



“Connecting with Children, Families and Community”



Annual Report 2015



Government of South Australia
Department for Education and
Child Development

Preschool Name:

Fulham Park Preschool
Kindergarten

Preschool Number:

5615

Preschool Name:

Preschool Director:

Laura Tyner

Partnership:

Western Adelaide
Shores

CONTEXT

The Annual Report for Fulham Park Preschool Kindergarten highlights the accomplishments and education for 2015. The staff team had worked tirelessly throughout the year providing a nurturing, supportive and engaging environment for the children and their families

Staffing has remained stable throughout the year and due to the continuation of Universal Access Funding we were able to operate with three educators daily which created a reduction in educator/child ratio.

This year we moved away from flexible sessions and offered a 2 group structure – Group 1 (Yellow Group) Monday/Tuesday and alternate Friday and Group 2 (Blue Group) Wednesday/Thursday and alternate Friday. The hours of operation has also changed from 9.00 am to 3.00 pm to 8.30 am to 3.15 pm which made the day slightly longer for the pre-schoolers. On Fridays the children attended preschool from 8.30 am to 11.30 am on alternate weeks. The change of hours supported many families and the preschool daily timetable was structured so that children's wellbeing was maintained.

The two groups followed the same program but with their own individual child-centred focus and each group had a principal educator leading the program.

This year our Education Leaders – our preschool teachers took on additional responsibilities for the management of the preschool program.

1. Managing the 'You Can Do It' Program Achieve
2. The Child Protection Curriculum
3. Co-leaders in managing the literacy and numeracy program

Our preschool teachers coordinated, planned, implemented, reported and managed these two programs. Families were kept up to date regularly and opportunities were made available for parent participation which was well received via their involvement with their child in specific activities.

Preschool Literacy and Numeracy Indicators

This year became a year of familiarisation of the Preschool Literacy and Numeracy Indicators. Some of the staff team attended a literacy and numeracy indicators professional learning day. As a team we explored the following:

- plan for literacy and numeracy learning
- collecting data and reporting against the literacy and numeracy indicators.

The staff team trialled a literacy and numeracy template for gathering data about children's literacy and numeracy understandings. The information gathered from these data sets helped inform the child's family about their child's growing skills and their knowledge, verbally, and via the child's term reflections and in their Statement of Learning.

Children's literacy and numeracy learnings were reinforced at home by the borrowing of our Parents Literacy and Numeracy Kits. Weekly borrowing took place.

Parents were kept informed about our literacy and numeracy program via our newsletters, the child's learning folder and formal conversations. The newsletters also provided activity ideas for parents to use at home to support their child's literacy and numeracy learning.

A parent workshop was conducted by our Speech Pathologist that targeted the importance of supporting children's phonological skills. She provided a package of information and ideas for families to use at home to support their child. She reinforced to families that phonological awareness is the most powerful predictor of success to read and spell.

In this parent workshop, the Speech Pathologist also reinforced the value of play in the in the early years especially make believe play. She provided examples of how to promote high-level dramatic play at home. The Speech Pathologist spent a considerable amount of the session also discussing executive function and self-regulation skills as being critical for learning and development. She provided guidelines, strategies and ideas to support their child's working memory and helping their child manage and regulate impulsivity, emotions and behaviours.

Leading Numeracy Improvement

The teaching team attended the first of four modules in leading numeracy improvement. The program was designed to support educators to help improve numeracy outcomes of children and students by providing tools and resources to support the development of effective practices in numeracy. The training day allowed opportunities to think reflectively and to begin the process of discussing current practices at preschool and how we can best support every child to be engaged and involved in achieving their potential in numeracy.

Building Improvements

An application for a disabled bathroom was approved in 2014 to accommodate a child with a disability to access the preschool program. In 2015 the preschool building underwent some major refurbishment to incorporate a disabled bathroom. In addition to the building of a disabled bathroom, the governing council approved other major building improvements which included internal painting and extra cupboards for storage. The children's eating area was also improved with bamboo screening and free flowing colourful fabric to beautify the area. Children's artistic work has been incorporated in this space and throughout the playground.

Community Equipment Grant from City of West Torrens

The preschool secured an equipment grant to the value of \$1000.00. An outdoor setting and seating near the children's lockers were purchased.

SAFE Screening Audit

SAFE Screening Audit was conducted in 2015. The Report indicated that site records were generally well maintained. There were a minimal number of actions that required attention. All actions were addressed and reported back to the SAFE Screening Audit team.

ICQ Compliance Audit – Follow Up Program

The purpose of the follow up program was to verify the internal control questionnaire. Internal control practices, financial management and documentation were examined and discussed. The findings from the visit were reported in an action plan with timelines. There were nine actions that required attention and all have been attended to but one - stocktake.

Connecting with Children, Families and Community

Our motto "Connecting with children, families and community" continued to flourish throughout 2015. The growing connection with our families has resulted in the implementation of many wonderful experiences and projects. Many of the experiences offered were closely linked to the goals established in our Quality Improvement Plan, our commitment to Sustainable Practice at Preschool and feedback from our parent community.

2015 Governing Council

In 2015 we saw a growing interest from parents wanting to be a part of the preschool governance. Thirteen parents volunteered to act as members of the 2015 Governing Council. Based on the number of children enrolled in 2015, 25% of families committed themselves to the Governing Council.

Throughout 2015, the Governing Council were highly committed in raising awareness in the community about the preschool; to improve facilities and raise funds to support children's learning. The members of the Governing Council were involved in the following:

- Raising awareness in the community about the preschool to boost enrolments and networking with the West Torrens Council and the local 'Weekly Times' Messenger Newspaper
- Seeking donations from local businesses for raffles and silent auctions
- Raising funds from various fundraising events for the purchase of resources to support children's learning
- Coordinating events such as the Art Show, Scholastic Book Fair, Biggest Morning Tea and Movie Night for everyone in the preschool community to participate and enjoy
- Approving funds to improve the indoor and outdoor facilities
 - the installation of cupboards for extra storage indoors
 - the extension of the outdoor vegetable garden
- Attending and speaking at parent information sessions for new enrolments.
- Participating in Parent Education programs and attending the Parents in Education Forum which was hosted by the Hon Susan Close Minister for Education and Child Development.

The preschool's successes and achievements were due to the combined commitment of parents, children, staff and the dedicated voluntary involvement of the members of the Governing Council. The commitment of parents involved in the 2015 Governing Council has been exceptional and has helped facilitate an environment that is conducive to children's learning and therefore encompassing improved learning experiences for all children.

At the end of the preschool year, the Governing Council was acknowledged for their commitment in front of an audience made up of the preschool community at a graduation ceremony. The members of the Governing Council were acknowledged individually by the Hon Paul Caica Member for Colton and the Governing Council received the Minister for Education's Volunteering Award.

It was an honour and a privilege to have worked very closely with such dedicated families.

Western Adelaide Shores Partnership

In 2014 was the beginning of a new governing body of local public schools and preschools. The role of this Partnership was to plan strategically, coordinate and oversee the partnership plan priorities. In 2014 the Partnership Plan was developed. The Partnership Plan was about improving the educational attainment and wellbeing of students through developing powerful engaged learners (especially in literacy and numeracy). It was a year of transition, making connections and forming professional relationships.

In 2015 the Partnership Portfolios emerged to action the partnership goal for building powerful and engaged learners. The role of the portfolios was about building capacity within the partnership - in parents and the community, students, leaders, teachers, staff and usage of data for teaching, learning and leading.

