



Rose Park Preschool 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Rose Park Preschool Preschool Number: 4649

Partnership: Central East

Name of Preschool Director:

Marie Kelakios

Name of Governing Council Chair:

Sarah Imgraben

Date of Endorsement:

5th December 2016

Context and Highlights

Rose Park Preschool is a full time preschool with an enrolment capacity of 55.

2016 saw many changes at Rose Park Preschool. A new director, new staff teaching team and new support staff. With this came significant pedagogical shifts with a focus on more natural learning environments and strong focus on the Preschool Literacy and Numeracy Indicators and an inquiry and project focused curriculum.

Some of the highlights this year include:

- Implementation of the Move to Learn Program.
- Implementation of the OPAL Eat a Rainbow program.
- Parent welcome evening.
- AGM and Veggie Patch Opening.
- Rebecca from Greenhill Living came and introduced the children to "Gay the Garden Girl" books and did some planting of carrots in the veggie patch which we are harvesting now in Term 4!
- Healthy Harold visit from Life Education.
- Clare Crew parent information session on the 9 ingredients for a successful start to school.
- Celebrated cultural events such as Easter, Harmony Day, and Christmas
- Children designed the new play space using their research, voting, and drawing designs.
- Inquiry project focusing on "the natural and man-made world around us is forever changing and evolving"
- The children watched the builders/landscapers at work in re-shaping and designing our new space based on their input and ideas.
- Children risk assessed the new play area and created rules for safe play.
- Family Pizza night involving parents and families from 2016 and 2015 to "open" our new pizza oven.
- Excursion to Little Sprouts Botanic Gardens.
- Building fires and fire safety – toasting marshmallows!
- Inquiry project: "what is community mean to you and your family and how can you help your community?"
- Welcomed the quails to the preschool.
- Purchased interactive touchscreen and have been using this for research, relaxation and to access educational apps.
- Visit from RSPCA to discuss the 5 needs of pets. Children and families donated food/blankets for animals in need.
- Bookweek celebrations and dress up day
- Excursion to Patch Theatre to see performance of Emily Loves to Bounce.
- Visits from SAPOL, MFS and dental nurses.
- Several visits to and from Rose Park Primary School.
- Parents shared their occupations with children
- Strong focus on transition to school and lifelong learning.
- DANCIFY dancing lessons.
- Pizza lunch days with homemade pizzas in our wood oven!
- Harvesting vegetables from the veggie patch to use in cooking.

Report from the Governing Council

Firstly, thank you to all governing council members for your commitment this year, it has been a pleasure meeting and working with you all. One of the biggest achievements this year was the redevelopment of the playground which was a vision carried forward from last year's governing council. The children were consulted about their ideas for the new play space and were included in decision making, which was a wonderful initiative. The inclusion of fundraising pavers at the preschool entrance has added a memorable and personal element for this year's families. The results speak for themselves, and the new playground has been well enjoyed by all children!

The pizza oven was installed in 'the patch' and the preschool community enjoyed a family pizza night. The staff worked tirelessly to prepare and cook over 50 pizzas on the night and the event was a huge success.

As chairperson I felt privileged to be involved in the selection panel for the preschool's Director Position which was advertised mid-year. It was a rigorous and highly competitive process with many outstanding applicants, and we were thrilled that Acting Director Marie Kelakios was named as the successful candidate for the position. We look forward to seeing what Marie has planned for the next five years!

Serving on the Governing Council has been a wonderful way to not only get to know the Director and staff of the preschool, but also other parents. It has been a great opportunity to be involved in shaping the preschool over the year and to learn what vision and ideas the staff have for the future. Marie and Emma have both been incredibly dedicated to the governing council, preschool and the children this year and we would like to sincerely thank them both for their passion, energy and commitment. Sarah Imgraben - Chairperson

Quality Improvement Planning

Our Quality Improvement Plan has been developed based on our self-review of 2015, partnership recommendations, staff observations and parent feedback. The following are the highlights of 3 key priorities for 2016 which were of high importance to us as a site.

