2012

Booleroo Centre & District Kindergarten
Melrose Outreach Preschool
with Rural Care

Annual Report
At Booleroo Centre and District Kindergarten:
We aim to provide high quality care and education through a partnership between parents, children, community, staff and the Department for Education and Child Development. We believe:

- Children are supported when there are strong links of communication between their families, staff, DECD and the broader community and they work together to achieve their goals.
- Children have security in a safe loving environment.
- Children are part of an inclusive centre when staff and programmes are warm, welcoming and accepting of differences.
- Children best develop in a fun and creative environment.
- Children’s imagination is sparked by their sense of discovery and wonderment

At Melrose Outreach Preschool:
Our aim is to provide high quality education and care through a partnership between parents, children, community, staff and DECD.
We believe:

- Children develop through stages. Each child has their own learning style, special talents and needs and develops at their own rate.
- Perception of these may vary through cultural or family values.
- Healthy self-esteem is the basis of positive physical, intellectual and social growth.
- Children learn most effectively by hands on experience, through play.
- Children need to learn ways to express themselves, their thoughts and feelings. Through modelling and direct teaching in a safe environment, children learn that their opinions can be expressed kindly and will be respected.
- Involvement of families in our centre is a high priority. We value and encourage open communication.
- Our planning and evaluation is inclusive to children with additional needs. Our aims of planning and daily activities reflect our philosophy and is made available to families

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<td>Ms Jennifer Stringer</td>
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<td>Yorke and Mid North</td>
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Presented at AGM 2013
Signed: 

25/02/ 2013

Chairperson of BCDS Governing Council
Director’s Report

Leadership
This year at Kindy and Rural Care has seen both an active and exciting learning environment at Booleroo and Melrose sites, with the new appointment of an early year’s teacher at the outreach service at Melrose and some changes to staff. Karin Pascoe stepped in for me as director for the last three weeks during term four, while I was in hospital and recovering from pneumonia. My position is made of two parts: Preschool Director for Melrose and Preschool Director for Booleroo and the decision making is seen below:

National  
Minister for Education

State  
Minister for Education

Regional  
Regional Director

- Early Years Learning Framework
- Australian Children’s Education and Care Quality Authority
- Universal Access

- Department for Education and Child Development
- DECD Strategic Plan
- DECD Rural Care
- DECD Preschools
- Code of Conduct
- Education and Early Childhood Services Registration and Standards Board of South Australia

Staff Meetings  
Line Management

Booleroo and Melrose  
Preschool Director

Teacher  
Rural Care  
Preschool

Early Childhood Workers  
Children

Kindy/Rural Care/Playgroup Committee

Early Childhood Consultant  
Families

The Preschool Director reports for 2012 used the quality areas from ACECQA (The Australian Children’s Education and Care Quality Authority).

Staffing
Rural Care staff became permanent through a Department for Education and Children Development (DECD) initiative. We welcomed new relief staff to our team with Sally Stanbridge coming in at various stages. Lurline stepped in to help with speech pathology at Booleroo. Karen maintained preschool support at Melrose throughout the year. We farewelled Katrina, who has since given birth to Ryan and welcomed Angela Hamlyn who taught at Melrose Outreach Preschool.
Curriculum
Highlights of our curriculum, using the Early Years Learning Framework, throughout the year focussed on: our safety rules, swimming at the pool, discovering interactive programmes on the internet as well as visiting Port Pirie for Patch Theatre performance “A Lion in the Night”, listened to dreamtime stories, made patterns and also visiting local points of interest, had our mums join us for an evening, played with our dads at Father’s Night, celebrated book week, looked into bugs, set up several play spaces which the children nominated and voted on and did the dance with scarves. But we also learnt some rhyming words, practiced our writing, listened to and made books to read, counted and most importantly played using lots of conversation! We loved the science up at the school and joined Sam in creating Africa drum music. We even became Olympians!

Late in term 1 Booleroo Centre and District Kindergarten visited the Port Pirie Road Safety Centre. All the children had a go and nearly all rode their bikes on the left hand side of the road by the end of the session. The signals were all operational including the train “wig wags”, we didn’t have to bring any bikes and it was free! By the end of the session nearly everyone was able to stop at the red light; we just had to keep watching see when it changed! The capacity of this centre for children to practice road safety in safety makes a wonderful resource for visitors to Port Pirie as well as local primary schools and preschools. We were surprised that we were the first to visit for 2012!

