1. CONTEXT

Preschool Name: Warradale kindergarten
Preschool Number: 3698
Preschool Director: Janine Ryan
Partnership: Holdfast

PART ONE: SITE DATA OVERVIEW
Address Corner Cairns Ave & Wyndham St, Warradale SA 5046
Postal Address Corner Cairns Ave & Wyndham St, Warradale SA 5046
Phone (08) 8296 1035
Fax (08) 8358 1815 Email Janine.Ryan820@schools.sa.edu.au
Type Preschool
Category Ranking 2
Local Government Area Marion (C)
Latitude S 35.016098
Longitude E 138.53737
Distance From GPO Km 11

PART TWO: CONTEXT

Learner Description
Warradale Kindergarten provides Kindergarten sessions for 4 – 5 year old children in the year prior to their beginning School. We are a full time centre and offer 9 sessions a week Monday to Friday. Children are able to attend up to 15 hours a week during school terms. Options available to families include mornings, afternoons or 2 full days and a half day. Demand for full day options was high so availability of these sessions was increased during the year.

Some children have accessed additional support from DECS Special Services staff during their eligible year of Kindergarten – including Speech Pathologists, Psychologists, Preschool Support and Bilingual Support teachers. Unfortunately due to large numbers at the site we have been unable to offer early entry and pre entry during the year. However we have been able to offer parents the option to visit kindy with their child. This has helped children to settle into kindergarten smoothly and also have given us the opportunity to build stronger relationships with families at the start of their child’s kindergarten experience. We received lots of positive feedback from those that were able to attend these sessions. (please refer to parent opinion surveys later in report)

Local Community Description
Warradale Kindergarten is located in the Marion Council area near a large regional shopping and business centre. It is operated by the Department of Education and Child Development (DECD) and is part of the DECD Southern Metro District. It is also a member of the local DECD Holdfast Partnership group of kindergartens and schools. This is an active group which meets at least 8 times a year.

Warradale kindergarten is situated in a suburban street surrounded by family homes and next to a community tennis club and a small park.

Although many of our children live locally, the centre also provides a service to families living outside the local area because their parents access the local Childcare Centres (often they work at Marion Shopping Centre). During 2014 the enrolment policy was implemented due to large numbers of children accessing the service. We cater for families from a diverse range of socio-economic situations. We have high proportions of working parents. This has increased this year due to offering full day options.
A majority of families in our community are of Anglo-Australian background however we have had an increase in children from various cultural backgrounds such as Chinese and Arabic. The numbers of ESL students has had a slight increase during the year with 15 students attending during this time, many of these students accessed Bilingual support. We were able to access 3 hours a week to support students during term 1, 2, 3 and 4. Judy Lin was a consistent Bilingual worker within the centre. Within our educational team we have staff that can speak Arabic, German and Mandarin.

**Staff**

Our Staff are committed to providing an inclusive Kindergarten that is welcoming, educative and caring - a high quality early childhood service offered to all participating families.

Warradale Kindergarten is a full time Centre with the equivalent with 3 fulltime staff. **Throughout 2014** Warradale Kindergarten was staffed by a full time (1.0) Director (Janine Ryan), 2 part time Teachers (0.6) Teacher (Lena Kowanka) and Pauline O’Brien. Early Childhood Worker 1.0 (Akhlas Alazawi) Felicity Sharp ECW also worked 0.7 to assist with children’s learning support work and lunch care. Judy Lin also supported children with special needs as well as ESL support.

We appreciate the help of regular volunteer Stuart Robb for 3 sessions a week (particularly for his assistance with the children’s Book and Puzzle library); Stuart also attends family events and excursions. Several parents have also volunteered time to the kindy during the year which has contributed to a great sense of community. This has included cutting fruit, planting plants, maintenance, helping at family events, watering the garden and other little projects. **BELOW - photo of 2014 staff team.**

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**2. REPORT FROM GOVERNING COUNCIL**

**Warradale kindergarten Annual General Meeting Director's report and Chairpersons**  
**report -2014 18/2/2015**

**Site Information**

Stand alone pre - school DECD preschool  
Full time preschool – Monday to Friday  
Building is located on council land. DECD responsible for upgrade and maintenance of the building.  
Category ranking - 2  
Holdfast partnership
Context and Achievements.

