Baden Pattinson Kindergarten

Annual Report 2015
Context

Preschool Name: Baden Pattinson Kindergarten  Preschool Number: 5665
Preschool Director: Jenny Haskett  Region: Holdfast Partnership

“Our vision is to provide a high quality, educational service in a safe, supportive learning environment to meet the needs of every individual child and their family. We strive to empower children to continue their life long journey with confidence and enthusiasm.”

2015 was another extremely busy year which brought many great achievements, highlights and changes. We farewelled 61 children at the end of 2014 and commenced the year with 57 children who were all new to kindergarten as there had been no Pre Entry or Playgroup, although most had at least one transition visit. Enrolments remained much the same as the year progressed although many children moved in and out of the centre due to their families’ movements.

Term 1 was extremely busy with the all the new children commencing with no older role models in the group. All the children needed to get used to new rules and routines, especially as 23% of these children were identified as having additional needs, 8 with English as a second language, 1 having a diagnosed disability and 5 with behavioural issues or receiving speech therapy. Many of our children attend the local community child care centre on a full or part time basis. We have a good working relationship with this centre. The continual sharing of daily information with them benefitted the learning outcomes for the children. 19 (33%) of our children attended either on a full or part time basis.

Our community has high expectations for their children and is keen to engage in developments at the centre, including:

♦ The opportunity to interact and work on the continuous building of relationships with the Glenelg North Community Child Care Centre with whom we work very closely.
♦ The strengthening of relationships with all our local schools, businesses and council, Vietnam Vets Association, community garden and organic market (next door).
♦ The promotion of our centre within the local and wider community, especially during our 60th birthday year.

In 2015 the four permanent staff remained the same. Sue Crossman undertook most of our relief work as Sarah reduced her work time to 0.8. She also took my place while I was on long service leave in Term 2. Mary Hynes, our very experienced preschool support worker, worked for the entire year in that role and as our admin relief person. We were also extremely fortunate to have the services of Sara Batool as our bilingual assistant, many tertiary students and a parent volunteer. We also awarded our volunteer plaque again to Sue Vaughton, an ex-teacher who came weekly to work with the children.
Highlights of the year included a number of interesting and educational excursions and other special activities which were:-

- Visits from the Glenelg Librarian for stories each term, including during Book Week, when we also held our Readathon.
- Excursions to the Marine Discovery Centre at the Star of the Sea School at Henley Beach and the Road Safety School.
- Two visits for each group with an Aboriginal storyteller, Trent, who taught us about Aboriginal culture, Dreaming stories and showed us artefacts and how to recognise footprints in the sand.
- Police officer visits with their cars.
- World music sessions.
- The continuation of Literacy and Numeracy Kit borrowing.
- Sue Harris’ Christmas puppet show as the children’s Christmas present from the kindergarten.
- Egg hatching in an incubator and then brooder box.
- Celebration of Universal Children’s Day with food from other countries and dressing up in national costumes. Our multinational children and parents taught us about their culture and the money raised was sent to UNICEF.
- Calisthenics workshop experiences for both groups.
- Parents helping to cook with the children and work on the computers.
- Emphasis in Term 1 on social learning (EYLF outcome 1 & 3) Term 2 on Literacy and Maths (Outcome 4 & 5) Term 3 on sustainability, the natural environment and community (Outcome 2 & 6) and Term 4 on where we fit into our world. (Outcome 2).
- Every child shared their “Persona Book” page with their group.
- The “Have a go Spaghettio” resilience building program taught children to manage their own emotions, eventually leading to increased confidence and self esteem.
- Borrowing many different animals for the whole year from the Nature Education Centre, including, finches, a bearded dragon, hermit crabs, a turtle, watching the life cycles of butterflies, silkworm moths and frogs, and educational kits about beachcombing and southern Aboriginal area.
- Our sustainability program included adding pavers for a path through our vegetable garden, weekly vegetable or fruit tasting and cooking, visiting the community garden next door to pick and plant vegetables and look after our mulberry tree. The building of a mud kitchen and vertical garden.
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- The Sunny Sun Safe programme in Term 1 which reminds the children about sun safety.
- Participation in the Holdfast Partnership Moon Lantern Festival.