Late in term 3, the Melrose Outreach Preschool and Rural Care created a great display for the Melrose Show, using lots of evidence of our work in early years learning.
Sustainability
We cooked up a storm making: fruit kebabs, pumpkin scones, spinach and cheese scrolls, carrot and spinach muffins and also carrot and date muffins. We used our vegetable garden for these sessions as well as picking fruit and vegies from the garden for our afternoon snacks. Some of the other things we tried were strawberries, carrots, peas, beans, corn, oranges, apples and plums. Our mums and dads also joined us for cooking using vegetables from the garden when they made quiches and pizzas with us.

Volunteers
It is with many thanks and appreciation of our volunteers who helped with the grounds (spreading wood chips), committees, concert practice, being Father Christmas and other bits and pieces which have made our journey all the more richer. Special thanks to Leon who at his wife’s request comes in on some weekends to spray weeds, prune trees etc…

Quality Improvement Plan
This year saw both Melrose and Booleroo using the new format for planning, we look forward to further developing these plans to meet the needs of our children using the Early Years Learning Framework.

Universal Access
We continued to use Universal Access to provide an average of 10 hours per week of preschool. DECD may introduce 15 hours per week in Rural Preschools in 2014.

We look forward to a full and productive 2013.

Jenny Stringer
Preschool Director
This report includes data for the Booleroo Centre Parent Opinion Poll. This report does not include data for the Melrose Parent Opinion Poll as there were less than 4 respondents.

A visit from the sheep which had royal aspirations!

Parents either strongly agreed or agreed with the statements in each of the 4 areas. Please refer to the appendix for the statements. Obviously we are very happy with these results and understand that we need to keep striving in these areas next year.
Comments from the Booleroo Opinion Poll

Parent Comments - Quality of Teaching and Learning

My child has gained valuable knowledge learning experiences as he moves onto school.
As a parent, I enjoy seeing the staff interacting with the children and seeing the children so happy to respond while enjoying learning

Parent Comments - Support of Learning

Whilst I have selected strongly agree for Q12 and q19 - I do believe continual funding to improve materials and resources for children is important.

Response: We are funded through a Resource Entitlement Statement and fees which are paid term by term by parents. Through a budgeting process, we are able to allocate funding for expenses which are approved by the Finance Committee and in turn, Governing Council.

Comments from the Melrose Opinion Poll

Parent Comments - Quality of Teaching and Learning

I believe the available space is restrictive to the kindy and rural care whom run simultaneously.

Parent Comments - Support of Learning

I believe a stronger more consistent behaviour management approach is needed.

Parent Comments - Relationships and Communication

Information leaving the centre is not always clear which leads me to believe that the communication between staff within the centre is not effective. It is also confusing deciding which staff member to discuss issues with, the director, teacher, ECW etc.

Parent Comments - Leadership and Decision Making

I would like to see Booleroo Kindy and our Outreach servicee with more similarities eg. assessment tools, proformas, learning focus.

Response:

- The site has floor space to cater for 16 children. With 4 children in care and an average of 7 children for the outreach preschool the site falls within guidelines.
- The staff utilized the services of Regional support services in behaviour management and closely followed activities and processes as outlined.
- The director is the leader of the site, with the teacher having direct contact with children on a day to day basis, as does the ECW. Clear communication and grievance procedures are on display for parent access and on the website. Information handbooks are given to parents on enrolment and all centre details are also on line.
- We shared assessment tools, proformas and learning focus.
- The DECD agreement for the outreach preschool was for 0.4 teacher and for which we were funded. The director’s position was not increased in time to cater for teaching or funded to do so.
Data

Enrolment Figures for Booleroo Centre 2012

Attendance Figures for Booleroo Centre 2012

Destination Data for Booleroo Centre

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Enrolment Figures for Melrose 2012

Attendance Figures for Melrose 2012

Destination Data for Melrose

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Booleroo Oral Language Results for 2012