QUALITY AREA 1: EDUCATIONAL PROGRAMS AND PRACTICE

PRIORITY ACTION: Show progress in children's learning as assessed using the EYLF Outcomes and the Preschool Literacy and Numeracy Indicators.

EVALUATION AND FINDINGS: • Children are assessed using the EYLF and Indicators in their first term at preschool. This is then re-visited in term 4 to show growth. These observations and those from learning stories are used to guide our planning. • Language from the Indicators is now used in learning stories and links to the Indicator outcomes are shown in each learning story. • A broader range of literacy and numeracy experiences have been planned for both the play environments and our little group times. • Story and Numeracy tables have been provided and documented each week. • Staff completed training in how we are using the Indicators in our curriculum. A site audit showed we have a good balance across all indicators embedded in our daily curriculum. • A floor book has been developed to make the learning visible. • Individual Learning Plans and Statements of Learning have been modified to now include the Indicators.

NEXT STEPS: • Planning for the Indicators to be made visible on our programming board. • Extend this priority to include a focus on Literacy and start a borrowing library/literacy kit borrowing to also connect families to learning. • Document learning happening in little group times and continue to write learning stories that link to the EYLF and Indicators.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

PRIORITY ACTION: For children to participate in OPAL Eat a Rainbow program and gain an understanding of healthy eating/lifestyle.

EVALUATION AND FINDINGS: • Children participated in the Eat A Rainbow Program (EAR) in Term 1 and developed a strong foundation in understanding the benefits of healthy eating. Parent survey on the program showed 98% of parents indicated their child learnt "a lot" about healthy eating and benefits during the program. • Staff completed training in Move to Learn and began implementation to provide children with sensory motor planning skills. • We provided dance lessons through Dancify to help develop co-ordination and gross motor skills. • We are using the park more to play games that involve running, team work, ball skills.

NEXT STEPS: • We will continue the EAR program at preschool as a good foundation to start the year with children making positive food choices. • Continue to use the park and outdoor space more for gross motor development. • All staff now have Move to Learn training and we hope to fully implement the program in 2017

QUALITY AREA 3: PHYSICAL ENVIRONMENT

PRIORITY ACTION: Staff and families have expressed the need to upgrade our outdoor play space, creating a more nature friendly and challenging area.

EVALUATION AND FINDINGS: • Staff attended training with Nature Play SA about planning an environment for Nature Play • We collected children's ideas about what they would like to see in their ideal play space. • Children voted on what were priorities for them based on the ideas collected. • Together with parents and Governing Council ideas were discussed and implemented. • The area is complete and the children completed a risk assessment before using the area. * Observations taken show children are more engaged for longer periods and there have been fewer injuries.

NEXT STEPS:

• To further develop the outdoor space by adding a sensory path and possibly a magic door.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	55	59	59	57
2015	60	60	60	61
2016	51	51	52	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

Our enrolments have been capped at 55 for this year. We have one group of 22 children and another group of 33 to keep us in-line with staff ratios. Our site capacity is 30, however we have been granted special permission to go up to 33. Currently for 2017 we have reached our enrollment capacity of 55.

We have had fluctuating enrolments due to some families traveling overseas and other enrolments beginning mid year. We have also had some children move part way through the year to the Catholic education system.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	92.7%	88.1%	86.4%	91.2%
2015 Centre	93.3%	91.7%	95.0%	90.2%
2016 Centre	90.2%	92.2%	84.6%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

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.

