Brentwood Drive
Kindergarten
Annual Report
2014
1. CONTEXT

Preschool Name: Brentwood Drive Kindergarten
Preschool Number: 3612
Preschool Director: Claire Kennett
Partnership: Beach Road Partnership

Brentwood Drive Kindergarten is a Department of Education and Child Development (public) kindergarten located on a public reserve in the suburb of Huntfield Heights, in the Southern areas of Adelaide. It is a small, part-time Kindergarten with a site capacity of 29 children. Of the 29 children 7 children are enrolled into the Speech and Language program; a program designed to support children with severe communication difficulties. In 2014 we began the year with 27 children enrolled which increased to 28 in term 2. In term 3 enrolments dropped to 26.

2. REPORT FROM GOVERNING COUNCIL

The Governing Council approved a change of session times from 4 days (15 hours spread over the 4 days) to 3 longer days (5 hours each day). This was in order to improve attendance as it was observed that short days were not very well attended – this did improve attendance.

We held working bees in term 1 and 2 where pruning, spreading bark chips and general tidying up was completed. This helped the Kindy to be a safe environment for children.

The Quality Improvement Plan was collaboratively planned together with the Director. This was reviewed throughout the year.

The Governing Council managed handing out and keeping up to date the activity packs (Literacy and Numeracy) throughout the year, promoting Literacy and Numeracy to all families.

The Governing Council approved and ran a Bunnings BBQ which was very successful and promoted our Kindy to the community.

Other events where the Governing Council took a key role in organization and running on the day were The Lapathon (annual family/ fundraising event), Literacy and Numeracy Open Day (Family event) and the End of Year Concert and these were very well attended by family and community members.

The Governing Council initiated a move to reduce food and packaging waste by agreeing to not have rubbish bins at the lunch tables (children’s food and packaging waste went back into the lunch box so parents could see what their children have eaten). This has become common practice.

3. HIGHLIGHTS 2014

Highlights for 2014 include
Term 1
- Australia’s Biggest Morning Tea (family event)
- Celebrated Harmony Day and Reconciliation Week.
Term 2
- Bunnings BBQ – very successful fundraiser and raised the profile of the Kindergarten in the Community.
- A visit from Huntfield Heights Primary School SRC team, Principal and Assistant Principal.
Term 3
- Literacy and Numeracy Open Day (family event)
- Entered the Primary Maths Association Early Years Maths Challenge
- 1st year Early Childhood Education Student Teacher from Flinders University completed his placement.
Term 4
- Annual Lapathon was held and extremely well attended by families. Funds raised were the highest at date with 1 family securing over $1000 donations from workmates.
**4. QUALITY IMPROVEMENT PLAN**

<table>
<thead>
<tr>
<th>QA1 Educational Program and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014 Goals</strong></td>
</tr>
</tbody>
</table>
| All families have the opportunity to discuss their children's learning; to know and contribute meaningfully to their educational program. | • Family Chats enabled all families to have a “face to face” conversation about their child’s progress. Initially these were weekly, however we found holding them all on 1 day (educators provided with release) was a more efficient and consistent way to share the information.  
• Using a new “Statement of Learning” that included a term by term summary and a separate comment for Literacy and Numeracy enabled detailed reporting of children’s learning. |
| All children have the opportunity to discuss their learning and contribute in genuine ways to their learning program. | • Children’s had opportunities to talk about their learning through reflection activities at the beginning and end of each term. All children had the opportunity to talk about what they learnt at Kindergarten in the Statement of Learning. Children reflected on their Mathematical learning in our PMA Maths Challenge entry and their quotes were recorded. |
| All children show improved literacy learning outcomes as measured by either TROLL or Literacy and Numeracy Indicators. | • TROLL was not used as we were awaiting the release of the Literacy and Numeracy indicators which are now in draft form.  
• Improvements in Literacy and Numeracy learning were reflected in the reporting tool the “Learning Quilt”. All children made gains in all areas of Outcome 5 “Children will be effective Communicators” however 8 children partly met this outcome. |