First & Exit Assessment Oral Language
Report for: ALL Students

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1. How would you describe (CHILD)’s willingness to start a conversation with adults and peers and continue trying to communicate when he/she is not understood on the first attempt? Select the statement that best describes how hard the child works to be understood by others.
2. How well does (CHILD) communicate personal experiences in a clear and logical way? Assign the score that best describes the child when he/she is attempting to tell an adult about events that happened at home or some other place where you were not present.
3. How would you describe (CHILD)’s pattern of asking questions about topics that interest him/her (e.g., why things happen, why people act the way they do)? Assign the score that best describes the child’s approach to displaying curiosity or asking adults questions.
4. How would you describe (CHILD)’s use of talk while pretending in the house, at play, when playing with toys, etc.? Consider the child’s use of talk with peers to start pretending and to carry it out. Assign the score that best applies.
5. How would you describe (CHILD)’s ability to recognize and produce rhymes?
6. How often does (CHILD) see a varied vocabulary or try out new sounds (e.g., heard in stories or from teachers)?
7. When (CHILD) speaks to adults other than you or the teaching assistant is he/she understandable?
8. How often does (CHILD) express curiosity about how and why things happen?

Term 1 Graduates  Term 2 Graduates  Term 3 Graduates  Term 4 Graduates
First & Exit Assessment Oral Language

Report for: ALL Students

First Assessment

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Exit Assessment

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2. How well does (CHILD) communicate personal experiences in a clear and logical way? Assign the score that best describes this child when he/she is attempting to tell an adult about events that happened at home or some other place where he/she was not present.
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4. How would you describe (CHILD)’s use of talk while pretending in the house or when playing with blocks, etc.? Consider the child’s use of talk with peers to start pretend play and to carry it out. Assign the score that best applies.
5. How would you describe (CHILD)’s ability to recognize and produce new words?
6. How often does (CHILD) use a varied vocabulary or try out new words (e.g., heard in stories or from teacher)?
7. When (CHILD) speaks to adults other than you or the teaching assistant is his/her understandable?
8. How often does (CHILD) express curiosity about how and why things happen?
There is an agreement across the Yorke and Mid North region for all preschools to achieve and improvement of at least one level using the TROLL assessment tool. Our aim for oral language development was to achieve an improvement in at least one level within the assessment questions asked from when a child starts preschool to when they exit preschool. The oral language data for both Booleroo and Melrose showed that the children easily achieved this; this indicates that the aspiration needs to be extended. Initially the thought was to plan for an improvement in at least two levels, however we are bounded by the top level being a “4” using the TROLL assessment tool, so we will include in the 2013 quality improvement plan the aspiration for all children to achieve level 4 on exit and achieve levels within the reading and writing aspect of the assessment tool. We trialled this in 2012, with emerging results for exit, below.
Both Booleroo and Melrose centres have maintained a consistent full time equivalent figure above 3.9. Where both centres have fallen below the 3.9, these weeks contained public holidays. Whilst we do have waiting lists for both sites, natural attrition and changing family needs have meant that most families have not had to wait too long for care. We are able to care for 4 children under the age of 5 years at each centre and during before and after school or during holidays are also able to have 3 children aged 5 to 12 years. Below are the figures for both Booleroo and Melrose. With the forecast change to preschool offerings through the “Same First Day” policy and rural preschools changing from 6 terms to 4 terms, half day bookings on the Tuesday will become a thing of the past which had been catering to the “after kindy care” group.

**Booleroo Rural Care Utilisation Figures for 2012**

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<th>2012/13</th>
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Learning to interact with water and learn water safety, build confidence.
Melrose Rural Care Utilisation Figures for 2012

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<th>2012</th>
<th>WK 1</th>
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Working with the community, learning about jobs, learning about police role and safety build confidence in making connections with others. Thanks Ben!
During 2012 staff continued undertaking further study and I would like to wish Vanessa Hook, Rachel Yates and Elin Griffiths well in their studies in a Degree in Early Years teaching. I continued with the DECD scholarship, with the aim to complete a degree in Early Years next year in preparation for the introduction of the Universal Preschool Access as set by the Commonwealth Government. Roweena Saltmarsh and Liz Prosser have begun study in the Diploma for Children’s Services and I thank them for doing this as this will broaden our qualified staff base for Rural Care.