- We held our Annual Christmas Fair again in November as our big 60th birthday celebration. It was extremely successful, the atmosphere was incredibly warm and friendly, raising $4,000. Gary J. Smith Real Estate again sponsored and organised our barbecue stall, donating all their profits to the centre and helping with the advertising by printing all the brochures for the letter box drop and school noticeboards. They have offered to continue with this next year. An ex parent did the “welcome to country” and the mayor unveiled the plaque and cut the cake, made and donated by a parent. It was a wonderful evening with so many past and present students and families attending, and is also an excellent way to promote the kindergarten within the local community.
VIP Day which we also hold annually was a huge success. It’s not a good fundraiser, but a special day for each child to work with their grandparents or special friends.

Many families walked with all the staff in the Glenelg Christmas Pageant, which was held on the same weekend as the fair. Dressed in a theme of red or green, the children and parents selected or made their own costumes at home. It was another good way to raise awareness of our centre within the local community and we certainly stood out in our festive outfits and also had a lot of fun.

The Obstacle Course/Walkathon held in first term at the Old Gum Tree Park was another event in which both groups, including parents were able to participate and meet each other at the start of the year.

The revamped paved garden area and mud kitchen, all completed with the help of parents was finished during Term 2 and 3. It is now a beautiful area for exploration, planting and pretend cooking, measuring and socializing.
Quality Improvement Plan

Our Action Plan, Quality Improvement Plan and Management Program outlined and identified the strategic directions and objectives for our preschool for 2015. We also continued to develop our Early Years Literacy and Numeracy Plan. The following is a report on all these objectives for the year, showing that we were able to continually monitor, foster and improve children's outcomes.

QUALITY AREA QA1: Educational Program and Practice

Target: Children develop an understanding of how they contribute to a sustainable world.

Strategies:

♦ Prune the trees for more light for the grass area and new plantings in the native garden (3.1.1 & 3.3.1 & 2).
♦ Continue borrowing from the Nature Education Centre so that children can experience many different creatures, animals and their life cycles (3.3.2).
♦ Continue recycling, composting and teaching about water conservation and worm farming (3.3.2).
♦ Procure new boat, reconfigure the vegetable garden and build a new mud kitchen.
♦ Involvement in the Community and Memorial garden, Organic Market and Vietnam Veterans’ group next to the kindergarten.
♦ Staff to update PD as appropriate.
♦ Speakers from Holdfast Council for the children.

Outcomes and Recommendations:

We continued borrowing from the Nature Education Centre during the year. We studied and learnt about the life cycles of chickens, frogs, silkworms and monarch butterflies. Other animals to visit were: a bearded dragon, hermit crabs, a turtle, finches and 2 educational kits on beachcombing and Southern Aboriginal areas. We have our own yabbies, green tree frogs, fish and budgie.

We kept our raised garden bed planted out with vegetables throughout the year, continually watering them with water from our rainwater tank, then the children had the opportunity to experience picking, cooking and tasting them. This year they learnt about recycling, composting and looking after our worm farm. Each week on a Wednesday we have picked different fruit and vegetables to try or cooked using our produce. The children have learnt so much that by the end of the year all were looking forward to our tasting days, even trying such things as beetroot, radishes, rosemary potatoes, pizza and spinach spanakopita. We visit our plot in the community garden regularly to tend and pick our produce there and water our mulberry tree in the almost completed Memorial Garden run by the Vietnam Veterans Group, who volunteer to help out at the centre providing, making and mending our equipment.
Our trees were trimmed at the start of the year, new lawn planted and new plants added to our native garden. A parent donated a new boat while other parents helped in Term 2 to build our mud kitchen and pave and plant pineapples in the vegetable area (see pictures below). We moved the bird bath to the native garden area and added mosaics which the children made. We also made a vertical garden around the mud kitchen using mostly herbs which we can use in cooking. We have added to our vegetable garden book showing the progress from the commencement of our garden works in 2011 to the present day. We purchased a number of posters about sustainability and recycling and have posted them in the garden. Other puzzles and games complement our program and learning.