The Western Adelaide Partnership Action for 2015 was about developing a clear and shared understanding of a powerful and engaged learner across preschools and schools (both primary and secondary) by working with the community, other leaders and teachers. The Early Years Network which is made up of eight preschools within the partnership investigated powerful and engaged learners in an inquiry based project involving all educators, parents and children from the partnership preschools. The research was about exploring educators, parents and children's perceptions around what learning was in order to effectively communicate the value of pedagogy based on powerful learning. In 2015, educator, parent and child perception surveys were collected and analysed. Observations of children's level of involvement were conducted and analysed. The resource 'Respect, Reflect, Relate' was used to investigate the frequency and quality of involvement signals across a snapshot of a day in a preschool. The results from this inquiry indicated high levels of energy, concentration and persistence from the children. Complexity and Creativity was recorded low. Another aspect of the inquiry required an analysis of perception data from educators in the preschool. Educators were asked to provide in a survey, three signals of involvement that were most promoted at their site. Persistence was the signal most chosen by the educators, followed by complexity and creativity and verbal utterances/language.

Based on data from the parent survey distributed to parents at FPPK; confident, creative, motivated, listening, problem solving and challenging were recorded as the best words to describe powerful and engaged learning.

Based on the results and analysis of this inquiry project, it has been agreed that in order to enact pedagogical change towards powerful learning, the Early Years Network has agreed to go further with this question: "How do we design learning experiences with complexity and creativity in mind?"

The performance of the Western Adelaide Shores Partnership was reviewed by a performance review panel that included the Chief Education Officer, the Executive Director for Preschool and School Improvement, Acting Director for Early Childhood Services and our Education Leader for the Western Adelaide Shores Partnership.

One of my senior staff members attended on my behalf.

On the following page, highlighted in red, is the purpose of the performance review as taken from the report dated December 10, 2015, as well as the key DECD strategic objectives and the recommended actions for the Western Adelaide Shores Partnership for 2016.

The purpose of the performance review is to engage with site leaders in a facilitated evidence-based discussion about:

- progress sites and Partnerships are making in improving outcomes for children and young people
- successful approaches that can be shared across the system areas
- for collaborative action and sustained improvement.

The performance review discussion is driven by a collaborative approach to problem solving. To achieve this at least two topics were examined in some depth using performance data to inform the discussion.

The discussion of a topic broadly considers the Partnership's understanding of the following:

- What is the data telling us about performance?
- What is driving the performance?
- What is the Partnership doing/planning to improve performance?
- What are the agreed actions from the review?

The key topics discussed in the review provide areas for collaborative action at the partnership level to improve outcomes for children and young people.

DECD's strategic objectives

The department has four specific strategic objectives for improving educational attainment:

- increasing the percentage of students whose NAPLAN results demonstrate that they achieve the DECD Standard of Educational Achievement for numeracy and reading increasing the number of students who attain NAPLAN scores in the higher bands in year 3 (separately for each of reading and numeracy)
- increasing the number of students who, having attained NAPLAN scores in the higher bands in year 3, maintain their higher bands achievement as they progress through their schooling years (separately for each of reading and numeracy)
- attendance rates: building on a culture of attendance — targets of 93% by the end of 2014 and 95% by the end of 2016

The Partnership Review Report has recommended the following actions for 2016

- 1. Determine the pedagogical shifts and intervention programs that are having the most impact and lead the common adoption of these across the Partnership.***
- 2. Investigate the factors affecting students who attain higher band status in reading, but do not attain it in numeracy to determine any required changes in practice.***
- 3. Investigate the factors associated with the low year 3 to year 9 higher bands retention rates in reading.***
- 4. Build on the existing work across key transition points regarding continuity of learning (shored language and coherent practices) and identify strengths and gaps in teacher confidence and capacity (particularly in year 6, year 7, year 8 and year 9.***

Laura Tyner: Preschool Director 12/2/2016

REPORT FROM GOVERNING COUNCIL

We as a Governing Council believe that the objectives as set out by the Annual Report have been achieved. We believe that the following confirms Fulham Park Preschool Kindergarten's commitment to maximize its potential for the benefit of the children, parents and wider community.

As Chairperson I would like to express my gratitude to all Council members for their dedication, commitment and hard work to help maintain Fulham Park Kindergarten's core business for ongoing improvement in education and facilities.

In closing, the Governing Council believes that 2015 has been a productive and insightful year. Throughout the year we were kept informed about the educational programs implemented and the various training attended by the preschool staff, as well as new developments within DECD. We have had a productive term of office and believe that our involvement has enhanced the educational program and environment.

We would like to once again extend our heartfelt thank you to the Council members for making 2015 a great year for Fulham Park Preschool Kindergarten.

Katherine Gariboli: Chairperson 12/2/2016

HIGHLIGHTS 2015

Our term reviews published on the preschool website has captured many highlights, new learning and experiences for children. The following pages have captured some of the major events, projects and celebrations.

Sustainable Practice at Preschool

Our outdoor learning environment continued to flourish this year. Funding was approved by our Governing Council to create a landscaped edible garden for the children and families. A trellis for raspberries and passionfruit was added and an arbour for seedless grapes. A triangular structure was added to create a cubby from cucumber and pumpkin vines for the children to play under and pick the vegetables. This wonderful space has provided hands on sensory learning experiences from planting, to nurturing cooking and tasting the fruits of their labour and at the same time learning some very important lessons about taking care of our planet, sustainability, nutrition, growing and cooking, collaboration and team work.

A mud kitchen was also created out of recycled materials. An old stove top and palettes were used. The families donated saucepans, baking trays and other cooking utensils for the children to use in their play.

Incursions and Excursions

The children this year were involved in a number of incursions and an excursion to one of the local schools. The children enjoyed performances from Polka Dot Puppets and Sue Harris Puppets.

Hatching Baby Chicks

The countdown was finally over and the children were ready to greet the baby chicks. The children welcomed the arrival of 10 eggs with great joy and excitement. The children couldn't wait to show their family at the end of their preschool day. The children waited with anticipation and finally witnessed the arrival of baby chicks hatching from their eggs. The children were absolutely delighted.

A daily record was kept and the children became immersed in many planned activities that helped them find out more about egg laying creatures and the caring of baby chicks. The children also recorded their prediction of the number chicks hatching and their colour. Paintings and drawings emerged from children as well as numerous conversations associated with the hatching of baby chicks.

Celebrating Harmony Day

At preschool the children were involved in a number of activities using orange, as well as singing songs such as "We are Australian". We discussed the many different countries that are represented in our Australian Culture. A family day celebration was organised with a shared morning tea with delicious food that reflected our cultural diversity.

Study of Insects

The children have been enjoying the experience of searching and discovering insects in the gardens. Photographs of their discoveries were taken and later the images were shared on the Interactive Screen. The children watched ants moving quickly in their nest and a butterfly fluttering in the veggie patch. The children also discovered slater beetles, black beetles and earwigs in the garden. The educators recognized this fascination and decided to take the children on a journey exploring insects by borrowing insects and a kit from the Nature Education Centre.

The children were delighted to see the arrival of insect kits, caterpillars and beetles. Witnessing the life cycle of the butterfly fascinated the children. Each day the children would spend some of their play time observing the caterpillars feeding and preparing to make their cocoons. Many children recorded their knowledge and observations by creating detailed drawings of their observations.

Many other children were busy watching the Cellar Beetles feeding, digging and moving about in their aquarium. Many observations were recorded on the 'Bug Observation Form'.

Outdoors, the children have been accessing many adjuncts for their insect environment while others viewed numerous kits containing a variety of pinned insects. A group of children took their interest further by researching at home with their family discovering new knowledge about insects.