We provide preschool sessions for children 4-5 years old prior to them beginning school. Each 4 year old is able to attend up to 5 sessions a week. (sessions are 3 hours long) These are offered Monday to Thursday for a morning or afternoon session as well as Friday morning. Lunch care service is run from Monday to Thursday. Staff participate in non-contact on Friday afternoons. Average enrolment for the year was 74 ranged between 72 to 76. In 2014 we had 2 ATSI students and no GOMS students. In 2014 we have needed to implement enrolment policy due to being at capacity. We had 3 full time staff with additional funding of a day for administration for the Director and some money to support large numbers of children in the morning and to release staff to have lunch break. This cost is partially covered by lunch care fees and rest from universal access funding.

In 2014 we continued to plan for National standards, developed several policies and attended several training sessions such as continuity of learning day. We developed an inquiry based project based on Respect Reflect Relate looking at relationships between staff and students. We reviewed our programme to link it to assessment. Another success for the year was our community involvement project which has included many people coming to the kindy to work with the children. Examples include the council to make a worm farm and talk about recycling, Premiers be active challenge to help children develop physical skills, Marion Library to read stories, parents to cook and show us traditional costumes, parents reading stories and teaching us songs in their home language, animals visits, theatre excursion, fireman visit, police visit, entertainers such as Trent Hill. We also had many family events including twilight kindy, mini Olympics, art show, kindy concert, teddy bear picnic and children’s concert. All of these events were very successful and well attended by families. This year we replaced the lawn areas, installed some natural sculptures as well as replacing bark chips. We also purchased $6000 dollars in children's resources. Office equipment such as filing cabinets was also purchased.

This year was the first year that sites were involved in partnership model which has replaces the district model. 2014 was seen mainly as a getting to know you and planning year. A partnership plan was developed to plan for future years and will be presented to 2015 governing council soon.

Staffing for the year

Staffing levels – Fulltime Director, 2x 0.6 teacher Teachers. 1.0 ECW 0.6 additional ECW staffing to help with large numbers support and lunch care. (funded by site)
Staff team - Janine Ryan – Director (2nd year of 5 year tenure) (permanent DECD employee)
Lena Kowanko – Teacher, (permanent employee)
Akhlas Alazawi – ECW (permanent employee)
Teacher – Pauline O’Brien
Judy Lin – Bilingual worker and support work
Leoni Smith- Finance Officer / treasurer
Felicity Sharpe – ECW
Sturt Robb – volunteer (3 afternoons a week)

Staffing Additional Funding Information

During the year 2 hours a week was allocated for treasurer duties. Site in a healthy position and we were audited in term 3 with no recommendations required. Leadership and administration time was budgeted at 6 hours a week. This has made a great difference in enabling leadership duties and responsibilities to be more manageable. Janine used leadership funding for administration/ leadership duties, to attend meetings such as partnership and executive meetings.

Support workers hours have varied depending on children’s needs. Additional money allocated for special needs to support staff and children. NEPs were held for 3 children to assist them onto school. Several meeting were held with feeder schools to discuss children transition to school. Staff attended Sturt childcare for visits in term 4 to get to know children who were transitioning to kindy. Orientation meetings were held in term 4 2013 and each child was offered the opportunity to visit on 5 occasions with a family member.