Senior members in the community garden potted plants and made food for our 60th birthday fair. Some of our parents and grandparents are also involved with the community garden where we now have 2 plots. (Also see outcomes for QA6)
QUALITY AREA QA1: Educational Program and Practice

Target: Our RRR Enquiry will enhance the children’s learning, development and progress.

Strategies:

♦ Implement the Respect Reflect Relate (RRR) involvement scale in both terms 1 and 4 (1.1.1)
♦ Term 1 results will indicate future pathways and planning for future development. (1.1.1 & 1.2.2)
♦ Term 4 results will indicate the distance travelled.

Outcomes and Recommendations:

At the start of 2014 staff discussed the implications of the new school intake policy (Same First Day) and so decided that our field of investigation would ask the question “Does our centre cater for a high level of involvement over all age ranges?” We wanted to continue with this question in 2015 as well to determine if our findings carried through to all cohorts of children.

Again we used TRT days for which we received funding to employ Sue to release Sarah to complete the observation scales and scoring. Using the involvement scale under the domains of concentration, persistence, creativity, language and satisfaction, she investigated the skills of 8 children from the groups with a mix of the older and younger children, with 3 observations of each child.

The initial scoring and results from the first observations reflected that as in 2014, the older group was more mature, engaged and involved. The mean score in term 1 (March) was 4.575. When observed again in term 4 (October) the mean score was 4.8125. The younger children’s individual mean scores improved markedly, perhaps because we really concentrated on their skill levels as a result of 2014’s scoring, but were still behind the older group’s mean score.

QUALITY AREA QA6: Collaborative Partnerships with Families and Community

Targets: All staff work to strengthen collaboration between kindergarten parents and the wider community

♦ Maintain well developed close links with the local child care centre, schools council, community garden, organic market and Vietnam Veterans.
♦ Improve communication with all parents and caregivers.
♦ Governing Council to promote the kindergarten within the community particularly as it is the kindergarten’s 60th birthday year.
♦ Student well-being: Improve children’s communication, social skills and confidence.

Strategies:

♦ Liaise with staff, child care centres, governing council and the community re the implementation of the new single intake policy (6.1.1 & 6.1.2).
♦ Continue individual enrolment procedure where possible, for building relationships with families (6.1.1 & 6.1.2).
♦ Update questionnaires, ILP’s and our information booklet.
♦ Review all forms of communication with parents and develop new questionnaires, worksheets and transition documents (Statement of Learning) for portfolios to reflect the goals for learning.
♦ Continue BPK News book.
♦ Update Numeracy book for home use.
♦ Liaise with caretaker of Community Centre and Holdfast council.
♦ Liaise with Vietnam Veterans group and community garden committee, Council and Organic Market (6.3.1 & 6.3.4).
Inform Governing Council and community through speakers, displays, booklets, newsletters, open sessions, the fair, VIP Day, Parent Opinion surveys and the Glenelg Pageant.

Continue daily working relationship with staff at the Community Child Care Centre, St Leonards PS, and Holdfast Partnership Members (6.3.2).

Implementation of child protection and restorative practices in teaching negotiation and conflict resolution skills.

Continue to follow up lengthy or unusual absences. (6.1.1)

Survey parents re possibility of full day sessions for 2016.

Parent Opinion Surveys.

Complete all of the above and review at the end of the year.

Outcomes and Recommendations:

All of the above strategies were reviewed with staff deciding to continue to make them a priority as there were so many children coming not only from the Glenelg North Community Child Care Centre, but were also being cared for by grandparents, other centres, or their own personal nannies.

Daily communication and liaison with parents, caregivers and staff was positive. The continual sharing of daily information with the child care staff and particularly the Team Leader, who also acted as the Director at times, benefitted the learning outcomes for the children. There was a high level of parental involvement and many offers which included both working with the children, whether it be on the computer, cooking, reading stories, helping on excursions and other activities as well as in a supportive role, either helping to mend equipment, laying pavers and building the mud kitchen, or organising the different stalls for the annual fair.

