Our new Veggie Patch is nearing completion – opening 18/2/2016. More changes are expected in 2016 to the front play area.
Annual Report
2015

Where the pizza oven will be located. The pots in the foreground were decorated by the 2015 red and blue groups who were so involved in this garden.

The new water pump, with chook run behind, where water runs into the “wooden bowl” before flowing into the sand pit and mud patch.

The herb garden has just been planted.

There is a worm farm in every rock garden.
1. CONTEXT

Preschool Name: Rose Park Preschool
Preschool Number: 4649
Preschool Director: Dianne Weber
Partnership: Central East

Rose Park Preschool is a small full time preschool with a capacity of 60 enrolments, located in the Burnside City Council district on the eastern parkland fringe of Adelaide, South Australia. In term 4, permission was granted to increase enrolments up to 61 students for the term.

Rose Park Preschool is part of the Central East Partnership and has continued to provide Universal Access hours in a full day program with families choosing two and a half days from 8.30am to 3.15pm either Monday and Tuesday or Wednesday and Thursday both with alternate Friday mornings from 8.30 to 11.30am.

The Preschool has an excellent transition program with Rose Park Primary School where the majority of our preschoolers go to. We also have a close relationship with Adelaide Eastern Community Child Care Centre with whom excellent flexibility can be provided for working families – vacancies permitting, enabling eligible children to access a DECD’s preschool program with care at both ends of the day if desired.

2. REPORT FROM GOVERNING COUNCIL

Rose Park Pre School Governing Council Annual Report 2015

Major Achievements and Decisions

3. HIGHLIGHTS 2015

During the year there were many highlights. Some of these were:

- Animals from the Nature Education Centre on a regular basis thanks to parent help with transport and care. These animals ranged from bearded dragons, to green tree frogs, guinea pigs, hermit crabs, rabbits, finches and dunnarts. Emma, a staff member left her beautiful baby turtle for us to look at all the time too. We can’t believe how much it has grown and it really loves eating.

- Police, Ambulance and Fire Brigade visits. One of our parents is a Police Officer who brought his partner and a Police Car for us to see. Another parent works for St John’s Ambulance Service and organized for paramedics and an ambulance to visit and staff organized the Fire Brigade visit. These services really helped children to appreciate the way these services help us and the importance of ringing 000 in an emergency.

- Living Eggs where children watched chicken eggs hatching in amazement. We could then regularly weigh them to see how much weight they put on. They also got lots of cuddles before going to a farm.

- Parent Involvement was outstanding especially in terms of the curriculum. Parents spoke to the children on many different topics such as geology, diet, beekeeping, the importance of exercise, dentistry and music (viola). Their involvement in excursions was also very enthusiastic and much appreciated whether it was by public transport, private bus or walking. The Governing Council and community held 2 working bees
for the new veggie patch, with attendance and the amount of work done being outstanding under the leadership of Simon Hutchinson from Climbing Tree.

- The transition program between Rose Park Preschool and Rose Park Primary School was excellent with visits from each Reception class in terms 1 and 2 who were thrilled to return to the kindy again and visits in return to the school in terms 3 and 4 where our children played in the yard, visited the class rooms, attended assembly and buddied up with some money to buy some fruit from the canteen. We look forward to seeing them again soon.

- Chinese New Year celebrations and cooking – Peter (Cantonese) visited and helped us all prepare, cook and eat Chinese food. We also made a Chinese dragon and went dancing in the park – it was a lot of fun.

- Harmony Day celebrations. Parents joined us to share food and socialize and celebrate the many different cultures in our community.

- An unconfirmed snake sighting in the Veggie Patch in term 1 led to much discussion around snake safety, several visits from a snake catcher and unfortunately no play there until the all clear could be given.

- Regular Burnside Librarian visits – Caroline visited each term to the children’s delight.

- There was a very well attended picnic lunch in the park next door early in the year for families to get to know one another.

- Excursion to Patch Theatre to see “The Moon’s a Balloon.” Transport to this local theatre was by bus. Several children had never been in a bus before and they just loved the production resulting in several balloon experiments and creative endeavors.

- We were asked if we would like to be involved with the “Being 4” exhibition in conjunction with History SA and another preschool. Children with parent help brought in objects that had a special memory for them to share. These objects and stories – in their words, were then exhibited at the Torrens Parade Ground Hall. Almost every child chose to be involved in this wonderful experience.

