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Oaklands Estate Kindergarten
Annual Report
2014

Photo of kindergarten gum tree, 2014. Four year old photographer unknown.
We are a standalone kindergarten located in the Southern Adelaide suburb of Marion. The kindergarten is located in a residential area surrounded by houses, with many of our families living within easy walking distance of the kindergarten and in Pethick Terrace. Marion train station is located within walking distance, as is the Oaklands Wetland. The centre has a maximum capacity of 30 children per session. In 2014 children attended full days Monday – Thursday and alternate Friday sessions of three hours, for a maximum of 15 hours per week.

In 2014 our kindergarten welcomed two new staff to the team, Riki Duncan as Director on a 12 month contract and Victoria Swallowe as Early Childhood Worker one day per week. Toni Turci resumed the teaching role after performing the Director’s role for the previous three years. Steven Gosden and Pamela Pilgrim remained in the roles of Early Childhood Worker, Preschool Support and Bilingual Support. Alena Dubadzelava joined the team in term 2 as Bilingual Worker.

Our Philosophy
We acknowledge the many stakeholders in education; children, families, staff and the community, and acknowledge the importance of effective relationships in underpinning all else. We each have a responsibility to establish and maintain positive relationships and work in partnership in order to maximise outcomes for children.

We strongly support a play-based learning environment. We believe when children are actively engaged in their own learning they will develop a positive sense of self and wellbeing. Through the provision of a dynamic, challenging and open ended curriculum, built upon the children’s interests and prior experiences, we will provide children with opportunities for exploration, discovery and consolidation of meaningful and deep learning.

As educators at Oaklands Estate Kindergarten we will uphold the Early Childhood Australia Code of Ethics that focuses on the protection and wellbeing of children. We will promote contemporary perspectives of Early Childhood Education and advocate and practice play as a primary learning tool. As Early Childhood Educators we have high expectations of ourselves as reflective practitioners and recognise our responsibilities in continuous improvement.

All children have the right to access a high quality, play-based curriculum. We recognise that all children come to our kindergarten with a variety of knowledge, experiences and diverse backgrounds and celebrate this diversity. We acknowledge that all children require different levels of scaffolding at different points along their educational journey. Staff will provide learning programs that are open ended and allow children to experience success while being challenged. Our teachings will reflect the rich cultural diversity of our community, taking into consideration and celebrating our indigenous people, their customs and teachings.

We value the learning environment as a vital teacher. Our kindergarten will be welcoming and reflective of the diversity within our community. We acknowledge and value the natural elements of our kindergarten and aim to foster a sense of respect and connectedness.

We believe sustainability is an essential part of our curriculum and that each member of our community has a responsibility to actively practice and promote sustainability. Through embedded every day practice and routines we support children’s knowledge and understandings of their individual and shared impact and responsibility towards global sustainability.
Report from Governing Council

I am writing this report with some hesitation, as I say a final goodbye to the Oakland’s Estate community. I have had three children attend OEK and am thankful that we have such a caring and dedicated kindy community.

We were fortunate to have a wonderful Governing Council in 2014 and had a great year with many highlights.

We ran several successful fundraisers including a chocolate drive, Bunnings BBQ and Lion’s club raffle. Tash also did an incredible job putting together a kindy cookbook, which sold well with many families using them as Christmas gifts. As usual the kindy staff excelled in the time and effort they put into the annual Art Show which was well received and also one of the year’s largest fundraisers. The year’s fundraising was made easier having such a motivated Governing Council and we managed to raise nearly $7000.

During the year the kindy families enjoyed several extra-special events organised by the staff, these included a start of year BBQ, a significant male persons night and an end of year break up with entertainment by the children. A particular favourite in our house was the excursion to the Ice Arena and visit to the new city playground, as well as their trip to the theatre to see “Cranky Bear”.

We also saw some more improvements to the kindy environment with a wonderful new sandpit and fairy garden, as well as some internal upgrades. Riki and Toni (as well as the other staff) also really met the challenges of the National Quality Standards and have spent many hours ensuring the kindy resources and policies are in line with the standards.