All preschool programs and newsletters were copied and sent home to parents on a fortnightly basis, with children from child care receiving them in their pockets there. We spent much more time phoning and especially emailing those parents to keep them informed as there were some who we rarely saw at the centre. Later in the year we established a group email list so that the parents received weekly updates and reminders.

We continued our news book which we updated weekly, about which many families gave us positive comments and now also copy it each week and put it up on the “kindy room” door at child care so those parents can be informed about their children’s learning. We updated our Numeracy book in 2015, which was sent home each week for parents to read. Children followed this up with “homework” re their home maths activities. We also started a “Pat on the Back Book” where we add comments from parents and others whether in written or verbal feedback.
with the official opening of their shed in the middle of the year. The organic market operates each Thursday and we now have a good relationship with the coordinator there. Car parking was certainly an issue during the middle of the day. This problem should be alleviated in 2016 with children attending full days.

Jenny attended the Holdfast Partnership meetings twice a term, became involved with other Directors with the Literacy and Numeracy Plus project, while Sarah attended the teacher’s PLC, also in the Partnership.

VIP day, photographic displays, program explanations, special events such as the Glenelg Pageant and our 60th birthday Fair promoted the kindergarten to the parents and wider community. We had an excellent response and high returns from our parent opinion survey. We copied the new online survey and handed it out to all sessional kindergarten parents in Term 3, then entered all the results on the website ourselves. The results and responses can be seen in the Parent Opinion Survey section. We followed up lengthy or unusual absences with phone calls as required and also handed out the DECD flier “Preschool Every Day Counts”. Our attendance rate can be seen in a further section.

Due to the government only deciding on the Universal Access funding in the last two weeks of the year, Jenny was unable to interview each family individually in the last two terms in order to get to know them well before commencing. We did have orientation visits however, where we met most of them. We updated parent questionnaires, worksheets and transition documents to reflect the progress made from the children’s first to fourth term.

Brochures and newsletters from local schools and centres were made available to parents. We also took local high school, TAFE and university students for community service, work experience and practicum. Parents participated in many centre activities from accompanying us on all excursions to working with children on the computer, looking after our vegetable garden and animals in the holidays, cooking, helping with fundraising activities, having input into policies and procedures, organising an Obstacle Course/ Walkathon, a Disco and the Fair, and participating in the Partnerships Moon Lantern Festival. Follow up/reminder emails were also sent to parents on a regular basis.

We also surveyed each family attending kindergarten and those on the waiting list for 2016 to ascertain if full or half days were their preference. Of those attending last year, the majority wanted half days, but the families on the waiting list definitely wanted full day options. Consequently the Governing Council approved this for 2016 for all children. We did accommodate 6 children during 2015 who needed either 1 or 2 full days.

As so many of our children attend child care or are in other care, communication and information sharing will continue to be a high priority, so that children’s learning is relevant and we are constantly striving for better learning outcomes.

QUALITY AREA 7: Leadership and Service Management

Targets: Critical reflection continues to be a regular part of our normal processes

Strategies:

♦ Continual review of vision, philosophy statement and all policies.
♦ More comprehensive induction of new TRT’s including update of induction folder.
♦ Staff to become more familiar with RRR and use it for site based inquiry. (see RRR report above)
♦ All staff complete individual Performance Plans to support development and improvement.
♦ Mentoring of tertiary students and relief ECW for completion of Diploma.
♦ Reflection and review of Literacy and Numeracy learning.

Outcomes and recommendations:

Throughout the year we reviewed and updated all our policies, vision, philosophy statement and QIP. We also updated our policies folder which is available for all to read, a new TRT induction folder and a
new WHS folder. The Action Plan, QIP, Management Plan, curriculum overview and fortnightly plans are always on display on the notice board. The RRR enquiry results were described earlier in QA1.