Being a Florist

The children took part in a flower arrangement workshop with a florist working in our local community. The florist provided some information about her role as a florist and presented the tools that she uses when constructing a flower arrangement. She instructed the children on how to make an arrangement.

Following the presentation, the children made their way to the tables. Each table contained florist bricks wrapped in cellophane and tied with a ribbon, scissors, flowers and greenery. Each child had a go at preparing the flowers and arranging them to form a magnificent floral box.

'Premier's Be Active' Challenge and Obstacle-a-thon

The 'Premier's Be Active Challenge' is an incentive based physical activity program that encourages all children to be more active or, in those cases where the children are already active, simply being very conscientious and recording what physical activity they have been doing. The Challenge is about achieving and recording 60 minutes a day of physical activity over four weeks. At the end of the challenge the children each receive a medallion.

The children were keen to participate in the daily activities at preschool. Many children were eager to show their physical competencies to their peers and maintained active throughout the sessions. The program helped spark conversations about the importance of physical activity and good nutrition to fuel the body and the brain. At the end of the 'Premier's Be Active Challenge' the children participated in the popular obstacle-a-thon, a fundraiser for the preschool. An obstacle course was arranged with various activities that required children to balance, jump, crawl under/over and through objects, climb, slide, balance an egg on a spoon and jump in sacks. The children were very eager to complete their 10 laps. At the conclusion of the obstacle-a-thon the children and family members enjoyed a shared morning tea. Prior to this event, all the children collected sponsors and the money raised went towards new resources and equipment to support children's learning.

Celebrating Book Week

'Books Light Up Our World' was this year's Book Week theme. In preparation for the book week parade, the children came dressed each day in their favourite costume and shared their favourite book. Dramatic play and performances flourished during the week with children re-enacting their favourite stories and performing to songs and music. The children from the yellow group paraded in front of their parents. The children were delighted to tell their audience about their character and posed for a photograph. Following the parade the children enjoyed a shared morning tea with delicious treats. The children from the blue group were invited to participate in a parade to celebrate Book Week at St. Francis School. Following the parade the children stayed for morning tea before returning to preschool.

Ruth Tuck Art School

Two teachers from Ruth Tuck Art School took the children on a wonderful art experience – exploring and learning the technique of painting a self-portrait. One of the teachers demonstrated to children how to create a self-portrait by giving step by step instructions. She used a black pastel to create a border and drew an outline of a face. She chose a child as her subject. The art teacher took her paintbrush and filled her drawing with bright and cheerful colours. Her painting was soon completed. It was the children's turn to create their self-portraits. The children picked up their black pastel and carefully began to draw. Once their drawing was completed the children picked up their brush and began to immerse their drawing with vibrant colours. We watched children experiment with colour and water and many discovered that by adding more colour to their paintbrush the colour became darker and richer. The children were truly inspired by this creative experience. They embraced the challenge and worked with intensity and interest. The children's work were exhibited the Preschool Art Show in term 4. This event was organised by the Governing Council. The children also exhibited other pieces of work.

Diversity Week – Celebrating Differences

The children celebrated the cultural diversity of our families at kindergarten by sharing their cultural heritage. The children participated in a parade by wearing traditional clothes to represent their cultural background, singing songs, sharing family photos and greetings in different languages and putting their family tree on a map of the world to indicate where their families are from. The children also tasted some wonderful food prepared by family members.

Celebrating Chinese New Year

The children embarked on a journey exploring the celebration and tradition of Chinese New Year and aspects of Chinese culture. The children became involved in the following activities: making dumplings, creating a dragon for the dragon dance, creating dragon puppets, making fans, moving to music and playing instruments, making lanterns, listening to stories and songs about welcoming the New Year, Chinese writing using paint and crayon and language learning in Mandarin.

The colour red flourished throughout the kindergarten including fairy lights depicting fireworks lighting up the night. A Chinese Restaurant was set up with a menu written in Mandarin. The children attempted to use the chopsticks to pick up the food and noodles. The children listened to stories and songs about welcoming the New Year. In one song the children learned that when we see the first new moon it is time to celebrate with family and friends.

Movie Night

The Governing Council help coordinate a movie night for the preschool families. 'The Lorax' was selected for the evening because it had a strong environmental message. In preparation for the movie night the preschool program provided children with opportunities to engage with the story of Lorax. The story book was shared and numerous discussions took place about protecting the environment and the importance of trees. The children were able to recall and recount parts of the story and were able to create their own message about protecting the trees. A group of children painted pictures of the Lorax and their messages were transcribed onto their paintings. The children used clay to sculpture trees and role-played the story about the Lorax. The children looked forward to the movie night. They arrived to preschool wearing their pyjamas and carrying their sleeping bags. The parents provided platters of food for supper. It was an eventful evening and enjoyed by all.

QUALITY IMPROVEMENT PLAN

QUALITY AREA 1 – EDUCATIONAL PROGRAM AND PRACTICE

Standard: 1.1 Element: 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators

To continue to ensure that the Early Years Learning Framework (EYLF) outcomes are evident in the preschool's planning cycle, children's individual learning plans and reflections, observational notes, learning stories, photographic evidence and the Statement of Learning.

Goal: Review of current programming and planning, data collection and reporting processes

Outcomes Achieved

- Teaching Staff release time to evaluate the term's program and plan for the following term.
- Data sets – ILPS, term reflections, numeracy and literacy outcomes – using MLATS and the numeracy and literacy indicators, Statement of Learning
- The ILP and Term reflection demonstrate EYLF outcomes
- Parent Feedback is reflected in their child's learning folder.
- All children had a completed individual learning plan, terms 1, 2 and 3 reflections including learning goals.
- Teaching Staff have completed their Performance Management plan with opportunities for discussion and feedback.
- The preschool's cycle of planning and data collection was reviewed this term during staff meetings, teacher planning meeting, and performance review processes.
- Teacher Planning Meeting and Performance Review
- ECW Performance Review – roles and responsibilities in relation to children's learning
- Whole Staff team including ECWS
- Trialled the use of iPads to collect data
- Gill and Laura attended the DECD numeracy and literacy indicators. We explored planning for literacy and numeracy learning, collecting data and reporting against the literacy and numeracy indicators.
- The staff team trialled a template developed at preschool for data collection about children's literacy and numeracy understandings.

QUALITY AREA 1 – EDUCATIONAL PROGRAM AND PRACTICE CONTINUE:

Standard: 1.1 Element: 1.1.4 The documentation about each child's program and progress is available to families.

Implement strategies whereby parent/caregivers are given the opportunity to examine children's learning with educators. Report to parents about children's learning progress and explore ways to increase communication and parent participation in the program.

Goal: Increase parent involvement

Outcomes Achieved

Parent Participation Survey was conducted

Response to how they would like to see themselves involved at preschool

- Arts and Crafts
 - Weekly laundry
 - Participating in events and gatherings
 - Talking to the children about Dental Health
 - Help out on Wednesdays – assessments small group learning (R-7 teacher)
 - Gardening
 - Cutting up fruit on Friday
 - Taking home materials to cut up for collage
 - Excursions (clearance)
 - Governing Council
- Parent Participation program was utilised by an active Governing Council and a small group of parent volunteers.
- High level of parental involvement at preschool events
- Communication about the preschool and programs were reflected in the newsletters, term reviews and director's reports.
- The data collated from the Parent Opinion Survey indicated that 71% of the parent community felt that the preschool provided opportunities for parents to be involved and for parents to have a say in matters about the preschool. 65% of parents strongly felt that they were kept well informed about the preschool activities with 71% strongly agreeing to receive helpful information about their child's progress and achievement.