<table>
<thead>
<tr>
<th>QA2 Children’s Health and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014 Goals</strong></td>
</tr>
<tr>
<td>All key educators know and are familiar with incident response and management procedures (including medical emergencies).</td>
</tr>
</tbody>
</table>
| All families demonstrate increased knowledge of healthy lifestyles for children including diet. | • Families were provided with the “Lunchbox Checklist” for 5-8 year old children and signage around the Kindergarten to inform and encourage healthy eating.  
• Parent Group discussion resulted in a “rubbish bin free” lunch policy where children’s wrappers and remaining food are put back into their lunchboxes in order to reduce food wastage and excess packaging. |
| All children have opportunities to experience a range of healthy foods. | • Children participated in food preparation for families for “Australia’s Biggest Morning Tea” and as part of our term 2 focus on Healthy Lifestyles.  
• All children participated in growing and harvesting fruit and vegetables at Kindergarten. |
| All educators know and engage children in current Keeping Safe: Child Protection Curriculum. | • All educators completed the 2015 updated “Keeping Safe: Child Protection Curriculum” training prior to our term 4 focus on teaching this program.  
• All children participated in “Keeping Safe: Child Protection Curriculum”  
• A parent information session was offered and attended by 6 parents. |

<table>
<thead>
<tr>
<th>QA3 Physical Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014 Goals</strong></td>
</tr>
<tr>
<td>All items in the outdoor learning environment are stored safely and are</td>
</tr>
</tbody>
</table>
Community links are developed to build the sustainability of the Edible Garden. The Edible Garden reflects the cultural diversity of our families and community.

- Educators commenced the “Edible Garden” program and a group of parents volunteered to participate. However, due to staff changes this was unsustainable.
- Brentwood Drive Kindergarten has been selected by State Government as 1 of 10 initial sites across the state to receive up to $250,000 to develop a Nature Play early Years environment.
- A relationship was developed with Hillside Herbs at McLaren Vale where they donate plants which have exceeded the “point of sale” to the Kindergarten for development of the outdoor learning environment.

### QA4 Staffing Arrangements

#### 2014 Goals

- All educators are familiar with key documents; Australian Professional Standards for Teachers, National Quality Framework, Literacy and Numeracy Strategy and this is reflected in professional discussions.

#### 2014 Achievements and highlights

- Self-review using the National Quality Framework was conducted throughout the year with educators and the Parent Group.
- The Australian Professional Standards for teachers was a requirement for educators to use when developing their Professional Development Plans.
- The Literacy and Numeracy Strategy was implemented in the program. Educators participated in ongoing Primary Maths Association (PMA) “Maths in the Early Years” training and entered into the PMA Early Years Maths Challenge. Links continued with The Smith Family and children's book pack were handed out to families.

### QA5 Relationships with children

#### 2014 Goals

- Practitioner Enquiry using Reflect Respect Relate (RRR) demonstrates learner engagement in the Primary Maths Association Early Years Challenge.

#### Our 2014 Practitioner Inquiry question was “To determine to what extent educators make mathematic learning visible and engaging for all children?”

- We received a “Highly Commended” award from the PMA Early Years Maths Challenge.
- Numeracy resources have been relocated and audited enabling ease of use.
- After the first round of assessments using Domain 3 in the RRR Active Learning Environment Scale we rated 4.4 as a supportive learning environment. The minimum rating indicative of a supportive environment is 3.0.
- Our strengths were in the areas of curiosity, communicability, purposefulness and activity.
- Our actions for improvement were to challenge children’s thinking through questioning with a focus on problem solving, hypothesising, wonder and curiosity.
- This was reflected in our PMA maths entry and overall improvement in learning outcomes for children in numeracy were reflected in their individual Learning Quilts in Outcomes 4 and 5. In outcome 4 14/26 were assessed as capable in all of Outcome 4. Of those remaining 8 were not assessed as capable in 1 area (showing/explaining how things work).
- Family literacy and numeracy is promoted through the development of 10 new Literacy and Numeracy take home packs and update of existing packs.

#### 2014 Achievements and highlights

- Our Literacy and Numeracy Open day was again a success and attended by every family. Feedback was positive and improvements can be made in making activities more interactive and easier to know what to do next.
- All existing take home packs are updated, and 2 new packs have been created.

