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.”

2014 was another extremely busy year which brought many great achievements and a number of changes due to the new school intake policy (Same First Day) at the start of the year. We farewelled 44 children at the end of 2013 and commenced the year with 60 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 25% of these children were identified as having additional needs: with English as a second language, having a diagnosed disability, 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. 17 (29%) 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, Vietnam Vets Association, community garden and organic market (next door).
♦ The promotion of our centre within the local and wider community.

2014 was a difficult year due to lack of correct funding and teacher leave. The four permanent staff remained the same, but we had many different relief teachers throughout the year as Sarah decided to only work 0.8. Aaron Selway took her place in first term, then Sue Crossman, who 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 many tertiary students and a parent volunteer. We also awarded our new volunteer plaque to Sue Vaughton, an ex teacher who comes 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.
♦ Two visits for each group with an Aboriginal storyteller, Trent, who taught us about Aboriginal culture, Dreaming stories and showed us many artefacts and how to recognise footprints in the sand.
♦ An Aboriginal artist visited in term 2 to work with the children on a mural of the Old Gum Tree which now holds pride of place in the amphitheatre. (see picture below)
♦ 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 students taught the children about their culture and the money raised was sent to UNICEF.
♦ Calisthenics workshop experiences for both groups
♦ Parents helping to cook with the children, playing their musical instruments and working on the computers.
♦ Emphasis in Term 1 on social learning (EYLF outcome 1 & 3) Term 2 on sustainability and the natural environment (Outcome 2) Term 3 on Literacy and Maths (Outcome 4 & 5) 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, spiny leaf insects, watching the life cycles of butterflies, silk worm moths and frogs and educational kits about beachcombing and southern Aboriginal area.
♦ Our sustainability program included upgrading our vegetable garden, weekly vegetable or fruit tasting and cooking, visiting the community garden next door to pick and plant vegetables and plant and look after our mulberry tree.
♦ The Sunny Sun Safe programme in Term 1 which reminds to the children about sun safety.
♦ Participation in the Holdfast Partnerships Moon Lantern Festival.

We held our Annual Christmas Fair again in November. It was very successful, the atmosphere was incredibly warm and friendly, raising nearly $4,500. 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 offered to continue with this next year which will be exciting as it is the kindy’s 60th birthday.
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.

31 families walked with all the staff in the Glenelg Christmas Pageant. 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.

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 garden and lawn area was finished during Term 1 as it had been too hot to complete in the holidays. It is now a beautiful shady area for exploration and gross motor skill development.
Quality Improvement Plan

Our Action Plan, Quality Improvement Plan and Management Program outlined and identified the strategic directions and objectives for our preschool for 2014. 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:

♦ Apply for a Greening the Community Grant from the Holdfast Council to develop a native garden, watering system, seating, path and grass area. (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 (3.3.2).
♦ Continue worm farming.
♦ Involvement in the Community and Memorial garden, Organic Market and Vietnam Veterans’ group next to the kindergarten.
♦ Staff update PD.
♦ Speakers from Holdfast Council for the children.

Outcomes and Recommendations:

We continued borrowing from the Nature Education Centre this 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, spiny leaf insects, finches and 2 educational kits on beachcombing and Southern Aboriginal areas. We have our own yabby, 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 them, 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 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 Memorial Garden being started by the Vietnam Veterans Group, who have volunteered to help out at the centre making and mending our equipment.
Throughout Term 1 the work was completed on our native garden, new lawn and watering system, pathway and garden seat, (see pictures below). We added to that area by inviting Allan, an aboriginal artist to paint a mural with the children and then the children made their own totem poles. We made a vertical garden on the outside of the amphitheatre, with the parents donating and planting all the succulents in clear tennis ball containers. 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. We now also have a senior member in the community who has written stories, potted plants, helped at the fair and given each child a plant to grow at home. Some of our parents and grandparents are also involved with the community garden where we now have a plot. (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 used the 6 TRT days for which we received funding to employ Aaron in Term 1 and Sue in Term 4 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 in a group with a mix of the older and younger children, over a 6 hour period. There were 3 morning and three afternoon observations.

The initial scoring and results from the March observations reflected that the older group was more mature, engaged and involved. The mean score in term 1 (March) was 3.74. When observed again in term 4 (October) the mean score was 4.3. All children’s individual mean scores improved, but the group of younger children was still behind the older group’s mean score.