QUALITY AREA 1 – EDUCATIONAL PROGRAM AND PRACTICE

Standard: 1.1 Element: 1.1.5 Every child is actively and consistently supported to engage in the program.

1. To continue to ensure that our vision for learning and philosophy is reflected in our cycle of planning.
2. Working with the Western Adelaide Shores Partnership engaging in an Action Research Project 'What constitutes powerful and engaged learners?'

First Goal

1. Review Vision Statement and Philosophy.

Outcomes Achieved

A parent survey was conducted to provide their input about they believe is important to them and their child so that the preschool can continue to grow and embrace the core values and vision that we all uphold for our preschool and for us aa adults and parents, and most importantly for our learners. The parents were asked to select 6 core values.

Results from Parent Survey – Core Values

- Respect
- Enjoyment
- Sense of Belonging
- Self-Worth
- Creativity
- Confident Communicators

Empathy and Honesty were also rated the same as creativity and confident communicators. Other responses included caring, learning, trust, community, responsibility and active learners.

The information collected from the parent survey were collated and analysed at a whole staff closure day. The day provided opportunity for the staff team to reflect their core values, beliefs and education practice. The time was also to think about what we all want for the children and the families at our service and what that would look like. We also reflected on the Involvement Data that was collected from our Early Years Powerful Learning Inquiry Project. We revisited the outcomes from the inquiry project along with the results from a parent survey about what words parents believed that best described powerful and engaged learning.

We first began making a list of words that highlighted our current philosophy statement.

We recorded the following:

- Child's voice
- Sense of belonging
- Well being
- Feeling valued and respected
- Children's' interests/ideas
- Play
- Life-long skills
- Independent learning
- Partners and co learners
- Positive relationships
- Links with families
- Reflective practice

Secondly we used all the data to help shape our thinking on the following, along with our beliefs about children, families, community and learning.

What we believe for children

What we believe about curriculum

What we believe for families and the community

What we believe for educators

Our beliefs for children

- Wellbeing
- Optimism
- Engagement
- Resilience
- Positive Dispositions – creativity, collaboration, confidence, critical thinking, inquiring mind, curiosity, imaginative, inquisitive, persistence
- Confidence
- Motivated
- Listening
- Resource own Learning
- Socially Responsible
- Respect for Environment

- Sense of Belonging
- Life-long Skills
- Respect
- Enjoyment
- Creative
- Confident Communicators
- Honest
- Empathic
- Responsible
- Active Learners
- Trustworthy
- Self- Worth

Our beliefs for families and community

- Families
- Strong sense of connection
- Secure respectful/reciprocal relationships
- Partnerships
- Community
- 'As educators we value the importance of establishing respectful, caring relationships with children and families'.

- 'We believe that the family and parents are the first influence in the development of children's dispositions for life-long learning. We respect and value the input of our family community in developing our core values within our philosophy statement. Supporting positive relationships in working together in collaboration in a partnership to achieve common goals and understandings.....'

Curriculum

- Child Centred Environment
- Real life experiences
- Children develop a range of skills
- Connecting with people, place, technologies and materials
- Developing dispositions for learning
- Play
- Developing interdependence, sense of agency and autonomy
- Developing care, empathy and respectful relationships
- Transferring and adapting what they have learned from one context to another
- Children need time to experiment
- Social interactions
- Develop independent thinking
- Active and interactive learning environment
- Challenging
- Problem solving

For Educators

What was most important for us was *Reflective Practice*

The next step in this process was to gain further information from our families on the following:

1. What they want for their child
2. What they feel is important in their child's learning
3. What is unique about our community?
4. What is working well for them and their child?

A questionnaire was distributed to the parent community. The responses were collated. The additional information will be included to help us formulate our statement of philosophy.

Responses are recorded in the Appendix

The work will continue throughout 2016.

Second Goal

2. Working with the Western Adelaide Shores Partnership engaging in an Action Research Project 'What constitutes powerful and engaged learners?'

Please refer to the first part of this Annual Report

Section: Context

Title: Western Adelaide Partnerships

Pages: 4 and 5

QUALITY AREA 2 – CHILDREN'S HEALTH AND SAFETY

Standard: 2.1 Element: 2.1.1: Each child's health needs are supported.

To ensure that our procedures and practices regarding administering medication meet DECD guidelines and procedures, our goal was to review our current policy and procedures for administration of medication.

Goal

To review and update policy and procedures for administration of medication

Outcome Achieved

Administration of Medication Policy was reviewed and ratified by the Governing Council.

Standard: 2.3 Element: 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Goal

To review the authorisation processes regarding collecting children from preschool.

Outcome Achieved

Delivery of Child to and collection of Child from, Education and Care Services Premises Policy and procedures were reviewed and ratified by the Governing Council.

Standard: 2.3 Element: 2.3.3: Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

Goal

To review our emergency procedures

Outcome Achieved

Emergency Policy and procedures were reviewed and ratified by the Governing Council.

QUALITY AREA 3 – THE PHYSICAL ENVIRONMENT

Standard 3.3 Element 3.3.1: Sustainable practices are embedded in service operations.

Goals

Reduce our landfill waste products by reusing more materials on site.

Promote sustainability practices with families i.e. nude lunchboxes and collecting unwanted items for craft work.

As part of our preschool curriculum our goal was to support the development of children's understanding of sustainability practices to protect our environment.

Outcome Achieved

The lunch time program has been a great platform to discuss and share knowledge about sustainable practice. The children were beginning to demonstrate an awareness of recycling practices by identifying which bins were used to collect recyclables and which bin was used for landfill.

There was a growing concern from staff about the number of wrappers and packaged food seen in children's lunchboxes. A preschool program provided opportunities for children to learn more about where their rubbish went and the impact that it had on our environment. Many children were concerned about the growing landfill and decided that they would keep their wrappers in their lunch box and only the green bin was to be used during snack and lunch. What was also observed was that families were beginning to respond to their children's concern. Sharing children's concerns in our newsletters has helped reduce the amount of packaging in children's lunchboxes.

QUALITY AREA 4 STAFFING ARRANGEMENTS

Standard: 4.1 Element: 4.1.1: Educator-to-child ratios and qualification requirements are maintained at all times.

Goal

To work with the staff team outlining the legal responsibilities of a Certified Supervisor

Outcome Achieved

Clear guidelines in the induction manual for all educators including relief staff was developed to cover the role of a Certified Supervisor and the responsibilities that this role carries when the Nominated Supervisor is off site. All educators holding a Certified Supervisor certificate have received induction about their role as a 'Responsible Person'.

QUALITY AREA 5 – RELATIONSHIPS WITH CHILDREN

Standard: 5.1 Element: 5.1.2: Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

Goal

Time management to complete jobs whilst spending quality time with children

As a team we considered how to involve children in routine jobs. We reviewed our job responsibilities and priorities.

Outcomes Achieved

- All staff members were clear about their roles and responsibilities
- The daily timetable was reviewed and updated. The daily timetable included time to participate in the daily routine jobs.
- Children engaged in helpful routine practices for setting up and packing away.
- Children received meaningful interactions from all educators throughout the day

QUALITY AREA 6 - COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Standard: 6.2 Element: 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

Goal

To increase parent participation in their child's learning.

To promote greater awareness of parent participation a survey about parental involvement was distributed. We used our newsletters to cover the importance of parent participation. We relied on the support of our Governing Council to help promote parental involvement at preschool.