In 2014 we hosted 4 OT students from Uni SA. 8 students were involved in this programme to assist them with developing physical skills and to manage sensory concerns. Due to several part time staff we have introduced a new communication system to ensure effective communication. Regular discussions have been occurring on about focus learning areas, QIP including planned goals. Planning for children’s learning occurs on a weekly basis. Data was collected on children’s learning in term 1 and then again in term 4 to track each child learning.
Interviews and development of an ILP for each student was also done in term 2. Summative reports were written for all students.

2014 we had 10 ESL students. We received 36 hours a term to assist these students in helping them to expand English.

Out of hours Care
Sturt Childcare has continued to run a daily service to and from Kindy each day. Children using this service attended morning sessions. Morning sessions were loaded to meet the need of students and 0.5 ECW position used during this session. To offer more flexibility blended sessions were offered to families who required it. 35% of students attend Sturt childcare centre as well as our service. This service has ceased in 2015 due to Sturt running their own universal access programme.

Curriculum
This year we have used the National Curriculum EYLF to plan. We have also been planning a large plan termly and additional programming on a weekly basis. Assessment has been using the 3 x B and information was collected on children’s first and last term at kindy. This has measured children’s distance travelled. Staff developed a new summative report which shows progress of learning during the year they attend kindy. Data collected demonstrates excellent growth in children’s learning. This data has been reviewed and areas of strength were identified and areas to focus on have also been identified.

Site strategic directions for the year include

1. Community involvement
2. Assessment
4. Sustainability
   Staff having been working hard at establishing a high quality programme which caters for the whole child and individual needs of students.

Two closure days were held during the year, 1 for reporting and another for training on continuity of learning day held at Hindmarsh.

Governing council Information
During the year we held 8 meetings as well as 2 detailed reports via email. Meetings were formal with and agenda and minutes taken. Twenty parents represented on the committee during the year. It has been a pleasure to work with each and every one of them and I would like to acknowledge their efforts and contributions. Parents have been very proactive and contributed a lot to decisions and conversations concerning governing council business. A special thank you to our executive positions Mireille Sharpe, Chairperson, Kate Angel Secretary and Leonie Smith Treasurer. Lena Kowanko was on the committee as staff representative and did a Stirling job. Business of the committee has included facilities, finance, planning for special events, decision making about transition sessions, fundraising, planning strategic directions, curriculum, policy development and planning for National standards.

AGM minutes from 2014 AGM.
Annual report to be finalised and presented at first meeting
All 2015 members need to do Police check and will attend responding to abuse training in May.

Thank you for making 2014 a successful year at Warradale kindy.
Regards Janine Ryan (Director) Mireille Sharpe (Chairperson)
3. HIGHLIGHTS 2014

There is a continuing commitment by families to be on Governing Council and to attend Family Nights. At each event we have had great attendance and community support. Each term we have had a family celebration or event. In 2014 we had family teddy bear picnic, art show, Mini Olympics, disco and family tea and children’s concert. During the year we have had lots of community involvement. This has included dressing up in traditional costumes, making Easter hats, clay workshops, dream story telling session, animal visits, gardening, fireman visit, excursion to patch theatre, Marion council on recycling and making a worm farm, yoga and dance, parents cooking multi-cultural foods, reading stories in other languages, Marion library, and Premiers active challenge. This year we have also been communicating with Marion council on the development of the nearby park which has now been completed and the Kindy is using as a learning space. Other highlights include a high quality program with strengths identified as literacy, dramatic play, music, physical development, identity and social skills development 2014 saw the establishment of “Partnership model” Warradale kindergarten is part of the Holdfast partnership and the Director is also on the executive committee as a preschool representative.

Below are some photos which demonstrate some of the highlights in 2014:

Below Community involvement—Bob our neighbour helping us to plant vegetables. We collect our food scraps and take them to Bob to feed his chickens. One of our environmental projects this year has been to grow and eat our own produce.
Below Curriculum – Is a photo of children enjoying stroking a lizard. (Baxter) This year we borrowed so many different animals from the Nature education centre which has brought such valuable learning and joy to the students and their families.

