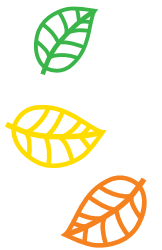




Rose Park Preschool



Rose Park Preschool 2018 annual report to the community



Government
of South Australia
Department for Education

Rose Park Preschool number: 4649

Partnership: Central East

Name of preschool director:

Marie Kelakios

Name of preschool management committee chair:

Sophie Andrews

Date of endorsement:

December 3rd 2018

Context and highlights

Rose Park Preschool is a full time preschool with an enrolment capacity of up to 52. In 2018 we saw many improvements, including: Storeroom upgrade to provide a safer & user friendly area for storage & the installation of new flooring for warmer & more usable space. The preschool also had a strong focus on STEM & a practitioner inquiry to bring about pedagogical shift. Introduction of literacy kit borrowing that engages parents & children in literacy & STEM learning at home. Planning for individual children was documented in Individual Learning Plans and the option of parent/teacher conversations, & learning documented in the children's individual portfolio's & floorbook. Working with families, children & educators to develop a new statement of philosophy that reflects our community was also undertaken. Highlights this year include: Continuation of the Move to Learn Program * Special Guest speaker Clare Crew discussing reading readiness * Implementation of the OPAL Eat a Rainbow program * Excursion to Windmill theatre to see Grug * Celebrated cultural events such as Easter, Harmony Day, & Christmas * Children risk assessed the play area & created rules for safe play * Inquiry project "What is Oviparous?" * Henny Penny Hatching * Inquiry into how we can save the Barrier Reef by reducing waste including litter free lunches * Family Pizza night * Rose Park Preschool Art Show * Working Bee * Inquiry project: "What is community & how can you help your community?" * Visit from RSPCA Children & families donated food/blankets for animals in need * Visit from MFS to discuss fire safety * Visit from SmileCo dental to talk about dental health * Bookweek celebrations * Several visits to & from Rose Park Primary School to provide continuity of learning * Parents sharing occupations with children * DANCIFY dancing lessons * Lunch order days with pizza & pasta * Staff shared professional development days with partnership preschools & schools to ensure continuity of learning for children * Participation in the Norwood Pageant * Teacher & ECW's preschool network with staff from other partnership sites with a strong focus on STEM learning * Drumming Monkeys Family Picnic * Dino Mennillo from OTFC guest speaker at AGM

Report from the preschool management committee

It has been a fantastic year at Rose Park Preschool in 2018. The students have flourished with the wonderful support of Emma, Marie and all the other staff here. We congratulate Antonia on 20 years' service and are lucky to have had Annabel appointed as our universal access teacher. There have been many structural improvements to the preschool including renovating the store room and replacing flooring and fencing. It has been great getting to know the other families in the preschool through the pizza night, parent social nights, working bee and Art Show. Thank you to Julie who embraced the new role of Social Coordinator organizing contact lists and social events. The information night from Clare Crew was fantastic as the parents tried "move to learn" and gained knowledge of early literacy and development. Personally, I was particularly excited with the introduction of literacy kits – we borrowed weekly and enjoyed the activities with our family. As a parent it was great to help in the development of the new philosophy statement and STEM inquiry for the preschool. The children really enjoyed the excursion to Grug, Rose Park school visits and lunch order days as well as visits from members of the community including Fire Brigade, RSPCA and parents. It was fantastic to see the inclusion in the programming of children's ideas to help the wider community such as litter free lunches and fundraising for farmers. Being on the governing council for the last 2 years it has been great to see the improvements and personal investment of all staff in the wellbeing of the children and preschool. I would like to thank the staff and members of the governing council for all they have done this year.

Quality improvement planning

Our Quality Improvement Plan has been developed based on our self-review of 2017, partnership recommendations, staff observations and parent feedback. The following are the highlights of 3 key priorities for 2018 which were of high importance to us as a site.

QUALITY AREA 1: EDUCATIONAL PROGRAMS AND PRACTICE

PRIORITY ACTION: To delve deeper in our documentation of STEM and use of STEM language with children

EVALUATION AND FINDINGS: ~ Educators completed a practitioner Inquiry asking "Does our STEM language transfer from one context to another in children's play?" We completed observations of children in play and the language they used, Educator critical reflection using the RRR Likert scales, educator observations of each other and feedback on practice, and surveys and anecdotes from families on their understanding of STEM language and their child's use of STEM language. This created significant pedagogical shift in our practice and created more intentional use of STEM language by educators and noticing of children's STEM language in play.