Attendance Comment

Attendance at Rose Park Preschool has always been high and generally above the state average. We did see a slight decline in Term 3 due to having some children on overseas holidays and we also had a high number of illnesses at the time the data was taken.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0120 - Gilles Street Primary School	1.9%	0.0%	0.0%
0131 - Norwood Primary School	3.9%	1.9%	4.7%
0169 - Rose Park Primary School	88.5%	92.6%	83.7%
0249 - Marryatville Primary School	0.0%	1.9%	0.0%
0474 - Trinity Gardens Primary School	0.0%	0.0%	2.3%
0565 - Blackwood Primary School	0.0%	0.0%	2.3%
0647 - Linden Park Primary School	1.9%	0.0%	2.3%
0923 - Stradbroke School	0.0%	1.9%	0.0%
1015 - Banksia Park School R-7	0.0%	0.0%	2.3%
1213 - Magill School	1.9%	0.0%	0.0%
6030 - St Joseph's Mem Sch: Early Years	0.0%	0.0%	2.3%
8072 - St Peter's College	0.0%	1.9%	0.0%
8311 - St Aloysius College	1.9%	0.0%	0.0%
Total	100%	100%	100%

Destination Schools Comment

We have 10 feeder schools our children will be going to in 2017. The data above does not indicate some late changes that have been made by families. We have children going to Unley Primary School, Highgate Primary School and St Peters Collegiate Girls' School.

Rose Park Primary School is our main feeder school with 83.7% of children transitioning there. We also have strong connections with Norwood Primary School.

Client Opinion Summary

This year 27 Parent Surveys were returned and remain highly positive. The staff team use the surveys to look at areas of strength and areas for improvement and guide our Quality Improvement Planning. The survey was devised using the National Quality Standards and relate to the 7 Quality Areas.

Over 98% of responses were rated as "agree" or "strongly agree" with the remaining 2% being "neutral".

Comments:

Quality Area 1: Educational Program:

- Since starting at preschool, my child has been very keen to share new information with the family. He is able to discuss new concepts and describe activities from preschool – these are both great signs that he actively engaged in the learning that goes on at the preschool.

Quality Area 2: Health and Safety:

- My son discovered he LOVES lettuce in this kindy, and that is great!

Quality Area 3: Physical Environment:

- Fantastic to see the kids embrace the garden and planting herbs etc.

Quality Area 4: Staff

- The preschool is a busy environment and yet, the staff are always so helpful. It's obvious that they value relationships with parents, as much as the relationships they have with the children.

Quality Area 5: Relationships with Children

- Our children have both had very positive experiences at the kindy which has greatly improved their preparedness for "big school".

Quality Area 6: Relationships with Families and the Community

- Wonderful open and inviting kindy!

Quality Area 7: Leadership and Management

- Huge improvements have been made since Marie has been director, she has given the preschool an overhaul making the kindy a wonderful teaching environment for the kids.

Other Comments:

- I absolutely have no complaints. I am thoroughly impressed by all aspects of Rose Park Preschool and know my daughter will be sad to leave at the end of the year. We are very grateful to the staff.

DECD Relevant History Screening

All staff including cleaners and contractors have their DCSI up to date. Staff certificate details are maintained on our HR system and monitored regularly. Any new contractors, volunteers or university students are required to provide a copy of their DCSI in order to be on site.

Financial Statement

	Funding Source	Amount
1	Grants: State	370,660
2	Grants: Commonwealth	0
3	Parent Contributions	28,250
4	Other	6,832

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	We used the literacy grant this year to purchase books and props to implement and introduce a story table. The story table offers rich literacy learning. Educators read the story to the children, then they are encouraged to re-tell the stories during play. This promotes oral language, comprehension, recall and sequencing skills.	Through observations of children we have noticed even the quieter child has found the time and confidence to engage at the story table.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	We have a child who has been receiving funding of one hour per week to work one on one with an educator in conjunction with recommendations from a speech pathologist. We have also received 5 hours per week support for a child with additional rights. This time has contributed to the child's ability to engage with other children and for their emotional and social development. We have also used Early Intervention funding to work with 11 children on their fine and gross motor skills	Improvement in pronunciation of sounds and confidence to contribute to group time discussions. Improved social interactions and self management. Improved motor skills
Improved outcomes for children with additional language or dialect	5 children this year were receiving 3 hours support time throughout the year as they have additional dialect. These children were working with an educator to develop comprehension and the confidence to communicate their needs. The site have also contributed financially to make this support last the entire year.	The children have all become more confident with their use of English and have displayed understanding of routines and following instructions.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.