It would be interesting to follow this up to see with the new cohort of children commencing in 2015 under the Same First Day policy, whether this still occurs, and follow up as required.

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 and schools.
♦ Improve communication with all parents and caregivers.
♦ Governing Council to promote the kindergarten within the community.
♦ 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.
♦ Liaise with Flinders Uni re Pre Reading Skills assessment project.
♦ Update Literacy book for home use.
♦ Liaise with caretaker of Community Centre and Holdfast council re car park.
♦ 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 and new Team Leader 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)

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, 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, or reading stories and other activities as well as in a supportive role, either helping to mend equipment or organising the different stalls for the annual fair. One new arrival and bilingual parent committed to working weekly for the year with her child's group until she commenced school. She was such a wonderful support and is now completing her Diploma in Childrens’ Services and is now on our relief ECW list.

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.

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 Literacy book in 2014, which was sent home each week for parents to read. We also started a “Pat on the Back Book” where we add comments from parents and others whether in written or verbal feedback.

Many hours were spent during the year by all staff attending meetings and liaising with the council and committee of the community garden and adjoining car park redevelopment and the Vietnam Veterans now that their shed is finally built and memorial garden started. A new organic market operates each Thursday and we now have a good relationship with the coordinator there. The car
park was upgraded in the September holidays with the little money the Council had after consultation with the kindergarten and other stakeholders.

VIP day, photographic displays, program explanations, special events such as the Glenelg Pageant and our 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 new flier “Preschool Every Day Counts”. Our attendance rate can be seen in a further section.

Jenny interviewed each family individually in the last two terms in order to get to know them well before commencing. This was possible because there were less children and more time due to the impending changes for the single intake in early 2014. 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.

As so many of our children attend child care or were 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 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 all our policies, vision, philosophy statement and QIP. We completed a new policies folder which is available for all to read, a new TRT induction folder and a new WHS folder. The Action Plan, QIP, curriculum overview and fortnightly plans are always on display on the notice board. The RRR enquiry results were described earlier in QA1.

We employed Aaron and later Sue, with our Universal Access money as an extra teacher to give staff their non-contact time, although as we were underfunded we did not take the full complement of time to save money. Many parents commented that Aaron was an asset to our centre and were sad to see him go. Mandy took up the extra ECW time to complete EYS tasks and other admin duties. We helped a parent to complete her Cert III and now Diploma in Children’s Services, and managed to add her to our relief ECW list. 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 3 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 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 etc) with the whole group. Parents were very appreciative of the many handouts in our newsletters from the Early Childhood Numeracy cards.

We reviewed and continued to refine own numeracy outcome checklist which we are now 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 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.

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 2015 with the introduction of the draft preschool Literacy & Numeracy Indicators.
Our Aboriginal storyteller visited, telling Dreamtime stories, showing artefacts and traditional ways of tracking animals. All children now know and can recite the Kaurna greeting.

Most of the children leaving for school throughout the year 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 continue to implement the RRR document, although now not mandatory, foster the borrowing of Literacy Kits, including some with Aboriginal stories, encourage more literacy and numeracy activities, make another Literacy Tree, purchase new cameras send them home again so the children can write their
own stories about themselves for “Show and Tell”, keep parents updated with ideas for home in handouts and invite speakers for workshops.

We will use our new Statement of Learning for reporting, upgrade our old computers for the children, continue to embed all our policies into our practice and review all our centre policies and risk assessments in 2015.

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

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**Student Data**

**Enrolments**

**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>
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<tbody>
<tr>
<td>2012</td>
<td>70</td>
<td>70</td>
<td>54</td>
<td>56</td>
</tr>
<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>
<td>58</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, but 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 2012 to 2014. Although generally above the state average daily attendance pattern in 2012, the attendance rate did go down beneath the state average last and this year in the attendance weeks due to a number of children taking extra time for holidays both overseas and interstate as many of them go to private schools which receive extra days. We generally have high attendances at this centre as 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.

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Centre</td>
<td>87.1</td>
<td>85.7</td>
<td>81.5</td>
<td>83.9</td>
</tr>
<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></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems
The graph below shows that the children enrolled in 2012 commenced at 8 different schools, whereas in 2014 that number decreased to 7 different schools and 9 in 2013. 42% went on to private schools and 58% to public schools. These percentages are the reversal of 2012 where 60.4% went to private schools and 39.5% to public schools. More children are accessing public education than in the past, which has probably caused the zoning of our two local primary schools.