- An excursion to Lynley Dodd (author of Hairy Maclary books) exhibition at the Public Library was conducted on the same day as we visited the “Being 4” exhibition with children, staff and parents all fascinated by the delightful drawings from her works.

- In term 2, we did an excursion to Road Safety School where the children learnt about road safety through a workshop and practical experience on the miniature road system with bikes followed by lunch in the grounds and a play in the adventure playground.

- In term 4 we went to the “Little Sprouts Kitchen” in the Botanical Gardens to further extend our understanding on sustainability. Despite the weather being hot the children and their parents really enjoyed morning tea and lunch in the park and learning more about sustainability.

- The children arrived in their pajamas for Bedtime Stories night with their favourite bedtime toy and story book and enjoyed literacy activities with their parents and hot chocolate finishing off the evening with staff reading a big book story about a baby bear’s bed time.

- As mentioned earlier the Veggie Patch remodeling which involved 2 working bees including one with Norwood Scouts and their parents and a very enthusiastic Governing Council subcommittee and a close working relationship with Simon Hutchinson from Climbing Tree - incredible community involvement.

- Norwood Christmas Pageant – many of our families attended this popular and fun event. I think this is the fifth year we have done this.

- Anne Faulkner conducted workshops on several occasions to the delight and involvement of all the children in music and movement.

- Rebecca – “garden girl” from “Greenhill Living” visited regularly to teach and work with children in the veggie patch. The children learnt about all the seasons and the impact they have on what to plant in the veggie patch and more about sustainability.
• Literacy and Numeracy project – more information in Educational Program and Practice.
• 3 R's research on Levels of Involvement – see Educational Program and Practice.
• An extra staff member was employed for weeks 1 and 2 of 2015 and this proved very beneficial in providing extra one on one time with both children and parents to allay any fears or concerns and to settle everyone in more easily.
• There was a Christmas Picnic late in term 4, with the Drumming Monkeys and a Veggie Patch celebration where the families all brought a picnic tea, found packets of seeds in the veggie patch, drank pure fruit juice donated by a parent for a gold coin and were entertained by the Drumming Monkeys.

4. QUALITY IMPROVEMENT PLAN

The Quality Improvement Plan was formulated from the evaluation of last year’s QIP and Annual Report and in consultation with staff members and Governing Council Members. This was then made available for comment from the general community. It has been continually referred to and updated throughout the year at staff meetings and Governing Council meetings.

Educational Program and Practice:

Parent Involvement has been outstanding with parents coming to share with children their interests and work, including playing the viola, talking about geology, diet and healthy eating, beekeeping, exercise, dentistry, Ambulance and Police work. During the year we had 4 weeks Arabic and 2 terms Spanish bilingual support which really helped those children concerned but unfortunately although we were allocated the hours we were unable to find an appropriate bilingual person in terms 3 and 4. In terms 2, 3 and 4 we were given special education support through Jodie Coulter, for children with behavioural, speech and language needs.

Child Protection has focused on keeping safe, feelings, the trust tree, respect, responsibilities and rights. The You Can Do It Program continued effectively all year, with children increasingly developing their persistence, confidence, resilience and friendship skills in tandem with the Child protection program. The development of children’s other skills such as packing up, listening, independence, empathy, social skills, problem solving especially in play, self esteem and the use of “put ups” instead of “put downs”, positive thinking and sharing were also strongly modeled and encouraged.

The Early Years Learning Framework (EYLF) was used as the basis for all formal and informal planning, programming, evaluation and reporting on Developmental Learning Outcomes. This data can be seen below: As can be seen there was a huge shift from term 1 where a high percentage of children were in the “Beginning” stage and few in the well “developed” stage to term 4 where there were no children in the “beginning” stage and the majority are in the “developed” and “well developed” stage.
New formats were used for the Statements of Learning in term 2 and for the Summative Reports at the end of the year reflecting/commenting on the EYLF developmental learning outcomes, with very positive responses from parents and families.
In 2016, slide shows of children’s learning experiences for children and families to see,

photos in floor books depicting children’s learning, individual and small group learning stories and children’s voice should continue to be used and expanded upon.