The staff also did an amazing job compiling the children's portfolios, with their efforts (including many late nights and out of hours time) reflected in the quality of the final product - truly a valuable memory of each child's time at kindy.

On behalf of the Governing Council I would like to thank the staff for all the time and energy that they have put into making our children’s kindergarten time full of fun and educational experiences, especially for all the wonderful new activities and resources they have coordinated. It seemed fitting that we were able to celebrate the end of 2014 with the exciting news of Riki’s appointment as the permanent Director at Oaklands Estate Kindergarten. Riki and Toni certainly make a great teaching team, and we are very fortunate to have them both permanent now.

To the outgoing Governing Council I would like to thank you for your enthusiasm and commitment, and for your friendships that will extend way beyond the kindergarten year.

For those of you who are new to the kindergarten or are returning with a younger child please seriously consider joining or taking on a role within the Governing Council. I am sure you will find it rewarding and both you and your child will enjoy the experience.

To the whole Oaklands Estate Kindergarten community, we as a GC wish you well in all future endeavours and know that your contributions do not go unnoticed.

With fond memories of a great year 2014.

Kristen Ahlin
Governing Council Chairperson
2014 Highlights

2014 has been an action-packed year, full of stimulating and broad learning experiences. We started the year with a high level of support from families and the community which continued throughout the year. We kicked off the year with a family evening, followed by our AGM. We saw over half the families attending the family event and had strong attendance at the AGM with all positions filled and a good number of general members also joining the council.

The Governing Council proved to be a committed and effective group of parents dedicated to achieving the best for their children. They worked hard, contributed to kindergarten events and coordinated a range of successful fundraising events. Their dedication and commitment ensured a successful fundraising year, which resulted in a number of purchases being made and resources upgraded.

The strong support received throughout the year in Governing Council was indicative of the level of support received from the entire kindergarten community. During the year we had many parents and grandparents participating in a range of events and experiences. Families shared many skills including cooking, gardening, music, building, book making and sharing cultural backgrounds. We saw strong participation in family events including as Dad’s Night, the Obstacle-athon, Moon Lantern Festival, Artshow and the end of excursion to the Ice Arena and Bonython Park and the end of year celebration night.

Families also gave generously, donating their time to support and enrich the curriculum in many ways including sharing their occupations with the children, end of term cleaning and managing our library. Families donated many items including plants, learning resources and furniture. We also received the gifts of two pets, “Moustache” the rabbit, complete with hutch and Sweet Pea the budgerigar, who was later named “Sweetie” when we discovered he was a boy not a girl!

There were many curriculum highlights and areas of interest during the year, including exploration of colour and light, paper planes, life cycles, story tables, fairies, pirates and castles, water and ice, still life, threading, gardening, The Gruffalo and a number of visiting performances and excursions.
Quality Improvement Plan

The six Quality Improvement Plan goals in 2014 were developed through consultation with staff and families and were built upon DECD Strategic directions, the National Quality Framework, Parent Feedback and data from previous years.

Staff engage in a rigorous curriculum planning, assessment and documentation cycle that is strengths based; built upon children’s ideas and interests; staff’s professional knowledge and judgment; community events and The Early Years Learning Framework. This first priority connects to Quality Area 1 Educational Program and Practice and was one of the main focuses in 2014.

At the beginning of 2014 staff reflected upon the current curriculum planning, assessment and documentation processes and the responsibilities of all staff in contributing to the cycle of observing, assessing, documenting, reporting and planning.

Much of our work in 2014 has centered on developing our understandings of a strengths-based curriculum and challenging our own mindsets from a deficit model of programming to a strengths-based learning program. This has been a gradual process with critical reflection on our beliefs and practices.

We established processes and common understanding around responsibilities around personal responsibility for curriculum delivery and documentation. Processes to ensure curriculum had a higher priority at staff meetings and a commitment was made by all staff members to share at least one piece of curriculum documentation at each staff meeting. The presentation of the documentation allowed for critical discussion and the development of shared understandings amongst the staff team. It has also ensured the inclusion of children’s voice in the kindergarten program and a commitment from all staff in the assessment for learning cycle.