We employed Sue and Mary with our Universal Access money as an extra teacher and ECW to give staff their non-contact time. Mandy took up the extra ECW time to complete EYS tasks and other admin duties. We helped an ex parent to start her Cert III and another parent to complete her Diploma in Children’s Services, and have added her to our relief ECW list and employed her as a bilingual assistant. We also had 4 other university students and 3 other Diploma students. This involved mentoring, reporting and signing off all their work. All staff took part in Performance Development procedures throughout the year, with meetings, targets set, reports written and successes celebrated. The induction folder was reviewed and updated and policy folder completed.

As a team we constantly reflect and evaluate ways of improving children’s numeracy and literacy outcomes. Although Literacy and Numeracy are embedded in everything we do, we particularly concentrated on “Involved Learners and Communication” (EYLF Outcomes 4 & 5) in Term 2 and explicitly taught the 5 maths strands of number, measurement, spatial sense, pattern and data. We also continued to add to our collection of maths resources. Each group has two updated maths books which families can borrow for home use and we also sent maths worksheets home so that all children had the opportunity to share their ideas and tools (tape measures, gauges etc) with the whole group. Parents were very appreciative of the many handouts in our newsletters from the Early Childhood Numeracy cards.

Staff also attended training to become familiar with the new Numeracy and Literacy indicators with DECD and the PMA. These will be the basis of learning in 2016.

We reviewed and continued to refine our own numeracy outcome checklist which we are using as the children’s baseline data for their first term at kindergarten and revisiting it in their fourth term. Our outcomes in the new summative reports (statement of learning) comment on the learning in the 5 strands. At the end of the year all children had vastly improved in all the 5 areas of number, patterning, spatial sense, measurement and data. Most were highly skilled.

We used the Preschool Screening Tool with a number of age appropriate children at the start of the year. It provided us with detailed information about each child’s skills in order to plan for them both individually and for the group as a whole.

With a number of parents helping on a regular basis and working individually with the children on the computer, all children developed good skills in this area. Many children are highly competent in computer skills. Slide shows were regularly set up for parents to view daily as well as special kindergarten activities or excursions.

Families continued to borrow our Literacy and Numeracy Kits. We also copied eclipse cards into our newsletters, gave out Parent Easy Guides and continually kept parents informed about our program. We have set up a stand of the Easy guides next to the sign on sheet for parents to help themselves.
The Holdfast Bay Librarian visited to read the winning books of the Book Week Competition to the children and we also had a Readathon where parents were involved reading to their children at home, then making a book tree at the centre displaying all the books read. Most children participated in this and were sponsored for the number of books read. This was also another of our successful fundraisers.

We collected baseline data for every child in their first and last terms with literacy outcomes for levels of questioning and phonological awareness to ascertain the distance travelled for each child. Of the children who left at the end of the year, all managed well with Level 3 and 4 questioning, with only some children receiving speech support at kindergarten not quite achieving this level. We need to continue with this data collection and put continuing strategies in place in the future to show the improvement achieved. This will happen in 2016 with the use of the Literacy & Numeracy Indicators.

Our Aboriginal storyteller visited, telling Dreamtime stories, showing artefacts and traditional ways of tracking animals and playing animal sounds on the didgeridoo (see picture above). All children now know and can recite the Kaurna greeting.

Most of the children leaving for school had the ability to recognise shapes, similarities and differences, spatial relationships and names. Many children could read simple words and write or scribe simple stories, borrowing early readers, texts and CDs for use at home.

In Term 3 we concentrated on the children’s authors Pamela Allen and Eric Carle, acting out stories, painting characters, making collage and writing their own stories.
Future Recommendations:

We need to continue to collect data at both the beginning and end of the child’s year. Checklists for engagement on the computer, the total number of children choosing books and Levels of Questioning and Phonological Awareness and the Preschool Screening Tool need to be continued for this. This process clearly indicates the areas in which we need to place emphasis. We will not continue to implement the RRR document, as it is now not mandatory, but focus on the implementation of the Literacy and Numeracy indicators. We will foster the borrowing of Literacy Kits, including some with Aboriginal stories, encourage more literacy and numeracy activities, make another Literacy Tree, encourage the children to write their own stories about themselves for “Show and Tell”, keep parents updated with ideas for home in handouts and invite speakers for workshops on Fridays after the morning sessions as there will be no afternoon sessions in 2016.