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0391 - St Leonards Primary School</td>
<td>Govt.</td>
<td>30.2</td>
<td>41.9</td>
<td>56.0</td>
</tr>
<tr>
<td>1004 - West Beach Primary School</td>
<td>Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
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<tr>
<td>1017 - Glenelg Primary School</td>
<td>Govt.</td>
<td>7.0</td>
<td>4.7</td>
<td>2.0</td>
</tr>
<tr>
<td>8026 - Immanuel Primary School</td>
<td>Non-Govt.</td>
<td>20.9</td>
<td>16.3</td>
<td>18.0</td>
</tr>
<tr>
<td>8220 - St Mary's Memorial School</td>
<td>Non-Govt.</td>
<td>27.9</td>
<td>16.3</td>
<td>8.0</td>
</tr>
<tr>
<td>8387 - Sunrise Chrtn Schl Mrn Campus</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9007 - St Peter's Woodlands Grammar School</td>
<td>Non-Govt.</td>
<td>7.0</td>
<td>2.3</td>
<td>4.0</td>
</tr>
<tr>
<td>9029 - Our Lady of Grace School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td>11.6</td>
<td>10.0</td>
</tr>
<tr>
<td>9063 - St John the Baptist Catholic School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
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<tr>
<td>9085 - Christ the King School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></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>99.9</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

Client Opinion

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:
This year we received 49 responses of the 57 sent out or 85.96%. This is nearly 7% more than the previous year’s replies.

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

The kindy is a very well-oiled machine. Everyone has their role/job and they get on with that. I am constantly amazed at how much is on offer.

My child constantly shares a vast array of information that he has learnt at kindy. The programme really informs the children of their world around them.

Every staff member is engaged, caring, and always interested in every aspect of our child’s development. Outstanding!
My son has attended day care for a number of years but came home after starting kindy to say he really likes kindy. When I asked him why he responded because you learn things.

**Parent Comments**

There is genuine concern and support available with every staff member.

The staff has shown great care and support at helping my child to become confident and social at kindy.

Staff are very approachable when the need arises.
Parent Comments

All the teachers are welcoming and genuinely know the children. Each week I am given insight into how my child is going at kindy.
The communication from the kindergarten whether about the learning program or our child’s individual learning are always clear and informative.

Very impressed with the reports we receive and other feedback about achievements, friendships etc.

A very big thank you to all the lovely teachers.xx

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**Parent Comments**

Jenny provides effective leadership for both the parents and children. She responds quickly to any query and is always helpful and informative.

Parents are made to feel like they are valued members of the kindy community. We are offered so many opportunities to share experiences with the children.
As a member of the Governing Council I am impressed at the professionalism that is brought to the table from the kindy.

My oldest son attended the kindy when Sarah and Jenny were there and I was delighted to see them again this year.

**Other General Comments**

Overall I have been VERY impressed with the service on offer. I would highly recommend it to anyone!

I am very impressed with this kindergarten.

The staff have helped my child to feel confident and secure an to become an enthusiastic learner.

Excellent teachers, programs and resources. My child is very happy and continually learning with confidence and manners.

My years at the kindy have given both of my boys’ great starts and I also have good memories and feelings about this year too.

I am a busy working mum and don’t have time to have strong connections to the kindy. But I am very happy and secure with my child’s experiences and learning and feel that she is catered to on an individual basis.

Baden Pattinson is an excellent kindergarten.

**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. 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. Parents are very happy with the leadership and organisation of the centre (Parent opinion survey results).

Children learn through play and 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 continue to use the **Respect Reflect Relate (RRR) document** in 2015, using the same criteria as this year.

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 three days before the end of the year, our resources in 2015 will be targeted towards:

- Staff taking allocated Administration time for workload and hopefully enough Universal Access money reinstated for extra staffing.
- Continual upgrade of aging equipment as required.
- Upgrade of children’s computers or tablets and cameras.
- Sourcing a new boat after the removal of the old one.
- Tree pruning and painting of outdoor memorial chair.
- Reviewing all centre policies
- Continued emphasis on sustainability, community and Partnership collaboration

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Our vertical garden

Making pizza with our own produce

**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](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**


**Contact Details**

For any queries regarding the data sets or the annual report templates please contact Data and Educational Measurement:

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