Throughout the year staff attended professional development and explored a range of different methods of assessing, documenting, reporting and programming. This allowed staff to discover and trial a range of approaches in order to find processes and methods of assessing, reporting and programming that reflected our current pedagogical practices and met the needs of the community. Our explorations resulted in the development of processes for ensuring all children have a voice, a rich and diverse child guided learning program being offered and range of pedagogically sound assessment and reporting processes being utilised.

From our critical reflections we began to question our relationships with children. We participated in a self-assessment process of National Quality Area 5: Relationships with children. Our self-reflections indicated that while we believed there were many positives, we also felt there were areas that let us down. In order to ascertain if our self-assessment was correct, we invited Petra Passon, Early Childhood Leader for Holdfast Partnership to work with the staff team and to use the REFLECT Relationships Observation Scale to provide evidence based data.

The data provided through the Relationships Observations Scale demonstrated a supportive environment with an average score of 2.8. The observations highlighted a number of areas for improvement, including staff engaging with children in sustained conversations, staff’s responsiveness to children’s requests for help and staff engaging other staff members in personal conversations.
Towards the middle of the year our work led us to reflect on our kindergarten philosophy. A kindergarten closure day was taken and staff worked on developing a set of common statements that reflect who we are as a kindergarten community. Feedback was sought from our parent community through the Governing Council and consequently our kindergarten philosophy was developed with a set of six statements of beliefs and commitments.

Parent opinion indicated strong support for the current information sharing processes with 96% of respondents expressing satisfaction with the information they receive about their child’s day, 100% of respondents indicating they take time to look at children’s work displayed around the kindergarten, 92% look at the documentation displayed in the large portfolio folder and 96% engage with their child’s individual portfolio folder.

Specific family comment about reporting children’s learning to families included:

“Time is a problem so I am unable to follow progress as much”

“Love to see what has been created”

“Would be nice to have a “starting point” for conversation with our child about their day. Eg A whiteboard outside @ the end of day saying “Today some of the children enjoyed…” – a quick note to start a conversation.”

“I love seeing my child’s work displayed and she has a real sense of pride when she shows me”

**Future Planning**

In 2015 staff will continue to critically reflect on our current assessment for learning practices, with a particular focus on literacy and numeracy. As a staff team we will continue to research and explore the growth mindset theory and focus on sustained shared thinking.
Increase children’s and families’ knowledge of the importance of a healthy lunch box and to see lunches of a higher nutritional standard being provided each day.

This priority developed from staff’s observations of the decline in the nutritional value of the food being provided for children at kindergarten links to quality area 2 Children’s Health and Safety.

Staff undertook an audit of the foods contained in children’s lunch boxes and developed a number of strategies and projects were undertaken to promote the importance of a healthy diet and lifestyle to families and children.

These strategies included the installation of two raised garden beds and then the planting up of these garden beds with the assistant of the Marion Council’s OPAL (obesity prevention and lifestyle) program. The children participated in the planting, care and tasting of the produce grown in the kindergarten vegetable patch. Children were often observed sampling a herb or picking tomato to eat at fruit time.

We conducted a nude food challenge, which not only reduced our waste over the course of the week, but we also saw an increase in whole foods and a decrease in processed foods being included in children’s lunch boxes.

During term two we introduced the Eat a Rainbow program which ran over two months and introduced children to a broad range of fruit and vegetables. The program aims to encourage children to try a wide variety of fruit and vegetables in in a fun non-threatening environment. The emphasis is on exposure and widening children’s diets.

The program introduces a new colour of the rainbow each session and teaches children about the benefits of each colour to our health. It fosters an understanding that our taste buds change their minds, but this takes up to seven tries. Children are encouraged and supported to have a “sniff, lick & taste”.

Over the course of the year we gradually saw changes in the food being provided to the children at kindergarten, we saw an increase in the variety of foods being supplied and a change in the types of foods such as from white bread to whole meal and multigrain bread.