### QA6 Collaborative Partnerships with families and communities

#### 2014 Goals

- Strong partnerships with surrounding schools and pre-schools are developed and strategically planned via the Beach Road Partnership.

#### 2014 Achievements and highlights

- Strong relationships have been established with local DECD sites at a leadership level. Greater collaborative planning exists in the Beach Road Partnership forum.
- Playgroup in the Park participation did not occur this year however contact was made with Communities for Children who are involved in the planning for 2015.
- BDK is promoted in the...
community through participation in community events (Picnic in the Park, Lapathon, Literacy and Numeracy Open Day) and utilization of community resources. at these events was excellent.

New community links have occurred with Huntfield Heights Primary School junior leadership team visiting the Kindergarten and contact initiated with Communities for Children.

### QA7 Leadership and Service Management

#### 2014 Goals

<table>
<thead>
<tr>
<th>2014 Goals</th>
<th>2014 Achievements and highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>All educators and Parent Group members are familiar with the National Quality Framework and participate in self-review.</td>
<td>• All educators and Parent Group members participated in NQF review in 2014 and discussion was recorded as “discussion” and “actions” and was used to identify strengths and improvements.</td>
</tr>
</tbody>
</table>

#### 2015 Improvement Priorities

**QA1 Educational Program and Practice**

QA1 1.1.1  
Ensure curriculum decision making contributes to individual learning and development outcomes.  
• Active, whole site engagement in the Numeracy and Literacy Results + .Strategy.  
• Provide PMA training to families.

QA1 1.2.2  
Respond to children’s ideas in play and use intentional teaching to scaffold and extend learning.  
• Floor Books.  
• Focus on children’s voice and questioning: Link to EYLF.  
Improve the quality of information we provide to families.  
• Develop an IT plan – focus on building learning relationships with educators, children and families.

QA 1.1  
Build knowledge and understanding of the EYLF to ensure enhanced learning outcomes.  
• Further align the Learning Quilt with the Early Years Learning Framework and the Literacy and Numeracy Indicators.

**QA2 Physical Environment**

QA2 2.1  
Ensure best practice in management of specific health needs and anaphylaxis.  
• Use BM site tasks to complete and document medical emergency practices.

QA2 2.2  
Ensure food and drink is nutritious and appropriate for each child.  
• Review current resources and develop plans with the Parent Group.

QA2 2.1  
Keep informed of current food safety and hygiene practices.  
• “Food Handling and Safety” resources recommended by the Onkaparinga Council.

**QA3 Physical Environment**

QA3 3.1.1  
Ensure the outdoor and indoor buildings and facilities are suitable for their purpose.  
• Risk assessments for all storage spaces.  
• Develop safe storage practices for existing storage spaces.  
• Investigate funding for improved storage and safety.

QA3 3.1  
Create welcoming and inclusive physical environment which encourages active collaboration.  
• Nature Play project.  
• Re-establish an outdoor learning/ volunteer program – SMART planning.

**QA4 Staffing Arrangements**

QA4 4.2.1  
Use professional standards to affirm, challenge and support educators.  
• Australian Professional Standards (build on 2014)  
• TFEL fortnightly professional discussion.
• Utilise support from the Early Childhood Leader.
• Ensure the Statement of Philosophy reflects our views, beliefs and values and guides practice.

QA5 Relationships with children

QA5 5.1.3
• Ensure all children feel secure, supported, confident and included.
• Improve educator awareness of sensory integration and programming for children with additional needs.
• Focus on children’s oral language skills.

QA5 5.2
• Ensure each child is supported to work with, learn from and help others.
• Consistent use of the You Can Do It program – individual awards for children and parent information sessions.

QA6 Collaborative Partnerships with families and communities

QA6
• Ensure continuity of learning and transitions for each child.
• Use the DECD transition position paper with local feeder school for planning.
• Support families in transition (transition take home packs for families)
• Transition planning between BDK teacher and at least 1 local school reception teacher.

QA6 6.1.2
• Ensure families have opportunities to be involved in service decision making.
• Provide paper copies of Parent Opinion Survey to all families with an incentive to return it (Parent Group discussion).

