Annual Report
2014
1. CONTEXT

Preschool Name: Bishop Kindergarten  
Preschool Number: 6607

Preschool Director: Margaret Henson  
Partnership: Port Lincoln

BISHOP KINDERGARTEN

- Is a full time Department for Education and Child Development (DECD) Category 2, stand alone Preschool with a 30 child capacity.
- Is one of a number of Early Childhood Services (Preschools and Childcare Centres) in and close to Port Lincoln.
- Works with the Preschool Community and the Port Lincoln Office for Education to support the placement of children into Preschool Programs.
- Families come from diverse backgrounds and travel from within the city limits and outlying rural areas.
- Has a warranted staff team of 2.5 equivalent full time staff i.e. 1.0 Director, 1.0 Teacher and 0.5 Early Childhood Worker (ECW).
  This staff team has been working together at Bishop Kindergarten for a number of years.
- Introduced Universal Access in 2012.
  i.e. Children who start their entitled year of Preschool can attend a maximum of 15 hours per week.
  During 2014 we employed an additional 0.4 Teacher – utilizing the Universal Access staffing allowance.
  We also increased the ECW position to 1.0 using budget savings.
- Introduced Same First Day in 2013
  i.e. Children who turned 4 before the first of May are entitled to start at the beginning of the school year.
- Place children in 2 groups of 30 after negotiating with families.
  BLUE – BLUEFIN TUNA / FINS attend Monday and Wednesday 8.45a.m. – 3.00p.m.
  and Friday 8.45a.m. – 11.15a.m.
  GREEN – LINCOLN PARROTS / FEATHERS attend Tuesday and Thursday 8.45a.m. – 3.00p.m.
  and Friday 12.30p.m. – 3.00p.m.
- Provide before and after kindergarten care for working families who are juggling drop-off / pick-up times.
  This is a written request and may incur a small fee.
- Uses the Early Years Learning Framework for Australia – Belonging, Being and Becoming to facilitate children’s play-based learning.
- Uses the National Quality Standards (NQS) to guide a yearly systematic self review.
  The 7 Quality areas of the NQS enable us to enquire into all aspects of the Preschool's operations and helps to address questions on the quality and effectiveness of the Preschool's processes, outcomes and performance.

Is a welcoming, safe and stimulating learning environment where the outside play space can be utilized in all weather and the children use the natural environment to extend their play and learning.
2. REPORT FROM GOVERNING COUNCIL

The Bishop Kindergarten community has enjoyed another successful year in 2014.

In our 10 Governing Council meetings since the AGM in March 2014, members have discussed the general operation of the centre, asset management, staffing arrangements, finances and communication with families.

Margaret Henson and Ros Walker have continued to educate us on all aspects of the learning program at Bishop Kindy:

- Margaret updated the Governing Council at each meeting on day-to-day happenings in the kindergarten and enlightened us on key aspects of our curriculum ‘Belonging, Being and Becoming’.
- We participated in activities which demonstrated how learning outcomes are achieved through the Kindy’s play-based curriculum. These activities highlighted how this philosophy promotes improved confidence and communication skills as well as better educational outcomes for pre-school children.
- We were educated on the various assessment tools used at the Kindy, including a demonstration of the Phonological Awareness Skills Mapping, and an explanation of the Centre Self Analysis tool.

All areas of our 2014 Quality Improvement Plan which have been discussed at meetings, these include:

- Attendance rates – Margaret discussed the importance of high attendance rates at kindy, which had been affected in 2013 by Same First Day and Universal Access but continue to improve.
- Phonological awareness and Numeracy as integral parts of our program – Margaret updated us on Professional Development undertaken by staff in these areas.
- Staff wellbeing – there are a number of issues that have arisen as a consequence of Universal Access and it is difficult for staff to have adequate breaks. Our staff leaders have made great efforts to promote positive staff wellbeing in difficult circumstances.
- Enrolment and orientation processes – we have discussed options for making transition easier for families and the kindergarten as, again, Same First Day and capacity limits have added new challenges.