Parent opinion of the healthy eating programs implemented at kindergarten demonstrated a high level of support and satisfaction. 100% respondents indicated their child talked about the Eat a Rainbow program, 76% of respondents indicated their child ate new foods as a result of the Eat a Rainbow program and 65% of respondents provided different foods to their child as a result of the healthy eating programs offered at kindergarten.

Specific family comment about the healthy eating program included:

“I think the healthy eating programs are fantastic. Learning these things early will make healthy eating easy/habitual for the rest of their lives.”

“I have noticed my child now is much more open to having a “try” of new and unfamiliar foods!”

“Great program which encouraged trying of new food in a safe environment”

“Because he was told to try everything 7 times, he now tries everything 😊”

“We eat a range of F & V anyway but I like the program!!”

“The Rainbow Program has helped a lot at home with K’s eating! THANKS 😊”

Future Planning

In 2015 staff will again run the Eat a Rainbow program and the kindergarten will look at how we can continue to provide opportunities for children to grow and taste their own produce and provide opportunities for children to cook and taste a range of healthy new and interesting foods.
All children will access the Child Protection Curriculum “Keeping Safe”.
This priority links to Quality Area 2; Children’s Health and Safety.

In May the teaching staff completed the online updated Keeping Safe Child Protection and all staff completed the online Strategies for the Management of Abuse Related Trauma (SMART) training throughout the year.

The child protection curriculum is embedded throughout the kindergarten program and a specific implementation plan was developed to ensure the elements of the Keeping Safe Child Protection Curriculum are intentionally taught.

Future Planning
In 2015 the Keeping Safe Child Protection Curriculum will be included as a specific agenda item for our curriculum meetings and information about the Child Protection Curriculum was introduced into the enrolment information pack for new families.
Understand and reduce our impact on the environment through sustainable practices. This priority links to Quality Area 3; Physical Environment and was identified as an area of improvement from staff observations and an audit of our practices.

A number of strategies were introduced to build our, the children’s and families’ understanding of sustainability and to reduce the impact we as a kindergarten have on our environment. These included professional development for staff, walks to the newly established Oaklands Wetlands, planting native plants grown by a kindergarten family and the creation of a bug friendly environment.

We introduced a new bin system, which was simply the purchase of new red and yellow bins, red for general waste and yellow for recycling. The introduction of the bin system along with the educational program around their introduction saw an immediate reduction in the amount of waste we sent to landfill, our general waste was reduced by 50% in the first week and a further 25% the following week.

We participated in a “Green Week” where we focused on reducing, reusing and recycling. The children participated in a number of experiences that promoted sustainable practices, including making our own paint, paper, glue and crayons; only using sustainably harvested natural, recycled or reused toys; switching off lights, taps & heaters; collecting water and music with the guitar and our voices rather than the CD player. We encouraged families to participate by joining in with the experiences, by not using the car and walking or riding and asked them to reflect on what sustainable practices they participate in at home. We also participated in a nude food challenge and saw our lunch packaging waste significantly reduced over the one week period, which resulted in the decision to encourage children to return lunch rubbish home in their lunch boxes.

Future Planning
In 2015 we will continue to promote sustainable practices within the kindergarten and the kindergarten community, by redeveloping our composting area and utilising the Oaklands wetlands as part of our educational program.
Indoor and outdoor learning environments are inviting, stimulating, interesting and engaging.

This priority links to Quality Area 3: Physical Environment and again was a strong focus in 2014.

Work on the learning environment had begun in 2012 with the major focus on the outdoor area with much of the work centering on the relocation of the play structure and removal of the unsafe and tired equipment and areas. During the 2014 January school holiday break decking was installed and during the April school holidays the old sandpit area removed and a new sandpit installed along with new paving. With the children, the teachers created a mud pie kitchen and fairy garden.

The Department for Transport, Energy and Infrastructure, Rail Revitalisation Project were able to provide a number of large fallen trees and smaller logs from the redevelopment of the railway to add natural elements to our play space. They also provided two red gum slabs to be used as table tops. A parent was able to source and fix bases to the slabs and now the children are able to enjoy eating their lunch at these tables.