One of the bigger highlights for the year was having Sam Oshodi perform with his African drums and share custom and beliefs with us. We invited the children from Melrose, Wilmington and the BCDS reception/year 1 class to join us in the activity. The school also allowed us to participate in the science workshop, with the Bee Bots being the most popular item!

The parents had representation on the Kindy/Rural Care/Playgroup Committee. This committee was well represented by the following parents: Liz Prosser, Sarah Arthur, Brooke Cains, Kyoko Miyamoto, Emma McSporran, Jacqui Jones and Tess McCallum. This committee is our major decision making body which then report to Governing Council.

Having Karin Pascoe, and Denise Walter as relievers for Booleroo and Melrose meant that the learning program was maintained and the children continued to build a relationship with familiar faces.

I would like to thank all parents who participated in Governing Council this year, in particular, Lynne Christophersen, in her capacity as chairperson and Liz Prosser and Many Winen as our representatives. I also thank all staff for 2012, who are:

- Angela Hamlyn preschool teacher at Melrose
- Elfie Woolford as Rural Care Worker
- Elin Griffiths as Rural Care Worker
- Katrina Van Boekel as Rural Care Worker
- Vanessa Hook as Rural Care Worker
- Rachel Yates as Rural Care Worker

- Liz Prosser as Rural Care Worker
- Roweena Saltmarsh as Rural Care Worker
- Lurline Mills as Preschool Support in speech.
- Karen Blessing as Kindy Early Childhood Worker

The last three weeks of the year saw me out of the service with pneumonia, we were glad to have the services of Karin Pascoe at such short notice. Karin stepped in to see the concert item to fruition, the final graduation ceremony and visit from Santa come off as planned. Karin also participated in the Melrose end of term activities with Angela and Karen. We must all thank our staff for the care, love and education which they give to our preschool children in kindy and care.

Jenny Stringer
Preschool Director

2012 Concert with the junior school! Just love that scarf dance….to the side 1,2,3,4 and up 1,2,3,4
Questions or statements used to generate parent opinion for “Quality of Teaching and Learning”:

1. I think my child receives high quality teaching at this preschool.
2. My child’s teachers know what my child can do and what he/she needs to learn.
3. This preschool has the expectation that children will learn.
4. Teachers are enthusiastic in their teaching.
5. I am satisfied with the learning programs offered at my child’s preschool.
6. My child’s teachers clearly inform me about the learning program.
7. My child’s teachers make learning interesting and enjoyable.
8. Teachers at this preschool really want to help my child learn.
9. The preschool has an excellent learning environment.

Questions or statements used to generate parent opinion for “Support of Learning”:

1. My child is motivated to learn at this preschool.
2. My child’s teachers provide help and support when it is needed.
3. My child has access to quality materials and resources that help him/her to learn.
4. My child is happy at this preschool this year.
5. My child would receive support for any special needs he/she had.
6. The preschool changes its programs and activities to improve student achievement.
7. Children know how they are expected to behave at preschool.
8. Teachers at this preschool treat my child fairly.
9. This preschool provides a safe and secure environment.
10. Children have enough materials and resources for their learning.
11. This preschool has information available about other support agencies within the community.
12. This preschool encourages children to have a sense of pride in their achievement.

Questions or statements used to generate parent opinion for “Relationships and Communication”:

1. I feel welcome at this preschool.
2. This preschool assists the development of my child’s personal and social skills.
3. I am comfortable about approaching my child’s teachers to talk about his/her progress.
4. I am given opportunities to have a say in matters about this preschool.
5. There is a broad variety of communications that inform me about this preschool.
6. Children from all backgrounds and cultures are treated fairly at this preschool.
7. The staff always listen to what I have to say about my child’s development and needs.
8. I receive helpful information about my child’s progress and achievement.
9. This preschool provides opportunities to discuss my child’s progress.
10. I am well informed about preschool activities.
11. I believe that if I have concerns or suggestions, the preschool would respond appropriately.
12. I am encouraged to be involved in the preschool in all kinds of ways.
13. Teachers let me know how well my child is doing.
Appendix

Questions or statements used to generate parent opinion for “Leadership and Decision Making”:

1. This preschool is well organised this year.
2. I have confidence in how the preschool is managed.
3. I believe there is effective educational leadership within the preschool.
4. The preschool seeks parents’ opinions about educational programs.
5. I am given the opportunity to be involved in the preschool’s educational activities.
6. The preschool is always looking for ways to improve what it does.
7. Parents are invited to participate in decisions about their child’s education.
8. Parents have the opportunity to be involved in the development of school plans through the Governing Council.
9. The preschool includes parents and community in decision making.
10. Overall, I am satisfied with the preschool’s planning.