QA7 Leadership and Service Management

QA7
• Clear goals and expectations of teaching and learning are established.
• Increase independent educator engagement with the Australian Professional Standards via the AITSL website.

5. INTERVENTION AND SUPPORT PROGRAMS

Speech and Language Program

Term 1, 2014 started with 6 children in the Speech and Language Program, and we welcomed a seventh at the beginning of term 2. The group was composed of some children with severe speech disorder as their primary diagnosis, some with both severe speech and language and some with severe language disorder only.

All seven children exited the program to start school in term 1, 2015. All made significant progress in both speech and language and went on to attend their local mainstream school. On exit, four of the children were eligible for support under the Disability Support Program (DSP) at school. The other three continue to have moderate or moderate to severe communication difficulties and will be followed up by DECD support services.

Parent feedback was positive overall, with 2 families saying that the program met expectations and 4 that expectations were exceeded.

All feedback indicated fewer concerns across their child’s development areas.

One parent commented: “The program was very handy, the homework given on a weekly basis gave fun ways to incorporate learning into everyday situations.” Another stated: “I am … impressed with the outstanding care and time spent with [my son] to manage his speech problems.”

Gill Morris, Special Education Teacher, continued her role in the program, while Kathy Maddock, joined the SLP for her first year as the program’s Speech Pathologist. (Kathy has previously worked within DECD for a number of years in schools and preschools.) Kathy and Gill will continue in the SLP for 2015.

Kathy Maddock
Speech Pathologist

Preschool Support Program

During 2014 4 children were supported through the Preschool Support Program. Each of these children was initially referred to the DECD Speech Pathologist, and for some of these children the support of the DECD Disability Coordinator and Child Psychologist was accessed. For some of these children liaison with outside agencies and private service providers occurred and where appropriate the development of a Negotiated Education Plan was in place. For those children where a Negotiated
Education Plan was not in place, other plans to support their learning outcomes were in place such as Individual Learning Plans, Behaviour Support Plans, Risk Assessments and Behaviour Recording using the ABC checklist.

Each child receiving support for additional needs was provided with additional support to transition to school. This was via school staff attending Brentwood Drive Kindergarten to observe the children, formal transition to school meetings and Brentwood Drive Kindergarten providing over the phone and in person support to the family and school. Each child made a successful transition to school and each family stated verbally that they felt well supported.

Aboriginal 3 year-old Literacy Program
During 2014 the Aboriginal Students at Brentwood Drive Kindergarten were in their eligible year and supported through other programs.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

![Enrolments by Term Graph]

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>27</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>2013</td>
<td>31</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>28</td>
<td>28</td>
<td>28</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

Comments: During 2014 enrolment remained at near capacity. In term 4 enrolments dropped to 26. Overall enrolments have remained steady of the last 3 years.

6.2 Attendance

Figure 2: Attendance by Term

![Attendance Percentages Graph]
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>88.9</td>
<td>84.6</td>
<td>85.2</td>
<td>82.1</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>83.9</td>
<td>96.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>96.4</td>
<td>92.9</td>
<td>78.6</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

Comments: Attendance has remained slightly below the state target of 95% over the past 3 years. In 2014 an initiative was carried out to record children’s absences in the following categories; U – unknown, F – family and social, I – medical/ illness and T – transition (school visits).

The following graph represents the total absences for 2014 divided into these categories. Throughout 2014 total absences were recorded as; U (unknown) – 142, T (school visits) – 6, I (illness) – 121 and F (family) – 115. Recorded absences for Unknown, Family and Illness are similar with the highest absence reason being Unknown. Reflected in this data is that T – transition to feeder schools had a minimal impact on attendance at Kindergarten as most feeder schools ran their transition programs on non-Kindergarten days. Also reflected is the need to reduce the number of absences recorded as Unknown.