We have been fortunate to hear from some fantastic guest speakers at our meetings, including Vicky from the Port Lincoln Police and hypnotherapist Chantelle Smith from Indigo Blue. Pip Will talked about various aspects of early childhood physical development. In Term 3 we welcomed representatives from Port Lincoln Junior Primary School, St Joseph’s School and Navigator College who spoke about the early years programs at their respective schools.

A significant project undertaken this year has been the upgrade of the Kindy’s website. Jess Scholz (who has kindly donated a significant amount of time to the project) along with the team at Woof Media, have produced an excellent site which perfectly meets our needs.

There have been some significant upgrades and improvements to the Kindergarten environment this year, with the largest project being the removal of all asbestos from the site. Other maintenance projects included painting of the building and the removal and replacement of the ageing wooden boat in our playground.

Support from local businesses was much appreciated. The Bluebird Market organisers offered us the opportunity to fundraise at markets in October and these funds were used to purchase our new playground boat. Woolworths provided a large supply of surplus stationery items in Term 2, which have been put to great use by our creative kids.

I must make mention of the wonderful parent community at Bishop Kindy. There are many ‘quiet achievers’ amongst us, and their efforts have not gone unnoticed. I thank members of our Governing Council, and in particular Bec Pocock who has worked tirelessly this year, both in her role of Treasurer and with various other tasks around the kindy.

Bishop Kindergarten is an incredibly positive community to be a part of. I know I speak on behalf of the entire parent body when I say how grateful I am to our exceptional staff. Not only do they have a wealth of experience, they also possess a genuine commitment to providing the best possible learning experience for each and every child in their care. To say that they go over and above the call of duty is an understatement!

Emma Fuss
3. HIGHLIGHTS 2014

The following are only 3 of the many highlights.

- **Placing the children into stable social groups reflected positively on their wellbeing, ability to establish relationships and their involvement in the Preschool curriculum.**

  In previous years when termly intakes were the norm and families chose a mix of ½ and full days there was continuous change and groups were less settled. We didn't observe as much cooperation and collaboration between the children as the dynamics were always changing.

- **Sitting and trying to have lunch with the children in our ‘Bishop Kindergarten Café’ at the beginning of the year morphed the staff into “jack-in-the-boxes who suffered from indigestion”. By the end of the year the lunch time ‘Café’ provided an enjoyable social experience for all. There were no longer spills and upset lunch boxes but enjoyable conversations covering a variety of topics. Children were also able to monitor their own eating and drinking as well as having developed improved self-help skills.**

  Lunch time at Bishop Kindergarten is part of the 15 hours of teaching and learning time and placing the children at regular tables with the same staff member encourages the building of relationships and the monitoring of progress.

- **The students and teachers from Moroto, Japan, visited us as part of their planned activities while in Port Lincoln. The Japanese teenagers questioned their visit to a Preschool but when it was time to leave their new ‘buddies’ they were reluctant to say goodbye. The Preschool children quickly accepted these visitors and established a means to communicate and include them in their activities.**

  We have been included in the community exchange program for a number of years and we always marvel at how quickly the children from very different cultures and ages connect.

To be a part of the Bishop Kindergarten Community is a privilege and to be responsive to these children’s strengths, abilities and interests is not just our core business but provides numerous highlights daily.
4. QUALITY IMPROVEMENT PLAN

At the beginning of 2014 we reviewed our 2013 Quality Improvement Plan (QIP) and developed our 2014 QIP. We utilized the National Quality Standards Assessment and Rating Instrument while reflecting on our practice against the National Quality Standards and National Regulations.

We once again reviewed our areas of strength and areas that we considered required improvement and development. We reflected on information gained from the Annual Parent Survey, feedback from informal discussions with families, parent/teacher interviews, Governing Council meetings and staff meetings and informal discussions. Also keeping in mind the DECD Vision of developing a high performing system that improves the educational attainment and wellbeing of South Australia's children and young people.