Below Relationships with families. – A parent and sibling enjoying the experience of holding a baby chicken that we hatched from an egg. A strength of the kindergarten based on parent survey data is relationships with families.

Curriculum - Below is a photos of the excursion to see a play called “The very Cranky bear”
Below Curriculum – Dramatic play saving the baby in the hospital corner. Literacy and social play is a real strength in our curriculum.

Below Curriculum – learning about Culture. We have a very diverse group of students and staff at Warradale kindergarten. Learning about culture and identity is essential.
Photo Curriculum – Trent Hill came to kindy and taught us about his culture. We heard dream stories, made animal footprints in the sand and looked at special artifacts.
Below Community event – We had many family events in 2014. Below is a photo of the obstacle a thon.

Curriculum - is well designed at Warradale kindergarten with staff planning for children’s needs and interests as well as using the EYLF. Below is a photo of numeracy in action. This year staff took observations and collected data on children’s literacy and numeracy skills.
Photo Curriculum and community – Children are given lots of opportunity to develop physical skills at kindergarten. This year a highlight was being involved in Premiers active challenge. 8 Students also participated in the OT student training program.

Photo Community – Participation in the first Holdfast partnership community event moon lantern festival.
Photo  Community event – Teddy bear picnic.

Community and curriculum – Art show
4. QUALITY IMPROVEMENT PLAN

Quality Improvement Plan is available on request but have included a brief report on outcomes for the annual report. In the Quality Improvement plan is a detailed account of many of Warradale kindergarten strengths are in each of the outcome areas. Overall Warradale kindergarten has high achievement in each of the below areas but we have identified the following as areas that we can further develop.

**National Quality Standards**

**AQ1. Educational Programme and Practice**
1. Increase student voice
2. Documentation of children learning is more available to families
3. Learning and development is accessed as part of an ongoing cycle.
   **Review** – Even though this is strength of the site we have been working hard to improve these identified areas. All areas were achieved e.g. lots of planning based on interests, ILP developed with families and more communication on children’s learning was made available to parents e.g. parent session on curriculum, interview, access to photos, displays, Warradale news and regular learning emails to families.

**AQ2 Children’s Health and Safety**
1. Limited opportunities for children to participate in rest and relaxation
   **Review** – The routine was altered to allow more outside time and learning areas set up for children to have opportunities for down time. Curriculum planning included such activities as yoga, relaxation and children were taught ways to calm down e.g. read a book, find a quiet space under a tree, go in hammock for example.

**AQ3 Physical environment**
1. Create more natural play spaces
2. Increased sustainable practices
   **Review** – More spaces in outdoor environment were created e.g. wooden sculpture, log friendship circle and new lawn areas. Play resources made from natural materials were also purchased. Environmental practices continued e.g. worm farm, reusing, recycling, compost and saving water.

**AQ4 Staffing arrangements**
1. ECW to complete certificate 3
   **Review** – Staff member completed certificate 3

**AQ5 Relationships with Children**
1. RRR project “Relationships with children”
2. Learning committees
   **Review** – Refer to RRR feedback above for results. Lots of opportunities were provided for students to participate in planning what they wanted to learn.

**AQ6 Collaborative partnerships with families and communities**
1. Improved enrolment and transition practices
2. Engaging with community more
   **Review** – We seeked feedback form 2013 parents and then adjusted our transition to suit needs of the community as well as to support Holdfast partnership project. New additions to what we already do include more parents curriculum sessions, family day in week 1 and more information to families via email. We also review child profile and made improvements in how we use the information gained.

**AQ7 Leadership and Service Management.**
1. Improved accountability in PDR process
   **Review** – All staff participated in PDRS during year but still feel this could still be improved more and will be included as a 2015 focus.