Respect, Reflect, Relate Research Project
The preschool conducted a “Levels of Involvement” Research Project from the 3 R’s document again this year. The table below shows the enormous progress/stretch by a cohort of 20 children, randomly chosen, between terms 1 and 4.
Term 1 results (on the graph in blue) would tend to indicate that many children were already well engaged, remembering that some of these children were only 3 years 7 months.
When re observed at the end of term 3/beginning of term 4 (on the graph in red) there were significant differences. There was only one child who remained the same due to him being unwell during the term 4 observations.
In term 1 and 2, this type of data was very individual and extremely beneficial for specific children to assist us in planning, supporting and monitoring individual children and general observations provided valuable insight into the children’s interests, especially for those children who had difficulty expressing themselves verbally. Given the staff illness at the time it gave staff an increased awareness of the need for consistency in staffing and programing.
**Literacy and Numeracy Project**

Literacy and Numeracy has had a project focus following on from a Closure Day that was held for all preschool site staff in the Central East region on June 3rd, 2015. Rose Park Preschool staff decided that the question they wanted to explore would be “Do the questions we ask (open/closed) increase children’s involvement in numeracy?” Examples of children’s learning in numeracy in the preschool was collected, photographed and displayed by staff and photos and examples of numeracy in the home environment were brought in to share with other children and then displayed as well. Information was also shared in newsletters, with children and families. This display was linked to the Numeracy indicators, the learning processes involved and finally to the key elements, for all children, staff and families to see, discuss and add to.

Closed or open questions? Staff decided, for example, instead of putting out examples/pictures (limiting – closed) of what children could build with construction equipment, they wouldn’t supply any guidelines and see what the children planned, designed and made for themselves, along with staff asking open ended questions to extend/stretch their learning. Large and small clipboards were made available and children started recording their own learning which they loved sharing with the larger group, using words such as noticing, comparing, measuring, as staff increasingly modeled the language of the learning process.
This process has increased children’s cooperation as they work in groups, their confidence in their learning processes, and their persistence, imagination and creativity. This is an ongoing project.

It is suggested that with a more consistent staff team and more comprehensive whole staff training on Results Plus, using the Literacy and Numeracy Indicators, would provide a stronger result in 2016.

**Health and wellbeing:** The Sunsafe program and policy has been adhered to throughout the year and children are aware of when to wear their hats, and sunscreen, what UV rays are and the need to drink water regularly.

Staff monitor children’s drinking levels, especially in hot weather and reward them with stamps to both monitor the children’s drinking levels and help raise parental awareness of their child’s hydration levels. Healthy hygiene practices are always practiced and a regular cooking program using veggies from the veggie patch is provided. While the Veggie Patch was being upgraded in terms 3 and 4, it wasn’t always possible this year to use our garden vegetables but sustainability practices continued to be a regular part of the program with Rebecca, from “Greenhill Living” – the “garden girl” coming in regularly to help the children understand how to care for the garden and to prepare the soil and plant seedlings according to seasons. The employment of a regular grounds person could be considered in the budget for 2016 to maintain neat and tidy yards.

**Physical Environment:** The Veggie Patch upgrade is very nearly complete with beautiful rock walls for garden beds, dirt and red sand digging patches, water pump, a fire pit to sit around and be used by the Scouting families and a pizza oven, mini gardens and quirky hangings. Two large pots were planted, one for each group of children, with each child’s hand print and a pebble with their name on in memory of their involvement in the planning, demolition, weeding, planting and establishment of the new Veggie Patch. A celebration was held last week at a Christmas picnic in the park with the Drumming Monkeys and a seed hunt was held in the Patch for every child to find a packet of seeds. The children were heavily involved in the planning of this area, along with staff, families and scouting families. The ideas were put together by Simon Hutchinson in a plan that the Governing Council approved and with tradespeople and a couple of parent working bees, where children helped under parental supervision, a Coles Grant organized by Emma, one of our staff members, the garden is finally coming to fruition. The chooks for the chook yard are planned for after the hot weather in 2016. Next year staff and families would like to see the upgrade of the front yard which is looking very tired and outdated. A plan has already been drawn up and we hope this will be able to start in the near future. Over the year more and more natural materials and practices in line with “nature play” have been introduced eg. Rocks, bark, leaves, sticks and natural resources. To compliment this we also enjoyed learning about more sustainable practices with an excursion to the Botanical Gardens for the “Little Sprouts” garden experience.

Sandpit storage boxes have been installed in the front yard and the bathroom was upgraded over the 2014/2015 Christmas holidays.