OUR KEY AREAS OF IMPROVEMENT INCLUDED

Quality Area 1 – Educational Program and Practice
- Raising attendance rates to 90% or higher.
- Integrating Phonological Awareness into our program.
- Integrating Numeracy Knowledge into our program.
- Implementing the Respect, Reflect, Relate ‘tool’ proficiently

Quality Area 4 – Staffing Arrangements
- Developing strategies so that all staff are supported and can take entitled breaks.

Quality Area 6 – Collaborative Partnership with Families and Communities
- Developing strategies so that all families experience a positive enrolment and orientation to Preschool and School.

Quality Area 7 – Leadership and Service Management
- Formulating a comprehensive staff induction.
- Participating in effective performance development processes.

RAISING ATTENDANCE RATES TO 90% OR HIGHER

Once again we set an attendance expectation at enrolment. We requested all absenteeism needed to be explained and a phone call or prior notice was required. We also gave every family the handout “Everyday Counts” and made the Governing Council members aware of the importance of children attending and to share this information with the broader Preschool community. Our data continued to show children were getting tired and also there was more illness especially during Term 3 when our attendance rate dropped below 90%.

As a Preschool community we concluded a tired, sick 4 year old should not be expected to attend Preschool just to maintain attendance rates and we felt it was better to have no unexplained absences. This encouraged all families to contact us or give the prior notice we requested.

We will continue to use these strategies in 2015 but also regularly review Friday absenteeism and give the families the option of booking their children into 2 full days (12 ½ hours) and updating this to 15 hours as families feel their children no longer need the Friday to ‘recharge’.
INTEGRATING PHONOLOGICAL AWARENESS INTO OUR PROGRAM

After using what we believed was an inappropriate and lengthy testing tool in 2013 we decided to use a more Preschool friendly screener, Phonological Awareness Skills Mapping (PASM) in 2014. The data gained from screening the children in Term 1 gave us information about children’s understanding of sounds of language, awareness of rhyme and syllables. Using this information we programmed to teach rhyme, initial sounds and syllables both explicitly though games and while the children played.

During music groups the children would clap or beat out syllables, we read books which encouraged the children to finish the rhyme, and nonsense rhymes were a favourite with the children. We also used every opportunity to introduce the children to initial sounds.

Then in Term 4 we ‘re-tested’ the children.

<table>
<thead>
<tr>
<th>SKILL DOMAIN</th>
<th>TERM 1</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segment Syllables</td>
<td>Developed by the end of Preschool</td>
<td>50%</td>
</tr>
<tr>
<td>Match Rhyme</td>
<td>Developed by the end of Preschool</td>
<td>68.5%</td>
</tr>
<tr>
<td>Produce Rhyme</td>
<td>Developed by the end of Reception</td>
<td>18%</td>
</tr>
<tr>
<td>Identify First Sounds</td>
<td>Developed by the end of Reception</td>
<td>35%</td>
</tr>
</tbody>
</table>

During 2015 we will continue to use PASM as a tool to measure what knowledge the children bring with them to Preschool. These results will inform our practice so that we can use the positive teaching techniques developed over the last few years while focusing on the needs of the children who attend in 2015.

INTEGRATING NUMERACY KNOWLEDGE INTO OUR PROGRAM

Numeracy as described in Belonging, Being, Becoming refers to the children’s capacity, confidence and disposition to use mathematics in daily life has underpinned how we have planned for the children at Bishop Kindergarten to develop and use this knowledge of number, patterns, measurement and spatial awareness, During the year we attended a whole day workshop with Lisa-Jane O’Connor and as a staff team we agreed it was a positive re-introduction to maths. It was also at this workshop we were introduced to the Numeracy Progress Indicators established by DECD.

We have used these to review how we plan and monitor children’s numeracy knowledge.