**Reflect Respect Relate** funding was used for staff to do observations based on participation and for staff to review findings based on relationships with children. We wanted to identify which students spent most time with teachers. We then identified which students were seeking teachers the least, what were they doing and what were they learning. What we found was that all students had a least one teacher who a teacher felt they had a strong relationship with. (This was a very pleasing finding) We found out through observation and discussions that those students who were identified in the project were independent, had friends, were in...
control of emotions, did not seek feedback from adults, were fairly resilient, had no special needs and were either average to high achievers. We also learnt that teachers spend more time with children who seek out teachers, children with additional learning or behavioral needs, children who need help with conflict resolution and high achievers. Staff also noted that they really made an effort to seek children out who they felt they did not know as much about. We allocated children’s focus teachers who had an interview with parents and wrote the child’s summative report as a result of this project.

5. INTERVENTION AND SUPPORT PROGRAMS

During 2014 5 children accessed support services. Services used included Speech pathology, Disability and Psychologists. We had 1 three year old ATSI enrolment as well as 1 four year old ATSI enrolment. No GOMS children attended the site in 2014. We had 9 students with non English speaking background. 3 students accessed the bilingual programme in 2014.

6. STUDENT DATA

6.1 Enrolments 6.2 Attendance

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<td>53</td>
<td>52</td>
<td>64</td>
<td>62</td>
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<td>59</td>
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<th>Attendance data – 2012 - 2014</th>
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<td>1</td>
</tr>
<tr>
<td>Region</td>
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<tr>
<td>DECS</td>
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<td>Warradale Kindergarten</td>
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<td>3</td>
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<td>NESB Enrolment</td>
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<td>5</td>
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<td>Total Enrolments</td>
<td>58</td>
<td>55</td>
<td>57</td>
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### 6.3 Destination – Feeder Schools

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<tr>
<th>Site</th>
<th>Total</th>
<th>% to Govt Schools</th>
<th>% to Non Govt Schools</th>
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<tbody>
<tr>
<td>3698 - Warradale Kindergarten</td>
<td>69 children</td>
<td>70.7%</td>
<td>49 children</td>
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<td></td>
<td></td>
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<td>29.3%</td>
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Biggest feeder schools were Brighton, Warradale, Glenelg Primary and Christ The King in 2014.

### 7. CLIENT OPINION

This year we conducted our own site parent survey. It was based on National standards and had questions related to Educational Program, Health and Safety, Physical environment, Staff, Relationships with children, Relationships with Families and the Community and Leadership and management. Each parent was offered the opportunity to participate in the survey and we received 20 surveys back which is approximately 33% of the population. Surveys were anonymous.

#### Quality Area 1 – Educational Program

<table>
<thead>
<tr>
<th>Don't know</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think my child receives high quality teaching at this preschool.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>My child learns a range of skills and knowledge at the preschool.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>I am satisfied with the learning programs and assessment offered at my child’s preschool e.g. emails, interview, exit report, photos newsletters, displays, portfolios.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>The preschool keeps me informed about the current educational program.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>11</td>
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<tr>
<td>The preschool assists the development of my child’s personal and social skills.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
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</table>

Any other comments about our educational program?

Warradale kindergarten staff offers a fantastic child directed learning program. Well done to you all.
I liked receiving the curriculum snapshots.
Lena and others are amazing. I love how they take a child’s interests and build fun learning activities around them.
Love the integrated program.
You need more funding
I have seen mostly playing and wish the parents could see more of the educational side of what children do.
I felt all programs offered were of a very high standard.
Quality Area 2 – Health and Safety

Healthy eating is promoted at the preschool.  
0 0 0 0 8 12
Physical activity is promoted at the preschool.  
0 0 0 0 6 14
Effective hygiene practices are promoted and implemented at the preschool.  
0 0 0 1 11 8
I feel confident my child is safe and protected at the preschool.  
0 0 0 0 5 15
Children are adequately supervised at all times.  
0 0 0 2 8 10