Outcomes Achieved

- Greater involvement in the organisation and participation of events
- Greater involvement in children's programmed activities
- Greater support for their child's individual learning plan by responding and working with their child at home to the child fulfil their goal and to share it at preschool
- Many more parents stayed and played with their child at preschool.

QUALITY AREA 7 – LEADERSHIP AND SERVICE MANAGEMENT

Standard: 7.1 Element: 7.1.2: the induction of educators, co-ordinators and staff members is comprehensive.

Goal

To review our induction information and procedure

Outcomes Achieved

Induction information was updated for new staff and relief staff.

All new staff and relief staff received an induction pack and received an induction from a staff member.

Standard: 7.2 Element: 7.2.2: the performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

Goal

To find suitable ways to manage the performance process of all staff members in a timely, effective and reflective manner

To work with the staff team to develop a formalised process and timeline for performance planning and performance review for each staff member.

Outcomes Achieved

- Each staff member felt confident and comfortable about discussing performance development with the preschool leader
- Each staff member had the opportunity to share their
 - achievements
 - training needs
 - issues
 - progress
- Each staff member received regular verbal feedback from their preschool leader

INTERVENTION AND SUPPORT PROGRAMS

This year a small number of children were accessing preschool support services for speech and language, psychology and behaviour. There were a number of children that also required intervention and support from the preschool bilingual support worker.

5 children with additional needs accessed preschool support

3 NESB children

3 children with additional needs attended early entry sessions in Terms 3 and 4.

2 Aboriginal children

2 children from NESB attended early entry sessions

The staff team shared observations and reviewed children's individual needs at planning meetings and devised further experiences for the targeted children.

Other support programs imbedded in the preschool program included 'You Can Do It' Program Achieve and 'Keeping Safe': Child Protection Curriculum. Two staff members are trained in the implementation of

the 'You Can Do It' program. All staff members have up to date training in the Child Protection Curriculum.

'You Can Do It'

The 'You Can Do It' resource was used to support our 'Keeping Safe': Child Protection Curriculum. The 5 Foundations of Confidence, Persistence, Organisation, Getting Along and Emotional Resilience were introduced throughout the curriculum. The children were very receptive to the puppets teaching them different skills to develop confident dispositions. This was reflected during their interactions and play experiences. Using the language and problem solving skills taught in this program, children demonstrated a sense of achievement about their successes and greater confidence in their social and emotional well being.

Outcomes achieved from the You Can Do It Program

U – usually R – regularly C – consistently

Organisation	U	R	C	Confidence	U	R	C	Resilience	U	R	C
I can organise equipment for my task	1	18	30	I am willing to have a go	7	23	19	I can manage emotions successfully	11	19	19
I can care for and return materials and resources	4	22	22	I can initiate interactions with others	3	14	22	I can bounce back after a setback	7	22	20
I can take responsibility for my personal belongings	2	8	38	I can share my achievements with others	3	19	27				
I can safely negotiate play spaces and environments	3	12	34	Persistence							
Getting Along				I can try when challenged	9	21	30				
I can follow established routines	4	5	40	I can play independently	1	11	37				
I can cooperate in group activities	3	7	39	I can seek help until I get it when needed	8	17	24				
I can make safe and responsible choices	3	15	31	I can concentrate on tasks	2	20	27				
I can share and take turns	3	21	25								

STUDENT DATA

ENROLMENTS AND ATTENDANCE

Figure 1: Enrolments by Term

Total Enrolments 2013-2015

Table 1: Enrolments by Term

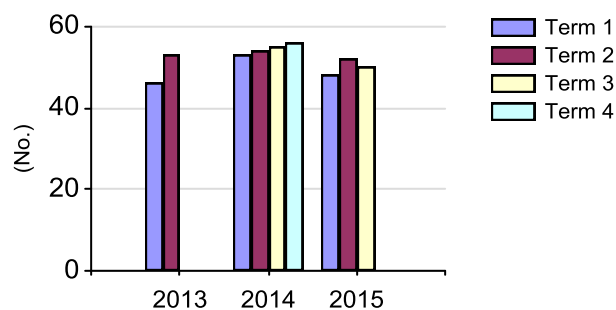


Table 1: Enrolments by Term

Enrolment by Term				
2013	46	53		
2014	53	54	55	56
2015	48	52	50	

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Figure 2: Attendance by Term

Attendance Percentages 2013 - 2015

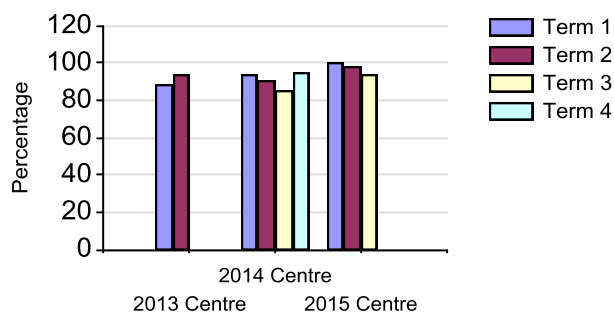


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	89.1	94.3		
2014 Centre	94.3	90.7	85.5	94.6
2015 Centre	100.0	98.1	94.0	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

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

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0177 - Henley Beach Primary School	Govt.	3.4	3.6	8.2
0231 - Lockleys Primary School	Govt.		3.6	6.1
0911 - Lockleys North Primary School	Govt.	17.0	12.7	8.2
0934 - Fulham Gardens Primary School	Govt.	1.7	1.8	2.0
0996 - Kidman Park Primary School	Govt.	1.7	1.8	2.0
1004 - West Beach Primary School	Govt.			2.0
1166 - Fulham North Primary School	Govt.	8.5	7.3	10.2
6015 - St Michael's College Jnr School	Non-Govt.	1.7	1.8	4.1
8026 - Immanuel Primary School	Non-Govt.	1.7	1.8	
8311 - St Aloysius College	Non-Govt.	1.7		
8370 - Star of the Sea School	Non-Govt.			2.0
8373 - St Michael's College	Non-Govt.	1.7		
9007 - St Peter's Woodlands Grammar School	Non-Govt.	3.4		
9033 - Nazareth Catholic College	Non-Govt.	1.7		
9040 - St Francis School	Non-Govt.	54.2	63.6	55.1
9063 - St John the Baptist Catholic School	Non-Govt.	1.7	1.8	
Total		100.1	99.8	99.9

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

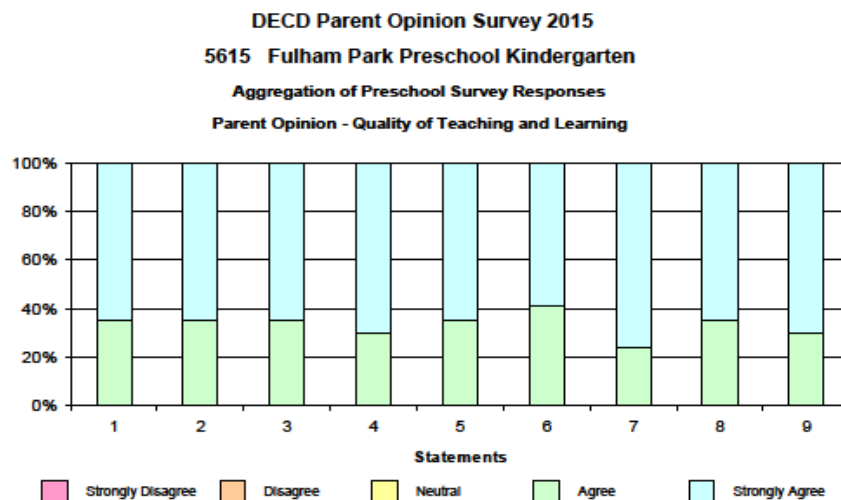
Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

The school data revealed that upon leaving Fulham Park Preschool Kindergarten, 55% of the children went to St Francis School. Many of these children who have gone onto St Francis School were already enrolled and accepted before starting preschool. Fulham Park Preschool Kindergarten has always been a strong choice for families who have selected St Francis School for their child due to close proximity between the preschool and school. Many of the siblings have also attended the preschool.