At the beginning of the year the staff conducted an audit of the indoor learning environment and entry into the building. From this audit and their readings on the environment as the third teacher staff made a commitment to focus on the aesthetics and arrangement of furniture and learning experiences in order to enhance children’s learning. As a team staff critically reflected on the learning environment and carefully considered the impact the environment has on inviting children and families in; engaging children in play; fostering children’s independence and interdependence; and fostering a sense of safety and security within the kindergarten.

The teaching staff attended the “DO Approach’ to playing, learning, and the reality of children’s play” with Marc Armitage and have begun implementing his principles into outdoor learning area.

Family support for the changes in the outdoor learning environment was strongly supported and acknowledge. Specific comments included:

“The outdoor learning deck is fantastic, great sail over equipment makes it able to be used in all weathers and the large outdoor space is great, some kindy’s have very little outdoor area.”

“The change in the play area outside is amazing. The sand pit is our favourite”

The garden is coming along so beautifully!!!

“New plantings, new fairy garden, all look fantastic!”

“I think the re set up of the equipment worked well and seemed more spaced out and there was plenty of shade for the kids to play. I think the coloured bins around the kindy for recycling and rubbish is great and the many beautiful plants and little ornaments of ladybirds and bees etc make the kindy look very pretty and magical, especially with the hanging crystals/beads.”

“The changes to the outdoor area are fantastic. The decking provides such an inviting area to sit in the shade and read, eat etc. I also love the fairy garden”

“I think there is a good balance of having the familiar and constants in the environment, whilst bringing in changes/new ideas as well”

“Many positive changes over the year – love the focus on natural materials and “spaces” created eg fairy garden, mud kitchen, veggies, sandpit area.”

Future Planning

The continued redevelopment of the outdoor learning environment will continue to be a high priority in 2015 and beyond.
All staff will participate in Performance Development that aligns with the kindergarten’s QIP and focusing on increasing outcomes for children through effective teaching. This priority links to Quality Area 7: Leadership.

2014 saw the implementation of comprehensive performance development processes at Oaklands Estate Kindergarten, with greater responsibility being placed on staff for driving and taking ownership of their own and the kindergarten’s performance. While each staff member was expected to participate in performance development prior to 2014, this was identified as an area for improvement for the kindergarten.
At the beginning of the year all permanent and contract staff participated in a staff induction, which included discussions around the code of conduct and protective practices. Staff undertook a process of establishing common understandings around roles and responsibilities, including each staff member’s responsibilities in participating in performance development. Each staff member was provided with information about performance development and links to developing performance and development plans. Each staff member met formally with the Director at least twice throughout the year and received written feedback on their goals and performance.

Throughout the year comprehensive induction packages were developed for staff, volunteers, pre-service teachers and work experience students. The visitor induction information was also reviewed and revised. All staff were re-induced with the new induction package and were provided with a copy of the induction package and links to where further information could be obtained.

Throughout the year processes were established to develop greater shared and personal responsibility in achieving personal, site and DECD goals. These included introducing new staff and curriculum meeting agendas and responsibilities and processes to ensure all staff owned and contributed to the achievement of kindergarten goals.

Future Planning
In 2015 staff will continue to engage in performance and development processes and will focus on gathering feedback from a range of sources.
Intervention and Support Programs

In 2014 four children received preschool support, with two of these children receiving ongoing support during their time at kindergarten. Another four children accessed Early Entry into the kindergarten program in terms 3 and 4. Due to kindergarten capacity we were only able to offer one session per week of early entry. Preschool support programs focused on supporting children’s participation in the curriculum with a focus on developing emotional regulation, communication skills, social skills and participation in a wide range of learning experiences.

The kindergarten staff team participated in regular review meetings with supporting professionals to ensure all children with special rights were provided with opportunities to maximise their learning.

Support staff participated in professional development to increase their knowledge and understanding of the implications of support programs for children with special rights.