Any other comments about health and safety?
Physical Activity Promoted

Hygiene Practices
### Quality Area 3 – Physical Environment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Don’t know</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both the indoor and the outdoor learning environments at the preschool are safe but challenging.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>The preschool is well equipped and has a good range of resources.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>7</td>
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<tr>
<td>The outdoor and indoor environment supports the development of young children.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>The use of natural materials is promoted to ensure an aesthetic environment for children.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Children are supported to become environmentally responsible and to show respect for the environment.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td>5</td>
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</tbody>
</table>
Quality Area 4 – Staff

Staff at the preschool are professional and ethical. 0 0 0 0 6 14
Staff at the preschool are friendly and welcoming to children and families. 0 0 0 0 5 15
Staff are enthusiastic in their teaching. 0 0 0 0 5 15
Staff interact with children in a warm, responsive and caring manner. 0 0 0 0 3 18
Staff ensure that learning is interesting and enjoyable for children. 0 0 0 0 4 17

Any other comments about staff?
The staff are the best thing about Warradale kindergarten. A really fantastic asset. I hope we are as lucky at school with teachers. The Staff at Warradale have been wonderful and supportive.
All are welcoming and approachable
Excellent team. You Guys Rock
We choose this kindy based on the warm welcome and friendly knowledgeable vibe we got from staff when we first visited. They have been amazing and are an integral part of the great experience we have had.
Quality Area 5 – Relationships with Children

<table>
<thead>
<tr>
<th>Comment</th>
<th>Don't know</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is made to feel secure, confident and included at preschool.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>I feel confident that the preschool staff are aware of, and respond to, my child’s individual needs and interests.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>11</td>
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<tr>
<td>Children from all backgrounds and cultures are treated fairly at this preschool.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Children know how they are expected to behave at preschool.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>12</td>
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<tr>
<td>My child is happy at preschool.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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Any other comments about relationships with children?
Quality Area 6 – Relationships with Families and the Community

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<thead>
<tr>
<th>Statement</th>
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<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
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</thead>
<tbody>
<tr>
<td>I feel welcome at this preschool.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>I am given the opportunity to be involved in the preschool’s educational activities.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>The staff always listen to what I have to say about my child’s development and needs.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>I feel confident that I can discuss my child’s progress with staff at any time.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>I am encouraged to be involved in the preschool in all kinds of ways.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

Any other comments about relationships with families and the community?
I appreciate how welcome younger siblings are at kindy and the staff are friendly and interested in all members of the family. The regular emails were a great way to share information with parents.
Excellent communication which is personalized.
The staff are very engaging with us on site and are always happy to talk to about our daughter.
Quality Area 7 – Leadership and Management

<table>
<thead>
<tr>
<th>Question</th>
<th>Don’t know</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have confidence in how the preschool is managed.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>I believe there is effective educational leadership within the preschool.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Preschool events are well organised.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>The preschool is always looking for ways to improve what it does.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Parents have the opportunity to be involved in the development of preschool plans through the Governing Council.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>

Any other comments about leadership and management?
Thank you for your commitment. We couldn’t have asked for a better beginning to his schooling.
We have been very happy with Warradale and will be back with the next child.
Data review parent survey.
Data suggests that we have a high level of satisfaction in our services in all areas with health and safety, staff, relationships with children, relationships with family and the community and leadership rating high with a majority of replies rating as strongly agree. There were no strongly disagree or disagree in any category.