Source: Early Years System
### Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0127 - Edwardstown Primary School</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0289 - Mount Compass Area School</td>
<td>Govt.</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0313 - Old Noarlunga Primary School</td>
<td>Govt.</td>
<td>11.1</td>
<td>5.9</td>
<td>18.5</td>
</tr>
<tr>
<td>0362 - Port Noarlunga Primary School</td>
<td>Govt.</td>
<td>11.1</td>
<td>11.8</td>
<td>7.4</td>
</tr>
<tr>
<td>0379 - Reynella Primary School</td>
<td>Govt.</td>
<td>11.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0418 - Eastern Fleurieu Strath R-6 Campus</td>
<td>Govt.</td>
<td></td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>0536 - Aberfoyle Hub R-7 School</td>
<td>Govt.</td>
<td></td>
<td>7.4</td>
<td></td>
</tr>
<tr>
<td>0640 - Hallett Cove School</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0913 - Seacliff Primary School</td>
<td>Govt.</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0921 - Christies Beach Primary School</td>
<td>Govt.</td>
<td>5.6</td>
<td>5.9</td>
<td>3.7</td>
</tr>
<tr>
<td>1019 - Christie Downs Primary School</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td>17.7</td>
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<tr>
<td>1044 - Reynella South Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>1053 - Hallett Cove East Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>1059 - Pimpala Primary School</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1066 - Hackham East Primary School</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1067 - Huntfield Heights Primary School</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>1068 - Noarlunga Downs Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>1071 - Moana Primary School</td>
<td>Govt.</td>
<td></td>
<td>5.9</td>
<td>3.7</td>
</tr>
<tr>
<td>1131 - Hackham West R-7 School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>1207 - Seaford K-7 Birth-Y7 Campus</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1664 - Thiele Primary School</td>
<td>Govt.</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1855 - Seaford Rise Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>1906 - Morphett Vale Primary School</td>
<td>Govt.</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907 - Reynella East College</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>7.4</td>
</tr>
<tr>
<td>8005 - Calvary Lutheran Primary School</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td></td>
<td>7.4</td>
</tr>
<tr>
<td>8016 - Southern Montessori School</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8163 - Willunga Waldorf School</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>8390 - Prescott College Southern</td>
<td>Non-Govt.</td>
<td>5.9</td>
<td></td>
<td>7.4</td>
</tr>
<tr>
<td>8418 - Sthn Vales Christian Community Sch</td>
<td>Non-Govt.</td>
<td>5.9</td>
<td></td>
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</tr>
<tr>
<td>8456 - St Martin de Porres School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>9014 - St John the Apostle Catholic School</td>
<td>Non-Govt.</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9755 - Emmaus Catholic School</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>9756 - All Saints Catholic Primary School</td>
<td>Non-Govt.</td>
<td>5.9</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.5</td>
<td>100.3</td>
<td>99.9</td>
</tr>
</tbody>
</table>
In 2014 children attending Brentwood Drive Kindergarten transferred to 18 different feeder schools. 12 schools had children transfer individually, 5 schools had 2 children transfer and 1 school had 4 children transfer. During the year we were visited by the SRC team and leadership team from Huntfield Heights Primary School. This was an initiative to boost enrolments to our local feeder school and was a positive experience for the children at the Kindergarten. Although families were invited to attend and talk to the school staff, no families chose to attend and it did not lead to increased school enrolments.

7. CLIENT OPINION

In 2014 all families were invited to complete the Parent Opinion Survey either online or via paper copy (previously the focus has been on paper copy only). Unfortunately no families took the opportunity to complete the DECD Parent Opinion Survey. This year we received no parent complaints, and enjoyed positive relationships with all our families. Several families stayed behind on the last day and assisted in cleaning for well over an hour!

Some families did however share their opinions in writing at the end of the year with families stating:

“Kev and I can’t say enough for all the love and care you have shown to (our daughter). We have watched her grow in so many ways due to the time and effort you have taken”

“Thank you for being such an extraordinary educator and Director. I am so glad we had the opportunity to spend the year with you at Kindy. Thank you for always caring, listening and understanding and taking on board all of (my son’s) extra needs”

Thank you so much for all the support, encouragement and time spent with (our son) this year. We are very grateful!”

At the end of 2013 all 2014 families and staff were surveyed to gain their opinion and preferences on changing session times. We received 100% responses to this survey resulting in thorough consultation and a smooth transition to this significant change in our timetable.