**Staffing Arrangements:** Extra staffing was arranged for the first 2 weeks of the year again to support all our new children and their families and this meant a very positive beginning for everyone. The year began with our new permanent full time teacher – Amy Longford, Director, Dianne Weber and Early Childhood Workers Antonia Lambrakis and Emma Munro. Unfortunately, staff illness and leave, meant the use of relief teaching staff particularly Katrina Germein and Rahna Rawless Mcleod and in terms 3 and 4, Elle Riessen and Susie Fraser along with Emma Munro (newly qualified in term 3) were contracted to provide teaching continuity. During term 4, the Director required an operation so Marie Kelakios very capably relieved for Dianne for 5 weeks.

Staff attended the Reggio Emilia training in Melbourne in term 2 and two staff attended Work, Health and Safety training along with First Aid and several Lisa Burman workshops. There were many meetings within the Central East Partnership, with the other four
Preschool directors (in the partnership) particularly on the numeracy project, data collected and the partnership review. The whole partnership group met twice a term with the Partnership review being held in term 4 with all the Central East Partnership sites involved. Close links with leaders from the Central East Partnership will continue in 2016 especially around data collection and Results Plus.

**Relationships with Children:** As explained under Educational Program and Practice, the “You Can Do It” program continued and each child had 3R’s “Levels of Involvement” observations in term 1 and a random sample of 20 children (10 from each group) were followed up in term 4. Learning stories and floor books along with slideshows of various events has meant much discussion and sharing with families about a variety of kindergarten events.

Children’s voice featured very strongly in regard to the program, numeracy and literacy and in planning the physical play spaces so that a real sense of “being, belonging and becoming” was felt by all. Children were often asked about what they would like to know more about and any questions recorded for follow up. Children were able to make their own learning choices and were able to recording their own learning, for example, in the numeracy project. Staff were acutely aware of the need for effective relationships with children especially when having so many different staff and each other. Three smaller groups were established within each of the two main groups for stories and these same groups were used to help provide consistency in assessment and reporting.

**Collaborative Partnerships with Families and Communities:** As mentioned earlier the involvement of parents has been outstanding, particularly in the Veggie Patch project and in sharing their work and general knowledge with the children and community events – see highlights such as end of term afternoon teas, working bees, picnics, many excursions, story night, Harmony Day celebrations, cooking, Book Week, transition visits, dress ups and more recently the Twilight Picnic with the Drumming Monkeys. Ann Faulkner conducted regular music and movement sessions culminating in introducing The Nutcracker with the children in the last week of term again and the Norwood Christmas Pageant where approximately 2/3rd of all families participated. Parents were also heavily involved in our Numeracy Project, taking photos of numeracy around the home. See Educational program and practice. Unfortunately, the planned update of our Smart Board to an Interactive Learning Screen did not occur due to staff leave/illness and time constraints; however it is already budgeted for next year. Wifi was installed this year and this has meant “instant” learning stories on the iPads and learning access via Google. We also purchased a new photocopier in term 4.

**Leadership and Service Management:** As mentioned earlier a strong relationship has developed between junior primary staff of Rose Park Primary and preschool staff who meet termly at alternate premises to cover a variety of topics. This is also a regular Governing Council Agenda item. This positive relationship has proved extremely beneficial not only from a staff point of view but has given children several opportunities in the second part of the year to visit the school and for staff to gain ideas and feedback from each other. Parents have also been very comfortable about the transition for their children and were keen helpers for supervising walks to and from the school. There was strong consultation between both sites on placement of children for 2015. We are very keen to continue this relationship with the addition of new staff from both teams, staff meetings, curriculum sharing, visits to both sites and possible training and development.
5. Intervention and Support

At the beginning of the year, early intervention funding was used to employ an extra staff member for the initial 2 weeks to support children and their families as they began their preschool year. This enabled extra one on one time for them which enabled all children to settle in quickly and more easily.

The Preschool Support Program was provided by Jodie Coulter who supported one particular child with behavioral needs for terms 2, 3 and 4 and several others during the year with speech and language needs. This early intervention was highly successful and all children concerned have transitioned to school where it is not expected that they will need ongoing support although one child, in particular, will be monitored in the school environment. Another child has been receiving private speech weekly (parent choice) and the preschool has been kept updated with regular reports.