We will use our new Statement of Learning for reporting and review again in 2016, purchase a TV, trolleys and mats and upgrade our old computers for the children, continue to embed all our policies into our practice and review all our risk assessments in 2016. For the first time language assessments were carried out by the DECD speech therapist for our centre at the end of the year to ascertain which children may need support for the following year. Hopefully this will continue in 2016 as well.

We will continue to allocate time to review and continually evaluate our practice throughout the year.

Student Data

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>2013</td>
<td>65</td>
<td>66</td>
<td></td>
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<tr>
<td>2014</td>
<td>60</td>
<td>57</td>
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<tr>
<td>2015</td>
<td>57</td>
<td>61</td>
<td>59</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
Due to the new Same First Day school enrolment policy which commenced in 2014, 2013 started with higher enrolments in the first two terms, numbers decreased throughout the year to 44 children in Term 4 as children left for school throughout the year and were not replaced. Under NQS our capacity is now 34 children. We started the year with 60 and also ended with 60 due to families moving in and out of the area. Generally numbers remain around 60 each year.

**Attendance**

The following table provides an overview of our attendance patterns from 2013 to 2015. Although we fluctuate just above or below the state average daily attendance pattern in 2012, the attendance rate for last year was generally above. We continually reinforce the importance of attendance on a regular basis in newsletters and in our information booklet. It was also written in our QIP as a priority. The child care children are rarely absent. It will be interesting to see if it goes up or down with the introduction of full days in 2016.

**Table 2: Attendance Percentages 2013 - 2015**

<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>2013 Centre</td>
<td>80.0</td>
<td>86.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>76.7</td>
<td>84.2</td>
<td>81.0</td>
<td>80.3</td>
</tr>
<tr>
<td>2015 Centre</td>
<td>91.2</td>
<td>86.9</td>
<td>91.5</td>
<td></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>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
<td></td>
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</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
The graph below shows that the children enrolled in 2013 commenced at 9 different schools, whereas in 2015 that number increased to 10. 47% of these children went to public schools and 53% to private schools. These percentages changed dramatically for 2015, showing that there is a huge increase to attendance at public schools to 66% and a decrease to private schools to 34%. More children are accessing public education than in the past, which has probably caused the zoning of our two local primary schools. Perhaps the ELC’s at Immanuel and St Peters Woodlands have higher enrolments as well.

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0346 - Plympton Primary School</td>
<td>Govt.</td>
<td>1.8</td>
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</tr>
<tr>
<td>0391 - St Leonards Primary School</td>
<td>Govt.</td>
<td>41.9</td>
<td>56.0</td>
<td>57.1</td>
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<tr>
<td>1017 - Glenelg Primary School</td>
<td>Govt.</td>
<td>4.7</td>
<td>2.0</td>
<td>7.1</td>
</tr>
<tr>
<td>8026 - Immanuel Primary School</td>
<td>Non-Govt.</td>
<td>16.3</td>
<td>18.0</td>
<td>8.9</td>
</tr>
<tr>
<td>8220 - St Mary's Memorial School</td>
<td>Non-Govt.</td>
<td>16.3</td>
<td>8.0</td>
<td>12.5</td>
</tr>
<tr>
<td>8387 - Sunrise Chrtn Schl Mrn Campus</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td>2.0</td>
<td>1.8</td>
</tr>
<tr>
<td>8405 - Emmaus Christian College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.8</td>
</tr>
<tr>
<td>9007 - St Peter's Woodlands Grammar School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td>4.0</td>
<td>1.8</td>
</tr>
<tr>
<td>9029 - Our Lady of Grace School</td>
<td>Non-Govt.</td>
<td>11.6</td>
<td>10.0</td>
<td>5.4</td>
</tr>
<tr>
<td>9063 - St John the Baptist Catholic School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td>1.8</td>
</tr>
<tr>
<td>9402 - Sunrise Christian School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</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

Parent Opinion Survey

We survey all our preschool families in Term 3 of each calendar year. We always have a very high response rate as hard copies are handed out personally to each parent, rather than asking them all to complete it online. This does however make it extremely time consuming for staff to put all the responses online themselves. The results are very positive about all aspects of the preschool in the 4 areas of the survey:
- Quality of Teaching and Learning
- Support of Learning
- Relationships and Communication
- Leadership and Decision Making.