Glossary of Terms used in this Document

DECD – Department for Education and Child Development.

NCAC – National Childcare Accreditation Council

NQS – National Quality Standards

DIAf – DECD Improvement and Accountability framework

EYLF – Early Years Learning Framework

KiDLO – Kindy Developmental Learning Outcomes

DLO – Developmental Learning Outcomes

SAASSO – South Australian Association of State School Organisation Inc.

TROLL - Teacher Rating of Oral Language and Literacy

ECW2 – Early Childhood Worker

FTE – Full time equivalent

Bee Bots, interacting with some science and technology.
Kindy Committee Report for 2012

2012 was a busy and exciting year for both Booleroo and Melrose Kindergartens. Terms 1 for Melrose after having some warm days were able to practice their bushfire plan/drill. This was able to be practiced and worked on with the Melrose School with the sites deciding an evacuation site of the Melrose Institute. After a few drills and practices, a baby’s change table and baby bath was purchased to facilitate the necessities for staff and children when being evacuated in a major bushfire. Booleroo travelled by bus to Pirie to a performance of Dorothy the Dinosaur and then attended the Bike Road Safety Centre; the children had great time learning about road safety, stop lights, train crossings and walk crossings. The Kindy Guidelines were also reviewed and agreed on from the committee and Governing Council. Healthy eating options were also discussed and information was conveyed to parents.

Term 2 was a busy term for both centres; the children focusing on Mother’s day and the Mother’s evening and also Easter, the children always enjoy these activities. A working bee was discussed and with the help from parents from both sites to organise with Jenny on some proposed dates. Jenny also made us aware of how she was unsure if the Melrose Kindy would still be open in terms 3 & 4, but then had received an email from Gaynor Ramsey. It was confirmed that the Kindy would open for the last two terms of the year but numbers would be a worry for 2013.

Term 3 both sites had a visit to Pirie for a Patch Theatre Performance “Lion in the Night” which ended up being a disappointment for staff as it was not what they thought it would be. The children for Booleroo enjoyed a program called Eat a Rainbow which was organised by the OPAL team Bec Simpson and Di Barrie, all children enjoyed tasting different colours and tastes of food. We had staff changes at Booleroo Rural Care after a staff member left on maternity leave until 2013. Term 3 also ended up been the last term for intake of kindy until 2014 for both sites, this was to coincide with the new school same day intake. This would leave numbers of children for both sites to be at an average to minimum at least until the middle of 2013 when numbers will fall below the agreed guidelines for Melrose. Which meant the Melrose Kindy would go into recess until the numbers came back up again. When this happens the idea of the play centre would start up again for the children 3.5 years and up.

Term 4 for Booleroo, its main focus was on the concert for the children to participate in the BC Junior School concert which the children enjoyed. They also had a visit to the school to attend a CSIRO Science Fair, and then both sites focused on Christmas decorations, presents and cards. The Melrose Kindy enjoyed the program Eat a Rainbow which was organised by OPAL team Bec Simpson and Di Barrie. A performance from Sam Oshodi with music drums was organised for the Booleroo Site but Jenny had also invited the Melrose and Wilmington Kindies to come and join the day which was enjoyed by most. DECD had decided that the Melrose Kindy was going to go into recess at the end of the year because numbers fell below the agreed amount. This left parents concerned about letting the community know about the decision and suggested a letter or notice to the community informing them what was going on at the kindy and maybe go ahead with the option of the play centre for the children 3.5 years and up. So this was agreed by parents to approach the Melrose School and try to access the play centre through them. Also unfortunately due to health and family reasons Jenny had some unexpected time out of site towards the end of the year, so we thank Karin Pascoe and Denise Walter for coming in and covering Jenny while she was absent.

Liz Prosser
Chairperson
Kindy/Rural Care and Playgroup Committee
Of BCDS Governing Council