Parent comments from surveys, Cards, reports etc

- C has really enjoyed Kindy. I have enjoyed seeing him expand his identity and personality. Thank you for a wonderful year.
- A has really enjoyed kindy. We are pleased with her experience with all the teachers who have been nurturing and a positive influence on A as well as D. (2 years previous)
- Thanks to all at Warradale kindergarten, without your support it would be impossible for F to achieve what he has achieved. Wish you all the best and will see you in the community.
- My son has loved attending Warradale kindy and has learnt a lot in this year. Thank you to all of his teachers.
- Thank you so much to the Warradale kindergarten team. We have loved our year of kindy and time on governing council also. S has grown so much. You will hold a special place in our hearts.
• It has been a pleasure to watch L grow and develop at Warradale kindergarten. The dedication, commitment and genuine care for the children’s wellbeing and ongoing learning is evident in the culture of the teaching staff. You should be proud of this kindy and I look forward to E and B having the same care and introduction to learning.
• Thank you to the team for the hard work have you have done to A. She has really surprised us with her command of spoken English. Thank you very much.
• H has loved her time at kindy. She enjoys playing with her friends and looks forward to seeing them. She really connected with her teachers and loves learning new things, especially through playing outdoors and craft. She has really thrived at kindy and is more than ready for school, and she is really excited about it. We really love Warradale kindy, It’s been such a special time and H has got so much out of it.
• Thank you for such an informative report. T has thoroughly enjoyed his kindy experience and I wish that he may have as positive, creative and socially enjoyable experience in his learning at school.
• Thank you to all the staff at Warradale kindy for helping M have a wonderful kindy experience.
• I has enjoyed her year at kindy and has come along way with her social and emotional development. She is becoming more confident in all learning areas and is happy to give things a go. Thank you to all the teachers and educators for supporting I on her learning journey.
• A has thoroughly enjoyed her year at kindy. Thank you for providing her with such a warm and inclusive environment for her to learn and grow.
• I would like to say a big Thank you to all the staff and teachers. I will miss kindy as I believe this kindy is the best kindy.
• Thank you for the past 12 months, h has loved every minute of it. He has certainly matured and I have noticed some really positive changes in his behaviours at home, especially his ability to keep calm and to calm himself down. He comes out with amazing statements and questions that stem from kindy and we couldn’t be happier with what he has gained whilst at Warradale kindergarten.
• We are really proud of all that O has achieved in his year at preschool, such as happy, fun and positive start to his education – Thank you.

**Literacy and Numeracy Data**

Data was collected on children literacy and numeracy skills at the end of term 1 and then again at the end of term 4. This gives us an idea of how as a group children have progressed in their learning over the 3 terms. Individual children can be tracked on their summative reports. Each child that attended in term 1 and 4 was included in the data. Results are as follows

D = Developing  
C = Competent  
WD = Well Developed.

**Numeracy Concepts**

![Bar chart showing numeracy concepts for 1st term and 4th term.](chart.png)
Data in numeracy shows steady improvement with 29 students in well developed by term 4 and 41 in Competent with no students in the Developing area. This means that at least 36 students moved from developing into the higher streams and at least 28 from competent into well developed over the 3 terms. 4 students remained in the competent section and did not demonstrate as much growth as the rest of the students. Staff feel that we need to develop better ways to collect information on children’s numeracy skills. With the implementation of the literacy and numeracy indicators in 2015 this will be a focus.

Data on literacy demonstrates that in term 4, 42 students were identified as well-developed in literacy skills and 26 students in competent. This means that at all students except 1 (NEP student) progressed at least 1 level during the 3 terms.

Data indicated that in 2014 literacy was very strong with numeracy doing well but could be identified as an area to improve.

8. ACCOUNTABILITY

Staff, volunteers, governing council members, student teachers and volunteers provided evidence of child related employment screening. All staff have the relevant training necessary to work in a DECD kindergarten.

9. FINANCIAL STATEMENT

Our Finance Officer Leoni Smith has continued to be of great assistance to staff and governing council. She monitors the Global Budget and does our financial record keeping, she along with the Director was able to make a budget, prepare reports for governing council meetings and the AGM. The kindergarten is in a sound financial position and we had 0 recommendations on audit report. Financial report available on request.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>370,492.65</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>0</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>39990.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>8309.49</td>
</tr>
</tbody>
</table>

Thank you Janine Ryan Director - 2014