Oaklands Estate Kindergarten has traditionally had a culturally diverse community, 2014 was no different with 14 different cultures represented. We received bilingual support for the duration of the year with support going to assist children with English as a second language and to support the culturally diversity of our community into the kindergarten program.

Future Planning

This year staff have identified the need to ensure we effectively include the voice of all children in the kindergarten curriculum. In 2015 staff will establish processes and systems to ensure all children have a voice in the curriculum.
**Student Data**

**Enrolments**

Figure 1: Enrolments by Term

![Bar Chart: Total Enrolments 2012 - 2014](chart)

<table>
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<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<td>2014</td>
<td>52</td>
<td>55</td>
<td>54</td>
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Table 1: Enrolments by Term

Based on person counts in the two week reference period each term. Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

The data indicates lower enrolments during 2014 in comparison to previous years. The kindergarten has a centre capacity of 30. In previous years the kindergarten has applied for a temporary increase in capacity in order to relieve enrolment pressures of kindergartens within the local area.

In 2014 a combination of staffing allocation and centre capacity were used to determine our enrolment capacity of 56.

Enrolment numbers remained relatively stable during the 2014 school year, even though a number of families moved in and out of the area throughout the year.

In terms 3 and 4 we were able to offer four children with special rights early entry for one session per week.

**Attendance**

Figure 2: Attendance by Term

![Bar Chart: Attendance Percentages 2012 - 2014](chart)
Table 2: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Year</th>
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<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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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

Attendance during 2014 was below previous years’ attendance and the state average. The kindergarten has traditionally had good attendance.

Staff attribute our lower than average attendance in 2014 mostly to low attendance at our Friday fortnightly session, which in turn reduced our overall attendance.

Families reported not attending the Friday session for a number of reasons including:

Work commitments and their children attending child care, because of this families were unable to get their child to and from kindergarten. Some of these children accessed these hours of the universal access program at child care.

Some children attended other activities such as swimming or dance classes.

Some families with limited access to transport found the walk long or difficult in wet or hot weather conditions and some reported the cost of transport out weighted the benefit of the three hour session for the family.

Other families reported less of a commitment getting to kindergarten for a three hour session than on a full day of kindergarten. Other families found it difficult to remember which fortnight their child was enrolled to attend.

Future Planning
In 2015 staff will continue to provide information about the importance of regular attendance at kindergarten.

Staff will also restructure the Friday session hours in an effort to increase participation in the Friday session. In 2015 the kindergarten will trial a number of family and community orientated sessions.
Client Opinion

In 2014 we trialed a new parent opinion survey developed by another kindergarten in the partnership. The survey was designed to provide more targeted information in each of the seven Quality Areas of the National Quality Framework.

The survey has five or six statements and asks for comments in each of the seven areas – Educational Program, Health and Safety, Physical Environment, Staff, Relationships with Children, Relationships with Families and Community and Leadership and Management. Parents are asked to state on a 5 point Likert scale the degree to which they agree or disagree with the statement. To collate the survey, a strongly disagree scores 1, disagree scores 2, neutral (no opinion or don’t know) scores 3, agree scores 4, and strongly agree scores 5. Surveys were distributed to all families with children attending full time kindergarten in term four, with 26 being returned.

The overall satisfaction level with the kindergarten was high with the majority of responses in each quality area being “strongly agree” or “agree”. A small number of “neutral” and “don’t know” responses were recorded in each quality area, with the exception of quality area 4 staff, where 100% of the responses were “strongly agree” or “agree”.
The above table shows the majority of families were satisfied with the educational program at Oaklands Estate Kindergarten.

A small number of respondents expressed neutral satisfaction with the information sharing and preschool programs. Information sharing also received the lowest percentage of responses in the strongly agree response for all questions in the Quality Area 1: Educational Programs.

Parent comment specific to Quality Area 1: Educational Program and Practice
“The education system do really good. My son learned to write/hold pencil from kindy. He showed more interest in reading books.”

“Very comprehensive and way more than as a parent I would ever think to educate/talk to my child/ren about, but has helped to open lines of communication and further learning/connectedness in discussing kindy educational issues both at home and in other contexts.”