Bilingual support was provided in term 1 for 4 weeks in Arabic, in terms 2 and 3 for one child in Spanish and unfortunately, although we were allocated hours for terms 3 and 4 for a Singhalese speaking child, no one was available. Bilingual support made a huge difference to assisting these children to feel happier and more comfortable and made it much easier for these children to access the preschool program. Antonia Lambrakis, our Greek speaking Early Childhood Worker, taught Greek songs, greetings, colours, numbers and family names on a regular basis.

6.1 Enrolments

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>60</td>
<td>61</td>
<td></td>
<td></td>
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<td>2014</td>
<td>55</td>
<td>59</td>
<td>59</td>
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<tr>
<td>2015</td>
<td>60</td>
<td>60</td>
<td>60</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
Annual Report 2015

Comments: As can be seen by the above enrolments were at their maximum for the year. Enrolments for term 4 were 61, although our capacity is 60, special permission was sought for one extra child just for the term.

6.2 Attendance

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 Centre</td>
<td>93.3</td>
<td></td>
<td>90.2</td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>92.7</td>
<td>88.1</td>
<td>86.4</td>
<td>91.2</td>
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<td>2015 Centre</td>
<td>93.3</td>
<td>91.7</td>
<td>95.0</td>
<td></td>
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<tr>
<td>2013 State</td>
<td>88.7</td>
<td></td>
<td>88.0</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>
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<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</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

Comment: Our preschool sessions are usually very well attended with illness and holidays being the main reasons for absences. As can be seen our attendances are well above the state average. Parents are very good at advising of illnesses or absences through holidays and staff follow up any unsubstantiated absences and act accordingly.

6.3 Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site number - Name</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>Type</td>
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<td>2014</td>
<td>2016</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Gilles Street Primary School</td>
<td>Govt.</td>
<td>2.3</td>
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<td></td>
</tr>
<tr>
<td>Norwood Primary School</td>
<td>Govt.</td>
<td>3.9</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>Rose Park Primary School</td>
<td>Govt.</td>
<td>86.1</td>
<td>88.5</td>
<td>92.6</td>
</tr>
<tr>
<td>Marryatville Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>Parkside Primary School</td>
<td>Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westbourne Park Primary School</td>
<td>Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linden Park Primary School</td>
<td>Govt.</td>
<td></td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>Stradbroke School</td>
<td>Govt.</td>
<td></td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>Magill School</td>
<td>Govt.</td>
<td></td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>Saint Ignatius’ College Junior Sch</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Alfred College</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>St Peter’s College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>St Aloysius College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pembroke School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.9</td>
<td>100.0</td>
<td>100.2</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

**Comment:** As can be seen by the above Rose Park Primary School is even more popular than in previous years having risen over 4% this year. This makes our transition program easier and more relevant to almost all our families with such a strong feeder school.

### 7. Client Opinion

There were three Parent Surveys conducted throughout the year. The first was conducted by the Governing Council early in the year to check with parents on their expectations for the year. “Parents repeatedly mentioned that they enjoyed seeing their children gain confidence, learn new things, be more expressive, make friends and be excited to go to preschool in the mornings. They have noticed positive changes in their children’s communications, interaction with others and growing independence and at home have been talking about the snake (?), singing songs, drawing, painting and special events such as the fire engine visit and Chinese New Year.” (Quoted from summary of the Parent Survey results.)

Suggestions were that they would like to see some upgrading of the playground and facilities, more Rose Park Primary School connections, and ideas were given for excursions. Some parents had some amazing talents/jobs they wanted to share with the children, but all parents were very satisfied and happy with how things were at the preschool. Most of these suggestions were followed up and used to improve the preschool and enrich the preschool program further.

The second survey was a Community Audit on Numeracy. There were nineteen responses to the Community Audit there which showed that parent’s favourite and least favourite subjects included Science, Maths, English and Art. It was interesting how Maths featured in both. Parents thought of maths as- “problem solving, involving complex numeracy, proficiency of using numbers, is broader than numeracy, an advanced application of numeracy, is the same as the difference between literacy and semantics, is everything – geometry, algebra etc, involves formula”. Numeracy responses were – “treatment of numbers, basis of maths, using numbers and symbols to explain the
world around us, is like literacy, very basic maths skills and language for mathematical thinking, yes as numeracy is logical and literal, numeracy is one element of maths, sits within maths as a whole, involves less equations, is part of everyday life – money, counting, time etc. is more about how maths is applied in what we do every day”. All respondents use maths in their everyday lives and gave examples of what they say and talk about with their children.