We have observed and recorded children using their numeracy knowledge during 2014 but our quest for 2015 is to formulate or uncover resources that provide us with a method of recording children’s progress. How we gather initial data of each child’s knowledge and how do we measure their individual progress in a succinct manner?

I can build trees with different sized Lego blocks.

The snake skin was 2 ½ children long.
IMPLEMENTING RESPECT, REFLECT, RELATE

During 2014 we continued to use the reflective questions to generate discussions at staff meetings. We found these directed reflection of our individual as well as whole staff team’s practice.

We have become quite familiar with the Respect, Reflect, Relate document and have decided we will use parts of it as needs arise. We will continue to use the reflective questions at staff meetings as these seem to direct discussions in our ‘time poor’ environment.

DEVELOPING STRATEGIES SO THAT ALL STAFF ARE SUPPORTED AND CAN TAKE ENTITLED BREAKS

With the introduction of Universal Access staff no longer experience a child free 20 minute lunch break. We have had numerous informal discussions with others in Early Childhood Education and the most frequent response to this enquiry is to employ an additional staff member so that each staff can be released on a rotation over an hour. This would involve employing someone for a 3 hour period (as this is the minimum time a person can be employed) X four days X forty weeks a year and we do not have the financial resources to do this. (We already pay for an additional 0.5 ECW from our savings and have been doing this for 3 years.)

During 2013 when Universal Access was first introduced we accepted the lack of ‘breaks’ as a condition of our employment and because we enjoyed our lunches with the children. This was regarded as ‘teaching time’. Now we are looking for a better solution to working face to face for 6 ¼ hours / day without having a break.

During 2015 we will continue to address our systems, seeking information from others in the field and perhaps the AEU and the Preschool Director’s Association may be able to assist us.

DEVELOPING STRATEGIES SO THAT ALL FAMILIES EXPERIENCE A POSITIVE ENROLMENT AND ORIENTATION TO PRESCHOOL AND SCHOOL

With the introduction of Universal Access and Same First Day we found it difficult to find space and time to provide a comprehensive enrolment and orientation. All stakeholders did not appreciate the need to formulate a process that would allow the Preschool children to enter a transition to school allowing spaces for ‘new’ preschool children to begin a transition to kindergarten.

‘Fortunately’ in Term 3 there was a large number of absent children due to ‘winter’ illness which gave us the opportunity for 2015 families to visit without going over our centre’s ‘child’ capacity. Then in Term 4 when the local schools started their transition programs we were able to begin a roll in / roll out approach and the children were able to visit 3 times. This was not perfect but we were able to continue building relationships with children and their families.

Our concerns of 2014 are still facing us in 2015.’Child Capacity’ creates a problem of how to find time and space for large numbers of children and their families to transition into Preschool.

We also hope the decision to provide Universal Access is made early in the year because even though our 2015 families were very understanding some felt the pressure to commit to care as the decision had not been made on the continuing of Universal Access until very late in the 2014 year.

This late decision caused extra work for the Preschool staff as there was a need to keep communicating updates with the families.

FORMULATING A COMPREHENSIVE STAFF INDUCTION

The staff produced a comprehensive Induction Folder in 2014 which proved to be a useful resource. A number of relief staff members were able to source or review information as needed.

During 2015 we plan to review other centre’s Induction processes and resources and modify our processes accordingly. We have found a great deal of information needs to be exchanged and on the occasions where a ‘new’ relief staff is employed it is quite difficult to complete a comprehensive induction when families arrive and you need to begin your teaching day.
PARTICIPATING IN EFFECTIVE PERFORMANCE DEVELOPMENT PROCESSES

During 2014 one staff member requested a formal performance review which proved a very beneficial process for all concerned. All other staff members chose to participate in informal discussions at or following staff meetings.

During 2015 I need to discuss with all staff how to improve their performance development process so that it is a valued experience.

Each area of the QIP was addressed in 2014 and some will require further development in 2015. Our strengths and areas for improvement will again be revisited as we include the changes in the staff team and the new Preschool children and their families.