CLIENT OPINION

QUALITY TEACHING AND LEARNING

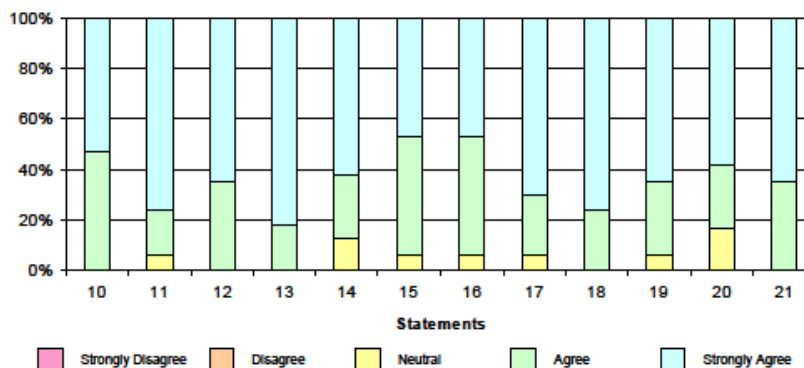


No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	35%	65%	17
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	35%	65%	17
3	This preschool has the expectation that children will learn.	0%	0%	0%	35%	65%	17
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	29%	71%	17
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	35%	65%	17
6	My child's teachers clearly inform me about the learning program.	0%	0%	0%	41%	59%	17
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	24%	76%	17
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	35%	65%	17
9	The preschool has an excellent learning environment.	0%	0%	0%	29%	71%	17

According to the results from the Parent Opinion Survey for 'Quality Teaching and Learning Outcomes', the preschool is providing quality teaching from enthusiastic teachers who make learning interesting and enjoyable. The parents are kept informed about the learning program and the teachers are supporting their child's learning.

SUPPORT OF LEARNING

DECD Parent Opinion Survey 2015
5615 Fulham Park Preschool Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Support of Learning

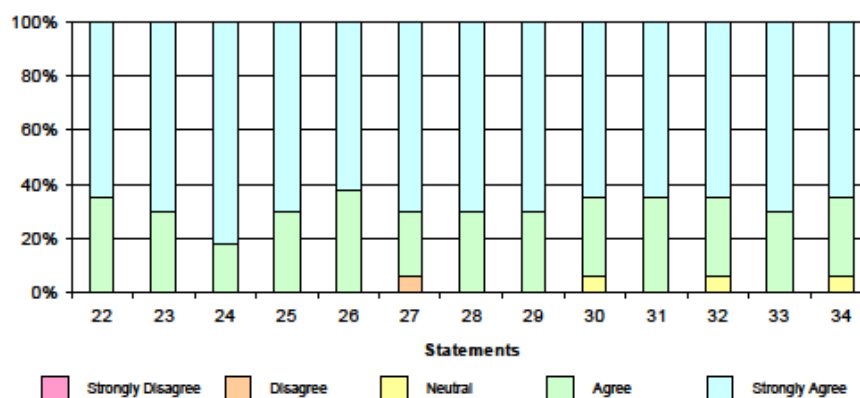


No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
10	My child is motivated to learn at this preschool.	0%	0%	0%	47%	53%	17
11	My child's teachers provide help and support when it is needed.	0%	0%	6%	18%	76%	17
12	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	35%	65%	17
13	My child is happy at this preschool this year.	0%	0%	0%	18%	82%	17
14	My child would receive support for any special needs he/she had.	0%	0%	13%	25%	63%	16
15	The preschool changes its programs and activities to improve student achievement.	0%	0%	6%	47%	47%	17
16	Children know how they are expected to behave at preschool.	0%	0%	6%	47%	47%	17
17	Teachers at this preschool treat my child fairly.	0%	0%	6%	24%	71%	17
18	This preschool provides a safe and secure environment.	0%	0%	0%	24%	76%	17
19	Children have enough materials and resources for their learning.	0%	0%	6%	29%	65%	17
20	This preschool has information available about other support agencies within the community.	0%	0%	17%	25%	58%	12
21	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	35%	65%	17

According to the results from the Parent Opinion Survey for 'Support of Learning', the preschool is providing a safe and secure environment with quality materials and resources for learning. Children are motivated, happy and proud of their achievements. The results have also indicated that the preschool encourages children to have a sense of pride and are happy.

RELATIONSHIPS AND COMMUNICATION

DECD Parent Opinion Survey 2015
5615 Fulham Park Preschool Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Relationships and Communication

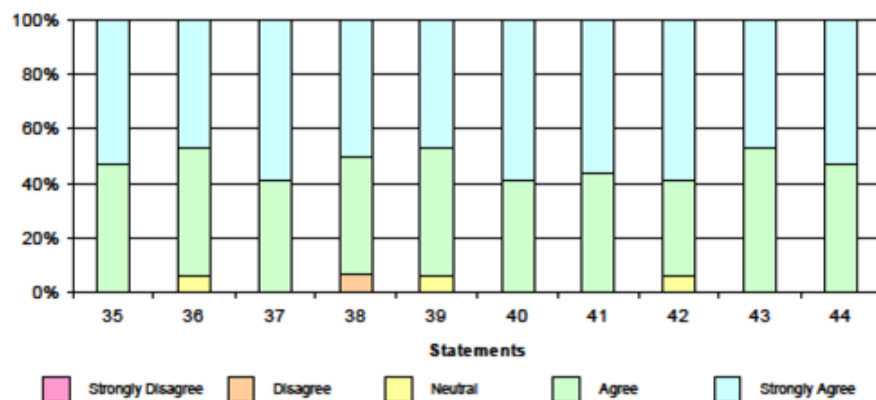


No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
22	I feel welcome at this preschool.	0%	0%	0%	35%	65%	17
23	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	29%	71%	17
24	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	18%	82%	17
25	I am given opportunities to have a say in matters about this preschool.	0%	0%	0%	29%	71%	17
26	There is a broad variety of communications that inform me about this preschool.	0%	0%	0%	38%	63%	16
27	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	6%	0%	24%	71%	17
28	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	29%	71%	17
29	I receive helpful information about my child's progress and achievement.	0%	0%	0%	29%	71%	17
30	This preschool provides opportunities to discuss my child's progress.	0%	0%	6%	29%	65%	17
31	I am well informed about preschool activities.	0%	0%	0%	35%	65%	17
32	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	6%	29%	65%	17
33	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	29%	71%	17
34	Teachers let me know how well my child is doing.	0%	0%	6%	29%	65%	17

The results indicated that parents are feeling welcome and comfortable about approaching the staff team to talk about their child's progress and any concerns parents may have they believe that the preschool will respond appropriately.