NEXT STEPS: We would like to extend this further to inquire into how the learning environment we provide supports the development of children's expressive language.

QUALITY AREA 4: STAFFING ARRANGEMENTS

PRIORITY ACTION: To ensure that our practices and pedagogy reflect our philosophy statement, and that our philosophy statement is inclusive and reflective of our preschool community.

EVALUATION AND FINDINGS: Our current philosophy statement was written many years ago when families and educators were different. Now we have an established staff team we thought it time to re write our statement. It was important for us to include children and family voice as well as that of all educators. The process was long and involved feedback from families, children and critical reflection from educators to come up with a statement that we feel reflects the beliefs of children, families, educators and also our current practices and pedagogy's. We now have a revised new statement that we feel encompasses all these areas and provides us with inspiration and reflection as to our purpose.

NEXT STEPS: To ensure all educators live the statement and it is reflective of current practices, and review it as required.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

PRIORITY ACTION: ~To provide families with current and relevant information on parenting, wellbeing and community services. To appoint a Social Coordinator role in our Governing Council providing parents with stronger connections with families in both groups, which also helps families when transitioning to school, and giving new arrival families opportunities to connect with others in their community.

EVALUATION AND FINDINGS: A parent library and information area has been developed, offering some of the latest parenting books, kids cookbooks, and brochures to services such as speech pathology, OT, child care services, dental services etc, by the sign in area so parents can borrow/access information when needed. Special guest speaker Clare Crew presentation on reading readiness had a good turn out of parents as did last year's AGM's guest speaker. Families have been referred to CYH nurses, support services etc, where required. The Social Co-ordinator has done an amazing job connecting families through contact lists, and out of hours events which have all been well received.

NEXT STEPS: Next year we have booked in for 3 positive parenting seminars which will be hosted here for families to attend providing families with valuable information on the latest parenting information.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	60	60	60	61
2016	51	51	52	51
2017	52	53	52	52
2018	53	53	50	50

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

This year we reached enrolment capacity of 55 and were unable to offer second round offers to families. The data in the table above varies in accuracy due to some children arriving from overseas and "officially" starting the year after the reference period, or we have had some children in term 3 who moved overseas and others who moved address and to other preschools, but we welcomed new enrolments, however, these were all outside the reference period. All families who attended our preschool this year are living in the local catchment area. We did not have the opportunity to enrol families in round 2 offers.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	93.0%	92.4%	95.5%	91.5%
2016 centre	91.7%	94.8%	85.9%	90.5%
2017 centre	94.4%	90.2%	89.3%	92.1%
2018 centre	86.9%	94.3%		
2015 state	92.4%	90.2%	87.8%	88.5%
2016 state	91.1%	89.6%	87.9%	87.9%
2017 state	90.6%	88.8%	86.7%	87.7%
2018 state	90.8%	88.7%		

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

Attendance comment

Our attendance in term 1 was low in comparison to previous years and the state. This is because many families had advised their children would attend the Friday morning session but did not bring their children to the sessions on Fridays. By term 2 we had removed many of these children from the bookings which then gives a more accurate attendance record. We do have difficulty managing attendance on Friday mornings, as this is where the majority of absences occur. This could be because being a half day session parents are more relaxed about not bringing their child to preschool, or also because these children attend other services on Friday's and we have not been advised to remove them from the booking. We also have many families who travel overseas or on extended holidays during the reference period as it's early in the term and many families have not returned from their holidays.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0131 - Norwood Primary School	4.0%	4.0%	4.0%
0169 - Rose Park Primary School	83.0%	85.0%	95.0%
0249 - Marryatville Primary School	0.0%	2.0%	0.0%
0447 - Unley Primary School	0.0%	2.0%	0.0%
0474 - Trinity Gardens Primary School	2.0%	0.0%	0.0%
0565 - Blackwood Primary School	2.0%	0.0%	0.0%
0647 - Linden Park Primary School	2.0%	2.0%	0.0%
1015 - Banksia Park School R-7	2.0%	0.0%	0.0%
1063 - Highgate School	0.0%	2.0%	0.0%
6030 - St Joseph's Mem Sch: Early Years	2.0%	0.0%	0.0%
9402 - Sunrise Christian School	0.0%	2.0%	0.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.
Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

There have been significant changes to this data since it was collected in Term 3. We now have 84% of children who will be attending Rose Park Primary 6% Norwood Primary, 4% Felixstow Community School, 2% Gilles St Primary, 2% Saint Spyridon College, and 2% moving interstate/overseas.
Rose Park Primary School still remains our main feeder school, with Norwood Primary as our second feeder site, due to both schools sharing our local catchment area.