5. INTERVENTION AND SUPPORT PROGRAMS

During 2014 6.7% of the children received intervention to support their speech/language development and to assist their development of appropriate social behavior and involvement in the Preschool learning environment. An additional ECW was employed for an average of 5 hours/week to implement and monitor Individual Learning Programs developed by the DECD speech pathologist as well as assisting children to learn to regulate their behaviour so that everyone could play and learn safely.

Some of the these children will continue to be supported at school and others will only be monitored as they continue their learning journey.

We value the support given us by the DECD support team and the Early Childhood Worker who was prepared to be flexible in her employment so that she could support each child’s development for only a few hours each week.

The Health Screening provided by CAFHS is another valued intervention and support program. Each term the CAFHS nurse sets up her office in the withdrawal room to provide this service. In Term1 18, Term 2 19, and Term 3 19 children and their families benefitted from this service. Some children were referred to other professionals e.g. for hearing or eyesight, or parents were encouraged to seek further information from the preschool resources or other services in the community for their concerns.

We access a variety of resources from our community to support the children and families at Bishop Kindergarten as well as valuing the services already included in a child’s/family’s life.
6. STUDENT DATA

6.1 Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>58</td>
<td>57</td>
<td>56</td>
<td>59</td>
</tr>
<tr>
<td>2013</td>
<td>55</td>
<td>59</td>
<td>44</td>
<td>35</td>
</tr>
<tr>
<td>2014</td>
<td>57</td>
<td>60</td>
<td>59</td>
<td>60</td>
</tr>
</tbody>
</table>

Since the introduction of our centre’s ‘child capacity’ of 60 our enrolments have varied very little.

We expect to start each year with 60 children and unless there is an unexpected departure due to the child’s family moving we expect to finish the year with 60.

6.2 Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Centre</td>
<td>94.8</td>
<td>93.0</td>
<td>85.7</td>
<td>86.4</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>94.5</td>
<td>89.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>96.5</td>
<td>93.3</td>
<td>84.7</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>

Our attendance pattern remains higher than the state average except in Term 3 when we had an unusually large number of absent children due to ‘winter’ illnesses and our attendance rate dropped below 90%.

It was our goal to keep our attendance above 90% but we also needed to acknowledge that all absent children were accounted for as it is our practice for families to inform us if their child is away for any reason.

*We also acknowledge we do not want over-tired or sick children to attend just to keep our attendance higher than 90%. We have strategies which we put into place and we will continue to use these to emphasize the importance of attending kindergarten regularly so that these good habits continue at school and children’s learning / development is not interrupted.*
6.3 Destination – Feeder Schools

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0270 - Mitcham Primary School</td>
<td>Govt.</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1277 - Port Lincoln Junior Primary School</td>
<td>Govt.</td>
<td>50.0</td>
<td>68.3</td>
<td>44.1</td>
</tr>
<tr>
<td>8333 - St Joseph’s School - Port Lincoln</td>
<td>Non-Govt.</td>
<td>30.0</td>
<td>17.1</td>
<td>23.7</td>
</tr>
<tr>
<td>8425 - Navigator College</td>
<td>Non-Govt.</td>
<td>18.0</td>
<td>14.6</td>
<td>32.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Children from Bishop Kindergarten continue to transition to the Port Lincoln Junior Primary, St. Joseph’s Catholic School and Navigator College.

The 2013 destination data showed there was an increase from previous years in the number of children going to the Port Lincoln Junior Primary. It was the biggest move towards public education in the last 4 years and families said it was an economic choice.

In 2014 there was a shift away from public education with a 50% increase in children going to Navigator’s and a small increase to St. Joseph’s which meant a decline in enrolments from Bishop Kindergarten to the Port Lincoln Junior Primary.

There was no explanation other than the majority of families had already decided on which school their child was going to attend before starting kindergarten. The shift couldn’t even be explained away as a group of friends / family or baby groups decided on a school because “friendship” groups were divided between the 3 schools.