8. ACCOUNTABILITY

Criminal History Screening (CHS)

Each staff teacher employed during 2014, including all relief teachers, had current registration with the Teacher's Registration Board and had current, approved Criminal History Screening via this authority (as legally required).

Each contractor including, financial, cleaning and grounds staff employed during 2014 had current Criminal History Screening and where relevant those with SAPOL CHS screening were required to upgrade their screening through the DCSI (as legally required).

Each Early Childhood Worker employed during 2014 on either a contract basis or casual basis, had current, and sighted Criminal History Screening through DCSI (as legally required).

Each volunteer including student placement and Governing Council volunteers had current Criminal History Screening through DCSI (as legally required).

All Criminal History Screening records are kept in a confidential file in the office. In 2014 Brentwood Drive Kindergarten CHS records were audited and all records were compliant. No shared use agreements were in place or required in 2014 and no Non-Government Organizations used facilities at the Kindergarten.
9. **FINANCIAL STATEMENT**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>8780.07</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

---

**Brentwood Drive Kindergarten**

**Profit & Loss**

_January through December 2014_

---

**Ordinary Income/Expense**

**Income**

- DECD Global budget
  - Human Resource Funding
    - TRT: 842.00
  - Total Human Resource Funding: 842.00
- Monthly Funding Transfers: 189,868.21
- Total DECD Global budget: 189,710.21

**Income Sources**

- General Income
  - Other Income Sources
    - Criminal History: 179.54
    - Donations: 14.00
    - Interest received: 262.97
    - Kindy activities: 142.88
    - Other DECD Grants
    - Partnerships: 847.98
    - Maintenance Funding: 5,303.00
    - Electrical Testing: 90.00
    - Total Other DECD Grants: 6,330.98
    - Sales: 269.66
- Total Other Income Sources: 7,199.15
- Total General Income: 7,199.15
- Parent Contributions
  - Preschool Fees
    - Kindy Fees: 8,780.07
    - Total Preschool Fees: 8,780.07
- Total Parent Contributions: 8,780.07

**Fundraising Income**

- Runnings SS: 1,831.80
- Lapathon: 1,999.10
- Raffles: 402.00
- Total Fundraising income: 4,032.90

**Total Income**

| Total Income | 19,982.12 |

---

**Total Income**

| 209,602.33 |
# Brentwood Drive Kindergarten

## Balance Sheet

**As of December 31, 2014**

### ASSETS

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets</td>
<td></td>
</tr>
<tr>
<td>Chequing/Savings</td>
<td></td>
</tr>
<tr>
<td>Bank SA</td>
<td>2,045.89</td>
</tr>
<tr>
<td>SASIF</td>
<td>21,888.34</td>
</tr>
<tr>
<td>Petty Cash</td>
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<tr>
<td>Total Chequing/Savings</td>
<td>23,942.63</td>
</tr>
<tr>
<td>Other Current Assets</td>
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</tr>
<tr>
<td>Undeposited Funds</td>
<td>1,059.98</td>
</tr>
<tr>
<td>Total Other Current Assets</td>
<td>1,059.98</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>25,002.61</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>25,002.61</td>
</tr>
</tbody>
</table>

### LIABILITIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Liabilities</td>
<td></td>
</tr>
<tr>
<td>Other Current Liabilities</td>
<td></td>
</tr>
<tr>
<td>BAS Account</td>
<td>-106.00</td>
</tr>
<tr>
<td>Total Other Current Liabilities</td>
<td>-106.00</td>
</tr>
<tr>
<td>Total Current Liabilities</td>
<td>-106.00</td>
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<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>-106.00</td>
</tr>
</tbody>
</table>

### NET ASSETS

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NET ASSETS</strong></td>
<td>25,108.61</td>
</tr>
</tbody>
</table>

### EQUITY

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Bal Equity</td>
<td>44,861.81</td>
</tr>
<tr>
<td>Retained Earnings</td>
<td>-24,320.43</td>
</tr>
<tr>
<td>Net Income</td>
<td>4,667.13</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td>25,108.61</td>
</tr>
</tbody>
</table>