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>8419 - Good Shepherd Luth Sch - Para Vista</td>
<td>Non-Govt.</td>
<td>3.5</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>8424 - Bethany Christian School Inc</td>
<td>Non-Govt.</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>6.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8500 - Islamic College of South Australia</td>
<td>Non-Govt.</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9016 - St Gabriel's School</td>
<td>Non-Govt.</td>
<td>11.4</td>
<td>20.7</td>
<td>16.7</td>
</tr>
<tr>
<td>9031 - St Martin’s Catholic Primary School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>Type</td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosary School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Monica’s Parish School</td>
<td>Non-Govt.</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Pius X School</td>
<td>Non-Govt.</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prescott Primary Northern</td>
<td>Non-Govt.</td>
<td>5.7 3.5 3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Paul Lutheran School</td>
<td>Non-Govt.</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.2 100.599.8</td>
<td></td>
<td></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

Pooraka Primary School is back at the top of the percentages, reclaiming some ground from St. Gabriels. The general trend from 2013 -14 is for local public schools to come back into the chart. The total numbers in this change are statistically insignificant and no solid conclusion can be drawn.

7. CLIENT OPINION

The parent opinion survey is a confidential online opportunity for parents to explore their thoughts and feelings about Pooraka Community Kindergarten through prompt statements in four areas; Quality Teaching and Learning, Support of Learning, Relationships and Communication, Leadership and Decision Making.

Twenty-one families took the opportunity to participate in the survey which is statistically very significant, 41 %, indicating a high level of involvement from families. Assistance from governing council to enter the data to the online survey may have assisted families to participate.

This perception data is a useful gauge for general satisfaction and sometimes pinpoints areas for further improvement, as is the case this year, seen in dissatisfaction with teacher knowledge of children’s needs and capacity to assist them with their learning. We are only as good as assessed by our harshest critic.

Educators strive to identify children’s areas of strength and need and to support children and their families to make progress. The communication strategies trialed this year will be reviewed and strengthened.

At the conclusion of the tables is a collation of comments taken from the survey.
Parent Comments - Quality of Teaching and Learning

They have started across my daughter needs to improve on and they have done quickly. Very happy.
They use very high quality materials and program to teach our children.
My child is very happy at kindy which makes learning easier.
Very happy with my child time at the preschool.
My child has been put back being here and loving going to kindy.
I have always been very impressed with the staff at Pasqua, both full time and part time. They all engage well with all the children and mine especially have always loved going through those gates.
Thank you.
Thank you all teachers at this preschool really want to help all children. The staff always listen to what the child’s development needs.
No don’t have any comments because they use high quality programs to learn our children.

Parent Comments - Support of Learning

My child has had a lot of support in his speech such as giving me ideas to help him at home and at school. He enjoys the activities that are given to him.
No don’t have.
My child is always happy when his birthday.
The speech therapist is wonderful and has helped me to give great advice about his speech.
My children have always felt supported to very officially, they are able to approach all staff when they need a problem or just for chat!

Parent Comments - Relationships and Communication

There is a good staff and teacher and friendly and diverse all in one person. I am very pleased to be part of the team.
Thank you all the staff at Pasqua Community Kindergarten.
Excellent communication whether it be phone or email.
Honeymoon had some problems with communication at Pasqua, I am always listened to in their concerns and the staff are extremely appreciable.
Staff are all friendly and helpful.
No don’t have.

Parent Comments - Leadership and Decision Making

No don’t have.
All staff is the kindy and very happy parents in the decision-making process.
All staff is an amazing leader, the kindy culture to very very friendly and it is very apparent that all staff’s children feels a play in a supportive and safe environment.

Parent Comments - Other comments

I have taken my child out of kindergarten, it is a wonderful environment with caring and committed teaching staff. It is consistently exciting and improving.
I have had a child come through this kindy. I will do it where else.
We think this amount of time is not enough for kids, if you have a child with a learning disability, it is apparent that all staff’s children feel a play in a supportive and safe environment.
I am extremely happy with this kindy and very happy with my child's progress.
8. ACCOUNTABILITY

Ensuring compliance with the DECD Relevant History Screening

A register is kept on file regarding the Department for Communities and Social Inclusion (DCSI) requirement for site leaders to maintain a register of criminal history screenings for people working at this site. This register lists names of staff, volunteers, governing council members, DECD personnel, parents attending any overnight camps or sleep-overs, SA Health employees, adult students, University supervisors for tertiary students, work experience and third party providers. The register notes the approved screening authority, the date of the clearance issue and the expiry date.


9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>See appendix 1</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>See appendix 1</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>9,575</td>
</tr>
<tr>
<td>4 Lunch Care</td>
<td>8,795</td>
</tr>
</tbody>
</table>

A collaborative planning allocation of $1,708 was used to enable staff to meet with colleagues out of the Centre to work in the partnership planning group, to visit other settings as part of their performance development plan.

An Admin/Leadership grant of $6,832 was used to fund trt educators to release the Director to work in the office on the many and varied tasks required in the role. This funding equates to approximately 23 relief teacher days, a little over 1 day per fortnight. The volume of tasks requires volunteers to assist where possible or staff members to take responsibilities for management and service delivery tasks; in a two staff Centre this is difficult to achieve. The workload is significantly reduced by the introduction of online systems for human resource, enrolment and attendance management.

Training and Development grant of $212 from DECD and $2000 from the Centre assisted staff to attend a series of workshops on Numeracy teaching and learning. It met the cost of the workshops. Our lunch care worker was able to complete an online Food Safety course with Gowrie Training Centre. The Leaders Conference held over 2 days in March used these funds to pay for a relief teacher in the absence of the Director (whose role includes a full time teaching commitment).

The expenditure of the Attendance Grant continued from 2013 into 2014 and concluded at the end of Term 3 at which point it was continued using Centre funds. The achievements and improvements are discussed later in this report.