LEADERSHIP AND DECISION MAKING

DECD Parent Opinion Survey 2015
5615 Fulham Park Preschool Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Leadership and Decision Making



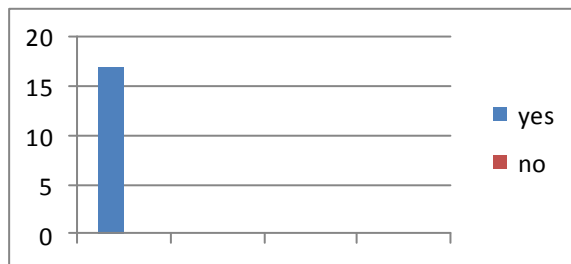
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
35	This preschool is well organised this year.	0%	0%	0%	47%	53%	17
36	I have confidence in how the preschool is managed.	0%	0%	6%	47%	47%	17
37	I believe there is effective educational leadership within the preschool.	0%	0%	0%	41%	59%	17
38	The preschool seeks parents' opinions about educational programs.	0%	6%	0%	44%	50%	16
39	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	6%	47%	47%	17
40	The preschool is always looking for ways to improve what it does.	0%	0%	0%	41%	59%	17
41	Parents are invited to participate in decisions about their child's education.	0%	0%	0%	44%	56%	16
42	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	6%	35%	59%	17
43	The preschool includes parents and community in decision making.	0%	0%	0%	53%	47%	17
44	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	47%	53%	17

According to the results from the Parent Opinion Survey for 'Leadership and Decision Making' indicate a general satisfaction with the leadership and direction.

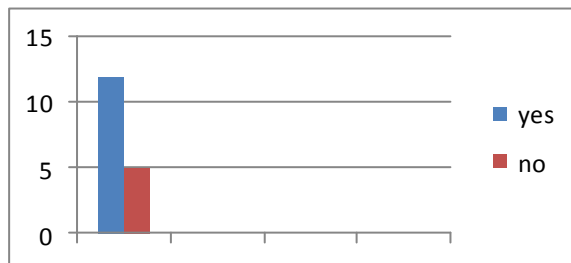
A parent satisfaction survey was distributed at the end of the term to gauge parents' level of satisfaction about the preschool and the program. There were 3 parts to the survey. The first part was about parents' awareness of the child's individual learning plan and their learning folder. The second part was about communication and program satisfaction. The third part gave parents opportunities to address any areas they felt that needed improving, parent training opportunities and any other additional information including their level of satisfaction about their child's involvement and support at preschool. 49 surveys were distributed. We received 17 replies.

The Results

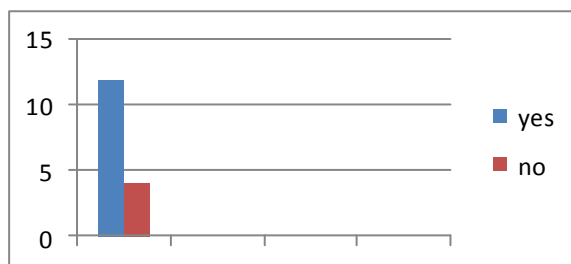
- Are you aware of the activities provided within the preschool program?



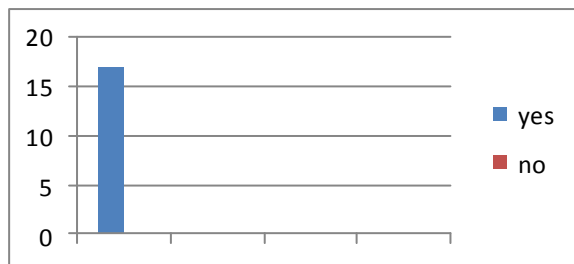
- Are you aware of the location of the preschool program?



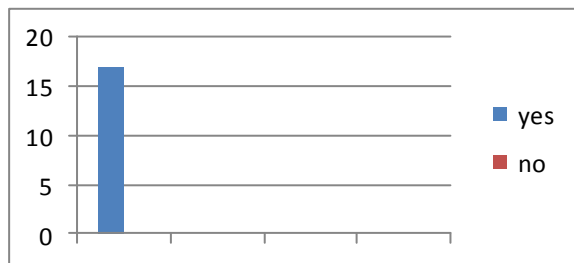
- Are you aware that your child has an ILP?



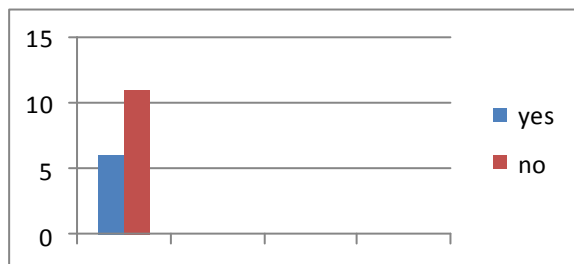
- Are you aware of your child's learning folder?



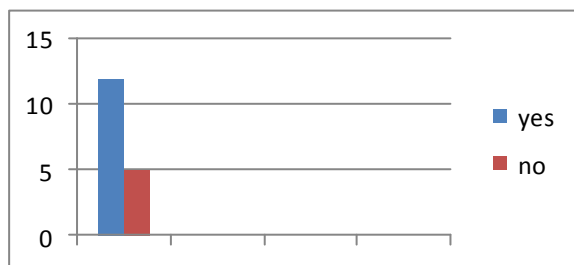
- Have you viewed the learning folder?



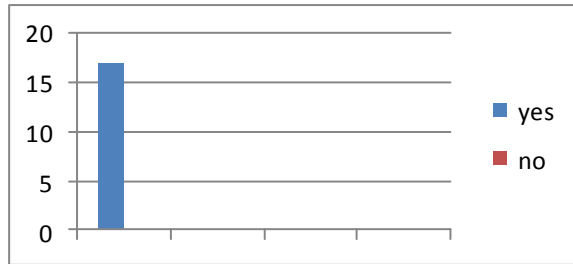
- Have you provided feedback in your child's learning folder?



- Are you aware that you can contact your child's teacher anytime for an appointment to have a conversation about your child's learning and progress at preschool?



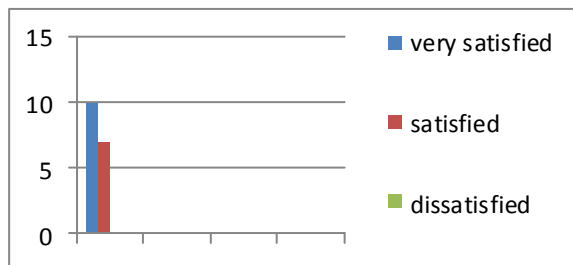
- Do you read the newsletters and notices?



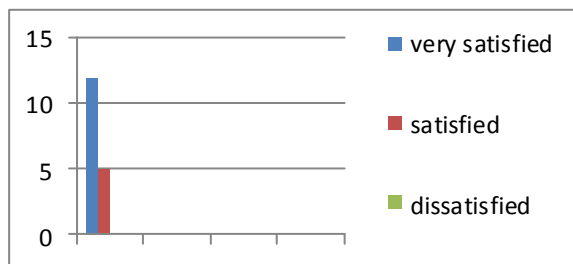
- Level of satisfaction with our program so far this year?



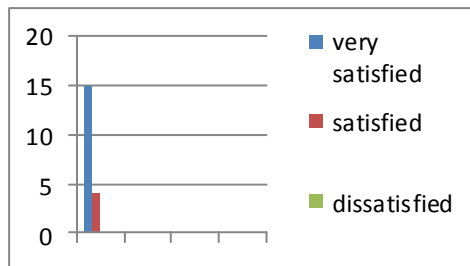
- Level of satisfaction with the communication between preschool and home?