We promoted Public Education but also believe families in Port Lincoln are very lucky to have such a large choice and encourage families to always make informed decisions.

During 2014 the Governing Council contacted the schools to provide opportunities for them to promote their schools at a Governing Council meeting. These were very well received and attendance was very good.

We plan for schools to do this again early in 2015 so that families have more information to base their school choice on. This is especially important for those families who have not made a choice yet.
QUALITY OF TEACHING

The majority of responses to the above statements were in the agree and strongly agree category and the following comments support this.

“All the teachers are very enthusiastic creating a fun and interesting learning environment.”
“We felt they specifically catered for my / our child’s needs.”
“So impressed with the constant positive communication about my child’s development and how it’s supported by their teaching programme”
“The learning through play approach is very natural for the children and provides them time and space for social and group learning.”

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think my child receives high quality teaching at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>My child’s teachers know what my child can do and what he/she needs to learn.</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>16%</td>
<td>81%</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>This preschool has the expectation that children will learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are enthusiastic in their teaching.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>I am satisfied with the learning programs offered at my child’s preschool.</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>19%</td>
<td>77%</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>My child’s teachers clearly inform me about the learning program.</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>23%</td>
<td>71%</td>
<td>31</td>
</tr>
<tr>
<td>7</td>
<td>My child’s teachers make learning interesting and enjoyable.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>87%</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>Teachers at this preschool really want to help my child learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>16%</td>
<td>84%</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>The preschool has an excellent learning environment.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>16%</td>
<td>84%</td>
<td>31</td>
</tr>
</tbody>
</table>

SUPPORT OF LEARNING

The majority of responses to the above statements were in the agree and strongly agree category and the following comments support this.

“Information is available when needed.”
“I have nothing but praise for the support our child received and the support I have received as a parent. It is clearly evident how much effort all the educators give to all the children and families.”
“We noticed Bishop Kindy has a gentle approach when asking the children to do new things. I believe this has been very beneficial for my child.”
“The teachers provide wonderful guidance and support to the children. I hear it in the way our daughter returns home and speaks to her younger brother. The support is comprehensive – the teachers make an effort to get to know us as a family and they respect and value the uniqueness of each child.”

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My child is motivated to learn at this preschool</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>39%</td>
<td>58%</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>My child’s teachers provide help and support when it is needed.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>My child has access to quality materials and resources that help him/her learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>16%</td>
<td>84%</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>My child is happy at this preschool this year.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>My child would receive support for any special needs he/she had.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td>77%</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>The preschool changes its programs and activities to improve student achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
<td>72%</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>Children know how they are expected to behave at preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>16%</td>
<td>84%</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>Teachers at this preschool treat my child fairly.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>This preschool provides a safe and secure environment.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>94%</td>
<td>31</td>
</tr>
<tr>
<td>10</td>
<td>Children have enough materials and resources for their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>31</td>
</tr>
<tr>
<td>11</td>
<td>This preschool has information available about other support agencies within the community.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>83%</td>
<td>29</td>
</tr>
<tr>
<td>12</td>
<td>This preschool encourages children to have a sense of pride in their achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>31</td>
</tr>
</tbody>
</table>
RELATIONSHIPS AND COMMUNICATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel welcome at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>This preschool assists the development of my child's personal and social skills.</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>19%</td>
<td>77%</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>I am comfortable about approaching my child's teachers to talk about his/her progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>I am given opportunities to have a say in matters about this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
<td>74%</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>There is a broad variety of communications that inform me about this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>23%</td>
<td>74%</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>Children from all backgrounds and cultures are treated fairly at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
<td>74%</td>
<td>31</td>
</tr>
<tr>
<td>7</td>
<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>19%</td>
<td>81%</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>I receive helpful information about my child's progress and achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
<td>71%</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>This preschool provides opportunities to discuss my child's progress.</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>26%</td>
<td>71%</td>
<td>31</td>
</tr>
<tr>
<td>10</td>
<td>I am well informed about preschool activities.</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>26%</td>
<td>71%</td>
<td>31</td>
</tr>
<tr>
<td>11</td>
<td>I believe that if I have concerns or suggestions, the preschool would respond appropriately.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td>77%</td>
<td>31</td>
</tr>
<tr>
<td>12</td>
<td>I am encouraged to be involved in the preschool in all kinds of ways.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>71%</td>
<td>31</td>
</tr>
<tr>
<td>13</td>
<td>Teachers let me know how well my child is doing.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>32%</td>
<td>68%</td>
<td>31</td>
</tr>
</tbody>
</table>