In response to “when does your child experience numeracy at preschool or school? Some of the responses were:- “Hopefully inadvertently exposed to it all the time, in numeracy activities, when he plays with blocks or anything that involves time or make believe, shopping games, counting items during maths activities, on occasion purchasing something from the canteen, at preschool there are counting locks, beads and other forms of objects they can count, when voting for animal names, working out patterns and grouping colours, numbers or objects.”

The skills parents thought children needed to be successful in numeracy were:-“logical thinking, patience, good mentoring, memory problem solving, counting, an interest in numbers, regular practice, confidence in their own abilities, a logical mind, continued encouragement to learn more about something he already enjoys, a good teacher and learning environment, an interest and eagerness to learn, persistence, enjoyment, reading, further understanding of addition, subtraction, division, ability to count, understand, money, time, measurement, estimate, chance, analyse etc. literacy and manual and mental dexterity, be able to recognize, read and write numbers, calculation and evaluation.” These responses demonstrated a strong interest by parents in their children’s literacy and numeracy education and in 2016 thought could be given to parent workshops around the literacy and numeracy indicators and the numeracy project.

The third parent survey was the Parent Opinion Survey which was carried out at the end of term 3 with 10 responses. These are collated below.

**Quality Area 1- Educational Program**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Don’t know</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>My child learns a range of skills and knowledge at this preschool</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>I am satisfied with the learning programs offered at my child’s preschool</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>I can access information about the current educational program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>The preschool assists the development of my child’s personal and social skills</td>
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<td>0</td>
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</tbody>
</table>

**Comments**: In this area “Strongly Agree” and “Agree” feature most strongly for these 10 families.
Quality Area 2- Health and Safety

Comments: Again “strongly agree” and “agree” feature most strongly, with some “neutral”. Perhaps some parents are not aware of hygiene practices and thought could be given to promoting them more strongly in our program and newsletters.

Quality Area 3- Physical Environment

Comments: The physical environment as indicated in the first parent survey is in need of upgrade, however, the Veggie Patch has been updated in terms 3 and 4 and the front yard upgrade is planned for early 2016. We are fortunate that a lovely park is next door and we use this often. We also have a good range of resources and children are strongly supported to be environmentally aware and to respect their environment.
**Quality Area 4- Staff**

![Bar chart showing outcomes for Quality Area 4- Staff]

- **Don't know**
- **Strongly disagree**
- **Disagree**
- **Neutral**
- **Agree**
- **Strongly agree**

**Staff at the preschool are professional and ethical**

**Staff at the preschool are friendly and welcoming to children and families**

**Staff are enthusiastic in their teaching**

**Staff interact with children in warm, responsive and caring manner**

**Staff ensure that learning is interesting and enjoyable for children**

**Comments:** (Parent Comment) “Current team have made this easier adjustment – approachable and friendly. Mid reports useful and interesting. Staff at this Kindy are exceptional and exceed parent expectations. We feel very fortunate to be part of this Kindy this time round.”

**Quality Area 5- Relationships with Children**

![Bar chart showing outcomes for Quality Area 5- Relationships with Children]

- **Don't know**
- **Strongly disagree**
- **Disagree**
- **Neutral**
- **Agree**
- **Strongly agree**

**My child is made to feel secure, confident and included at preschool**

**I feel confident that the preschool staff are aware of, and respond to, my child's individual needs and interests**

**Children from all backgrounds and cultures are treated fairly at preschool**

**Children know how they are expected to behave at preschool**

**My child is happy at preschool**

**Comments:** Once again “Strongly Agree” and “Agree” feature very strongly. All staff believe in developing strong working relationships with all children.
Comments: Again, positive experiences in being involved in their child’s education and learning experiences and belonging to and being a part of the Kindy community are highly valued by parents.

Comments: Again “strongly agree” and “Agree” feature most frequently. As there were only 10 responses from a possible 61, staff assume that the other 51 families are content with the preschool services that are offered.

(Parent Comment) “Thank you very much for all you do for our children”.
8. Criminal History Screening

This year all parents had the opportunity to do their RAN training on several occasions through Rose Park Primary School. Many of our parents took advantage of this and records of their Criminal History Screening are kept on file at the site.
9. **FINANCIAL STATEMENT**

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

Dianne Weber  
Acting Director

18th February, 2016.