Client opinion summary

This year 19 Parent Surveys were returned & remain highly positive. The staff team use the surveys to look at areas of strength & areas for improvement & guide our Quality Improvement Planning. The survey was devised using the National Quality Standards & relate to the 7 Quality Areas.

This year we again had strong results with 98.5% of answers to questions being "strongly agree" or "agree" and 1.5% of "neutral" & "don't know". This is very positive & we will look at working on areas where some results showed "neutral or don't know". The physical environment was one area we would like to explore further and make some improvements to the outdoor area.

Comments:

Quality Area 1: Educational Program

*I appreciate the effort the kindy puts into the journal by the sign in book, the newsletters, emails and a lovely art show. I love it when E teaches me new things like what animals are oviparous!

Quality Area 2: Health & Safety

*We are pleased the hand soap was changed, as our daughter had terrible eczema on her hands/wrists. It's greatly improved now. I think the children are well supervised and cared for.

Quality Area 3: Physical Environment

no comments from this area but showed as an area for improvement.

Quality Area 4: Staff

*Amazing staff, nurturing, kind, enthusiastic

Quality Area 5: Relationships with Children

*I feel that staff do their best to be aware & respond to all children's needs. Admittedly some children need more attention, but I feel staff respond accordingly.

Quality Area 6: Relationships with Families and the Community

*Art show was BRILLIANT. Fundraising - you could ask for more \$ from families. After all - kindy is CHEAP!

Quality Area 7: Leadership & Management

*Your efforts have not gone unnoticed. So much time & effort given is evident.

General Comments:

Extremely impressed by the innovation and commitment the staff demonstrates.

Relevant history screening

All educators, volunteers, contractors (eg: cleaner, gardener, maintenance) hold relevant DCSI history screening. The Department have internal systems to ensure these are up to date for educators, and the Director monitors those of the cleaner/gardener to ensure they are kept up to date. Spotless ensure all other contractors have relevant DCSI screening. Governing Council no longer require DCSI screening, which has saved time and cost.

On excursions it is policy that only staff assist children when using toilets.

TAFE, University Students and work experience students all provide copies of their DCSI screening prior to commencing placements.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$395,765.13
2.	Grants: Commonwealth	nil
3.	Parent Contributions	\$42,327
4.	Other	fundraising \$ 1,105.43

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Some funding was allocated to improve the literacy and numeracy outcomes. We used this funding to put towards the development of the literacy kits. These kits have been designed by educators to provide positive literacy and STEM experiences for children to share with their families at home. Also to attend training with OT on addressing our environments, and sensory processing, which will then contribute to better outcomes for children.	The literacy kits have received enormous amounts of positive feedback from families who are enjoying the literacy kits with their children and have advised that they are exposing their child to books in a way they may not have in the past.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	We have received some funding to support 5 children with speech and language development and additional needs. This funding was used to employ an Early Childhood Worker to support the program that was set by the children's speech pathologist and special educator. The support was provided in a holistic manner and tasks completed as part of the preschool curriculum to ensure children were not feeling targeted or different from others.	We noticed increased confidence with these children and there has been good development in their speech and language, ability to manage routines and social skills.
Improved outcomes for non-English speaking children who received bilingual support	In Term 1 we received funding to support children with additional language or dialect. We employed Bilingual Early Childhood Workers who spoke the home language of children who qualified for this support due to them being new arrivals. We received a total of 120 hours support for 5 languages, which provided the children time with the ECW for 3 hours each week over the term. This enabled the children to settle into the preschool routine and helped them with their confidence.	This support was vital for these students. It enabled them to understand the rules/routines of preschool as well as improve comprehension and literacy/numeracy development.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.