“I love how child-focussed the program is. I love how much outdoor activity and nature play focus there is. I love how the children get to be ‘kids’ and explore their learning. I understand and appreciate so much more about my child as a result of her time at kindy.”

Future Planning
In 2015 staff will continue to explore ways of ensuring all families receive information about their child’s development, what they are learning and the preschool program in a variety of ways that meet the diversity of family’s needs.
Quality Area 2: Health & Safety

The above table shows the majority of families were satisfied with Quality Area 2: Health and Safety in 2014.

85% of respondents strongly agreed they felt confident their child is safe and protected at kindergarten, the other 19% agreed.

Some respondents did put qualifying statements when answering “don’t know”. For example when answering “don’t know” to effective hygiene practices are promoted and implemented at preschool and children are adequately supervised at all times, one respondent also included the statement “I am unsure but assume it occurs”.

Parent comment specific to Quality Area 2: Health and Safety

“Although there are areas of playground eg monkey bars that could be perceived to be dangerous, I/we feel that the children are encouraged to explore the kindy environment safely and within their own limitations, whilst not being molly coddled, just as it was when we were kids and this has greatly enhanced my child’s opinion regarding their time spent at kindy.”

Future Planning

In 2015 staff will explore ways of ensuring families are informed about how children are supervised and the hygiene promoted and imbedded into daily practice and the programs at the kindergarten.
In Quality Area 3: Physical Environment the survey results indicate an overall high level of satisfaction in this area.

The survey shows a small number of neutral responses, however the majority of respondents strongly agreed that the kindergarten is well equipped and the kindergarten is both safe and challenging.

**Parent comment specific to Quality Area 3: Physical Environment**

“I think there is a good balance of having the familiar and constants in the environment, whilst bringing in changes/new ideas as well.”

“Was there a vegie patch? If not, get the kids involved to put one together & look after it.”

“There are many attractive activities with natural and process materials. Challenging and encourage self-help skills of children. Pleasant environment.”

**Future Planning**

In 2015 staff will continue to explore ways of sharing information about the specific learning programs and plans offered within the kindergarten particularly in relation to the physical environment.
In 2014 Quality Area 4: Staff the survey shows a high level of satisfaction with the staff at the kindergarten.

Parent comment specific to Quality Area 4: Staff

“Oaklands Estate teachers are fantastic with all kids! I’m glad I have these lovely teachers for my daughter!”

“Has been an absolute pleaser interacting with the teachers and support staff, but also being witness to their teaching and child interactions. They are super supportive of children and families, yet firm with boundaries (eg in setting acceptable behaviours). Very dedicated and made an enormous impact on my child.”

“Every time I visit my son’s kindy, I find all the teachers very friendly, nice, welcoming. They were very attentive to the kids, about their learning etc.”
The survey results indicate an overall high level of satisfaction with Quality Area 5: Relationships with Children. 78% of respondents strongly agree their child is made to feel secure, confident and included at kindergarten. While one respondent (4%) indicated not knowing if children from all backgrounds and cultures are treated fairly, 78% of respondents strongly agreed.

Parent comment specific to Quality Area 5: Relationships with Children

“Could not have structured a better year for my child, has been (& will be seen looking back in time) a significant foundation year in their life, they have flourished at OEK as a direct result of the time, patience, dedication and professionalism shown by all staff. Simply amazing.”

“I never had a problem with this area. My son loved kindy. It did take him a little while to settle in, but the teachers were wonderful at making him feel safe & secure when I let him in the mornings for a while. I knew he was in good hands.”

“I have been impressed with all the staff and their caring and individual approach to the children.”

“I feel relationships should be the focus before any other learning and this has been reflected throughout the years program and evident in how happy my child is at kindy.”
Quality Area 6: Relationships with Families and the Community

The responses to Quality Area 6: Relationships with Families indicate an overall high level of satisfaction in this area, with the majority of responses falling in the “strongly agree” response.