This year we received 41 responses of the 57 sent out or 72%. This is a little less than the previous year’s replies, but all were very positive.

**Parent Comments** (quoted from the report)

The teaching is of a great standard. Teachers take their time with the children. We find that because of the quality of the teachers and their teaching, our child has developed immensely.

My child is learning so much here, we recently moved from interstate and whilst we loved her Queensland kindy her knowledge base has increased so much in her short time here.

It’s hard to communicate when working full time so I rely on newsletters, notes or talking to them when I can pop in. I know they think it’s important I receive all communications.

I couldn’t be happier! The old school learning and discipline are very successful, my child can’t wait to get to kindy.

I am so happy and satisfied about the quality of earning at BPK. As my child’s first language is not English he had emotional problems of separation which was totally wiped off by the love and friendly
approach of all the teachers at BPK. My child’s enthusiasm, learning and the love expressed in terms of his talks and deeds made me understand how happy and safe he feels while there.

Parent Comments

We have been very pleased with the support for our child. We noticed a huge difference with our child’s behaviour and attitude towards kindy, opposed to when he was attending child care. He became happy and positive towards the kindy experience. This made life a lot easier and happier for us as parents.

The student support is fantastic. Whenever our child has a question or query our child is attended to and the problem or query is solved. There is great support at this kindergarten.

They provide quality support to all the students. All the teachers try to understand each student individually and make parents updated regarding their activities in the preschool.

Preschool provides all the support and additional support if someone needs.
Parent Comments

Teachers are supportive and friendly. They listen to and act accordingly with a person centred approach. They respond to concerns and suggestions well and take timely actions. I could feel “we feeling” in the preschool which makes both parents and children feel secure and happy.

BPK is such a nurturing environment, we couldn’t be happier. All the staff are great, different to each other with different strengths which complement the team as a whole.

Really loved the embracing of different cultural backgrounds that attend kindy, the sharing of culture and beliefs and the tolerance for the differences which make us all unique.

There is great relationship and communication within the kindergarten. The relationship between our child and the teachers is impeccable. We have never had an issue in this department.

Lovely staff. Good leadership. My child loves going.

Relationships between staff and child as well as staff and families are very respectful, positive and welcome all the time.

Greatly appreciated for this preschool’s effort in children’s development
Parent Comments

We do not have any issues with the leadership and decision making whatsoever. The kindergarten has a lot of strengths and we have found the kindy to be very supportive, enjoyable and a great source of the child’s initiation prior to commencing school.

The preschool always participate us in decision making about child’s education. No one is excluded in the preschool’s educational activities.

In the last two years I have seen improvement in the leadership of the kindy and willingness to change and embrace new ideas.

Other General Comments

Great learning environment. Positive and helpful staff and teachers. Great feedback on child’s development.

We are very happy with this kindy and will be sending our other child with the confidence that they will receive a high standard of teaching and learning.
To change anything about this kindy would undermine the decisions the staff make to educate our children to a higher level than myself and generations before have known. What a stellar reputation this kindy has!

A wonderful kindy with enthusiastic teachers. My child loves coming to kindy!

I feel for the outstanding quality and resources and effort put in by the staff. It wouldn’t be unreasonable to increase the fees.

I would like to see full days offered.

I am extremely concerned by the moves of some parents to change the hours of the kindy from 5 days of 3 hours to 2 days of 7.5 hours. I cannot see how 4 year olds can learn effectively after 3 – 4 hours of class time. If those parents who think that 2 days of kindy is more convenient for them then they should find another kindy to attend. I firmly believe that 5 days of shorter sessions better prepares children for their first year of primary school.