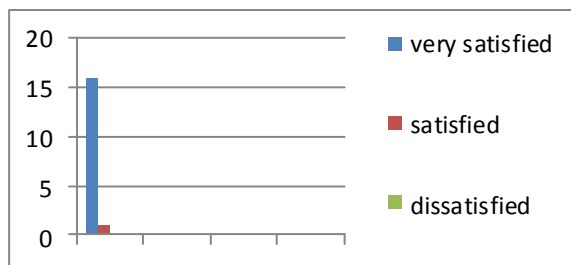
- Level of satisfaction with our newsletters?



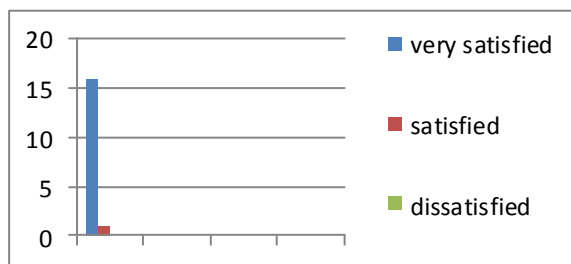
- I feel that my child's needs are met in the preschool program?



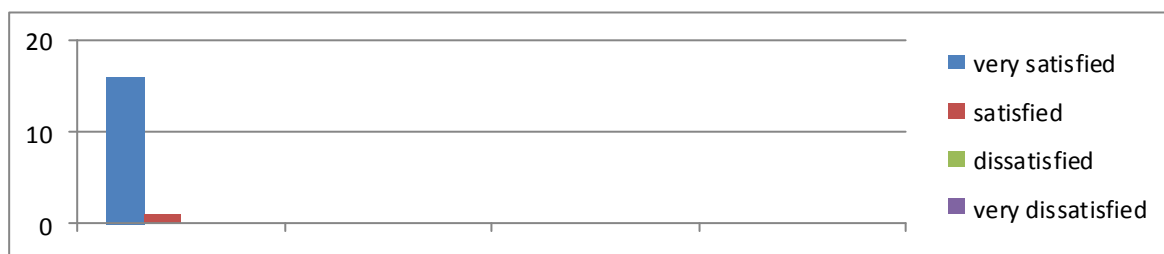
- I feel that my child's experience in the preschool benefits him/her.



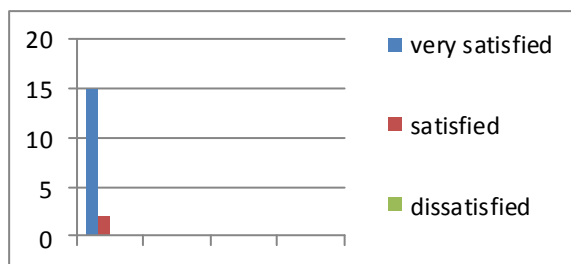
- My child feels welcome at preschool.



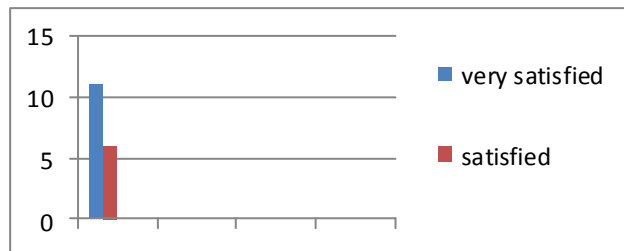
- I feel my child is safe in the preschool program.



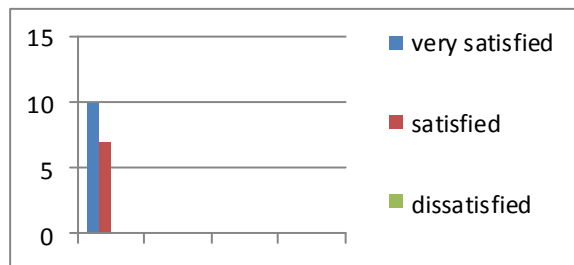
- I feel my child's experience in the preschool program is positive.



- I feel the preschool program increases my child's learning and development.



- I am satisfied with overall quality of the preschool program.



Areas needing improvement

Email communication would assist parents who don't drop off/pick up kids at each session

Parent training needs

Healthy meals – how to get kids to eat them

Literacy for preschool aged kids

Motivating learning/reading

This survey gave staff some valuable insights into how the preschool program is being delivered and staff and parent level of communication.

The results indicated that parents were very satisfied and these results will be used to support the preschool self-review process for future planning.

ACCOUNTABILITY

Fulham Park Preschool Kindergarten is committed to meeting the requirements of the DECD Screening and Suitability – Child Safety Policy.

At Fulham Park Preschool Kindergarten we ensure the following:

Before any person engages with the preschool, including Governing Council members and volunteers, everyone must present a current DECD approved Certificate of Clearance or must complete a Child Related Employment Screening Application Form before they can volunteer or work at the preschool.

Permanent staff clearance is updated on the 'Maintaining Certificates and Training Records Online' and temporary staff members are required to present a copy of their clearance certificate.

All records relating to child safety including copies of clearance certificates are maintained on site.

All staff members have a documented performance management process.

Information relating to inappropriate conduct towards young children is attended to immediately and documented.

At the time of induction, staff members are informed of the protocols relating to conduct within the preschool and the processes involved regarding inappropriate activities and conduct.

SAFE Screening Audit was conducted in 2015. The Report indicated that site records were generally well maintained. There were a minimal number of actions that required attention. All actions were addressed and reported back to the SAFE Screening Audit team.

APPENDIX

Quality Area 1 – Educational Program and Practice

Goal: To review our Vision Statement and Philosophy

Responses from a Parent Questionnaire

What do you want for your child?

- A love of learning and reading
- To feel safe and unconditionally loved
- To be respected, value and cherished
- To grow in confidence
- Enjoy learning
- Making friends
- To be happy
- Confident
- To feel a sense of belonging
- To be encourage with learning
- To be well prepared for primary school
- To be supported and encouraged to learn
- To develop new skills
- To develop resilience
- To develop a love for learning

What do you feel is important in your child's learning?

- Motivation
- Confidence
- To follow through
- Focus
- Not to give up
- Try to do your best
- Feeling comfortable in the learning setting
- To feel happy and enjoy learning
- To be encouraged and guided
- To feel comfortable and safe
- Success
- Challenged
- Social skills
- Friendships
- New experiences
- Applying new knowledge and skills into everyday life
- Communication
- To feel a sense of belonging
- Experiencing a wide variety of different activities
- A safe and healthy environment
- To begin recognising letters, sounds and numbers
- Skills to work in a team
- Collaboration

What is unique about our community?

- The Fulham Park Kindy community nurtures the children
- The uniqueness of the kindy is that the teachers go above and beyond in the care of the children
- The caring nature of the teachers
- The loving, caring and encouraging teachers all with different qualities to engage help and guide the children
- Great family orientated activities
- Lots of parent involvement
- An inclusive environment
- Small group of children
- Dedicated caring educators
- A beautiful, colourful space
- Lovely outdoor play area
- The uniqueness lies in the small close community where the educators get to know all the children very well
- Good amount of parental involvement
- Great work being done

What is working well for you and your child?

- Verbal communication has greatly improved
- That it is a small kindy with set days/groups
- The love, care and sense of belonging for the children and their families
- The conversations coming from my child's learning at kindy are fantastic
- I love the fact that my child is so excited every day to go to kindy
- My child loves coming to preschool
- It is an enjoyable and engaging environment
- Making good friends
- The small close community is working well for us
- My child has developed a close friendship group
- My child has a great sense of belonging
- My child's learning is also taking off