Parent comment specific to Quality Area 6: Relationships with Families

“Time constraints make it difficult to include parents in individual & group learning (we never did get to do the small group activity). Would have liked to help out during the day more. Please take us upon the offers. I know sometimes it is more work than help though! 😊”

“I feel particularly emotional when thinking about the high level of support shown towards our family. In what has been a very significant year in terms of extraneous issues involving our family, they have been a great source of support and a shoulder to cry on.”

“We felt like a part of the kindy community and made some lifelong friendships. It was wonderful being part of it all and seeing our son mature and develop over the 12 months.”

“There is a variety of opportunities to be involved in the kindy and a welcoming feel to all families who attend.”

Future Planning

Staff to explore different ways families can become involved in the kindergarten program.
Quality Area 7: Leadership and Management

Unlike the other quality areas where the majority of respondents fell in the “strongly agree” category a number of statements, “The preschool is always looking for ways to improve what it does” and “Parents have the opportunity to be involved in the development of preschool plans through the Governing Council” received equal number of responses for “strongly agree” and “agree”.

Parent comment specific to Quality Area 7: Leadership and Management

“Kindy is in good hands.”

“Being a first time parent at kindy, I found it a little difficult in the first few terms to know who on the Governing Council and ways to be involved etc. Perhaps a small info board of staff & Gov Council & their roles, to help new timers navigate the political side of kindy. 😊”

“Extremely well managed and very dedicated to ongoing personal/professional development and also major improvements to the kindy, the environment & resources.”

“Without effective leadership, the learning outcomes/development of the children would falter, this is clearly not the case at OEK and the staff are extremely committed to the best outcomes for the children and the effective management of resources and development.”

Future Planning
Staff to share information with all members of the kindergarten community about the Quality Improvement Plan, professional learning, kindergarten philosophy and how families can become involved in decision making.
Additional Comments

“Over the year I have noticed many positive changes in the kindy environment, but have also been impressed with how the kindy is managed, the sharing of the children’s learning in a variety of ways, the focus on relationships as being important and the welcoming feel within the centre. N has really thrived and grown in confidence over his year and I feel it is through the caring and encouraging approach of the teachers that has supported his learning. Thank you”

“The year that A has spent at OEK has been without doubt an extremely positive experience for him and one in which he has begun to harness his creativity, talents and above all his attitude and behaviours to good use. We feel incredibly blessed to have been able to send him to OEK and without the ongoing tireless support and dedication of all its staff, the experiences and impressions which we will be left with, would not have been as rich as they are. There is no area which we could fault, the curriculum, resources, teachers/support staff, excursions and capital improvements have all be superb and this fantastic foundation will resonate with us and A as he transitions to school next year. Knowing that we have another child, R, who is commence at OEK in 2016 I particularly exciting, given Riki is to remain at the helm as Director for the next 5 years, along with her dedicated colleagues (we hope) and would have no reservations to highly recommend OEK to our family, friends and other parents searching for a kindergarten for their child/ren. We wish you all the best for 2015 and look forward to our ongoing relationship in 2016.”

“This year has made my daughter grow and you have helped her learn a lot of new stuff. We are grateful for any help that has been given with our daughter and personal advice as well you have made the kindy year a smooth transition into becoming a responsible child and primary school student. The only other thing to say is thank you.”

“K has improved in all areas at Oaklands Estate! I believe the teachers are great with the children and their learning! I always notice something new and/or colourful. I am happy to say I would bring my other children when ready to this kindy also I would recommend Oaklands Estate to my friends! This year has been great for K and I can’t THANK YOU all enough! Simply Thank you for your great work! ☺”

Relevant History Screening

In 2014 the kindergarten established processes for ensuring all volunteers, visiting professionals and staff had current relevant history screenings. Induction processes and packages were also updated to ensure information was provided to staff, volunteers and visitors about their requirements in providing current relevant history screenings when entering the site.

The kindergarten initiated 12 screenings for Governing Council members and volunteers in 2014.
### Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>0127 - Edwardstown Primary School</td>
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<td>2.2</td>
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