**Survey Summary**

As can be seen in the above tables there is a very high client satisfaction rate and our constant contact with families and others in our community is beneficial. We always try to concentrate more on parent’s knowledge of child development, the EYLF curriculum and programs to improve their understanding of the quality of our teaching and learning. We constantly try to address this area as new families enter the centre and particularly as we rarely see our families whose children come from child care. Email and phoning these families is certainly increasing. We send out our newsletters fortnightly with copies of our program and curriculum, along with Numeracy and Literacy ideas for home. Our news book, with a copy posted at child care each week also helps with this. Last year we emailed parents as a group regularly. Retaining closer ties with child care will need to remain a high priority. Children’s progress and goals are discussed with parents at the end of both term 1 and 2. Newsletters always stipulate to come and request a time with a staff member if they have any concerns.

**SUMMARY OF STRENGTHS**

We believe the most critical part of our work is the establishing, maintaining and growth of relationships with the children, their families and the wider community. The positive feedback about our welcoming and friendly environment supports this. We feel this is our greatest area of strength. Parents are very happy with the leadership and organisation of the centre (Parent opinion survey results).

Children learn through play, when they feel comfortable in their environment and good about themselves. Our program and everything we do reflects that sentiment. We nurture and develop each child’s social and emotional development, increasing well being and fostering learning.

We also acknowledge the need for explicit teaching of certain skills, for example, fine motor skills and ESL and have employed extra staff to release teachers to observe and work with groups of children to improve these skills and carry out the RRR observations. The data collected throughout the year shows all children moved forward in their time at kindergarten.
IMPROVEMENT IMPLICATIONS and FUTURE PLANNING

As a team we constantly look for better and more efficient ways to do things and make our work more meaningful.

We will not use the Respect Reflect Relate (RRR) document in 2016, but are now well aware of the implications of our research on the ability of the younger cohort of children. Our main focus will be on the implementation of the DECD Literacy and Numeracy Indicators

We will further our commitment to teaching the principles of sustainability, including the continual development of our vegetable garden, worm farm, continuing our composting and recycling, being involved in the community garden and Vietnam Veterans group in the reserve next door to the centre.

Facilities

Seeing that we finally received our 2014 funding in our January 2015 RES, our resources in 2015 were targeted towards:

- Staff taking allocated Administration time for workload and employment of extra staff for this.
- Continual upgrade of aging equipment and tree pruning as required.
- Reviewing all centre policies and practices.
- Continued emphasis on sustainability, parent, community and Partnership collaboration.

After surveying all the present and future parents in term 3 and 4 about the kindergarten hours, 2016 will see the implementation of full days for the children, consisting of 2 six and three quarter hour days and alternate Friday mornings. We will purchase a TV, trolleys for lunches so they can be kept inside in the cool and lightweight mats for lunch outside. It will also involve the first week of 2016 being orientation days, with full days commencing in week 2. We will also have to increase the fees to cover employment of another staff person to release permanent staff for their lunch breaks and develop a new learning sequence and timetable. (Approved by Governing Council in 2015). Some Fridays can be used for speakers and other special occasions.

Celebrating Chinese New Year

Learning about shapes and patterns
## Report from Governing Council

See attached

## Financial Statement

See attached
Instructions for Using the Preschool Annual Report Template

This template has been provided to aid in the development of your preschool annual report. It has been designed to meet all the requirements detailed under the Education Act and other National Partnerships reporting requirements. Full details of the requirements can be obtained from the Essential Requirements 2011 document at http://www.decs.sa.gov.au/quality/files/links/EssentialRequirementsAnnual.pdf

<Deleting comments>

Please note all highlighted <comments> in red should be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also delete this instruction page from the template.

You will also need to replace ‘Preschool Name’ on the front page of the report with your preschool name.

Data for your Reports

- Data for your report can be found in SPeRS from the Annual Report Data report. It has been formatted so you can simply copy and paste the tables and charts you require from this spreadsheet to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles in SPeRS. The Site Data Overview report will no longer be issued.

Hints and Tips for Formatting your Report

- For copying and pasting from PDF documents e.g. Opinion Survey please check out the following document http://www.decs.sa.gov.au/docs/documents/1/CopyingfromaPdfDocument.pdf

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