The majority of responses to the above statements were in the agree and strongly agree category and the following comments support this.

“I love the folders of child’s progress and activity at the Kindy. I can see what my child has been up to and how he has progressed through the year.”

“Communication at kindy is excellent. Being a member of the Governing Council has helped to form relationships with the teachers, find out more about what is happening at kindy and why, which benefits my child.”

“Bishop Kindergarten has been a welcoming and friendly preschool. There are many opportunities for all to be involved in and informed about their child’s education.”

“We feel so privileged to have had feedback about our son’s day and achievements on a daily basis. The teachers always have time to discuss my son’s progress and my concerns as a parent. They also have a welcoming, informative and fun governing council.”

During 2015 we have already put into practice of releasing a teacher at the end of the day to communicate with families as this was a suggestion in 2014. We have always had a teacher greet and meet and an ECW ‘chat’ at the end of the day but at a staff meeting it was decided to reverse the roles and make the end of the day a sharing and information by a teacher.
LEADERSHIP and DECISION MAKING

The majority of responses to the above statements were in the agree and strongly agree category and the following comments support this.

“I think the kindy is very well run by people who care about the children.”
“Excellent leadership and teamwork. Always assessing for effectiveness or improvement.”
“I feel that the leadership and decision making of this kindy has helped the kindy run smoothly and achieve the best outcome for my child.”
“The Governing Council model is very effective and engaging for those able to attend.”

OTHER PARENT COMMENTS

“My only complaint about Bishop Kindergarten is that it doesn’t go on forever. It has been a truly magical experience for our daughter and we can’t thank Margaret and her team for all that they are.”
“Bishop Kindergarten has been the best environment for my child to grow, learn and expand his knowledge and skills. He has had high quality support through some difficult issues and I couldn’t have asked for better guidance and assistance for and with him. The outcome this year has been a very positive one and I am very grateful to all the staff.”
“We are so pleased we chose Bishop Kindy for our son’s preschool education and have all thoroughly enjoyed the year.”
“I love Bishop Kindy and the teachers. My child loves going there and I have seen vast improvements in his social play with other children as well as his preschool level skills prior to starting school.”

At the beginning of each year we review the information gained from the Parent Survey and try to address any concerns. We relook at the systems already in place to see what has been valued and what needs to be addressed. We are always realistic and know we will never be able to achieve 100% agreement because families are only with us for a year and everyone takes on board things at different times. We are very aware parents do not stay and play as much as before Universal Access and informal chats don’t happen as much but we do try to be available to families and have a process that is meeting the majority of needs.
8. ACCOUNTABILITY

The Department for Communities and Social Inclusion provides a screening process for all staff and volunteers. During 2004 3 staff members’ screening process took longer than in previous years and the CSI informed us this was due to the large number of screenings presented in 2014. This caused stress to the staff members and Bishop Kindergarten as they were initially not allowed to work with children then DECD informed us they were not allowed on site until their screenings were cleared. After a few stressful days and a few phone calls clearances came through.

We have now decided to encourage staff and volunteers to prepare their application earlier than in previous years so that there is plenty of time and no one is without appropriate documentation.

CONCLUSION

2014 was a busy year filled with fun and learning. We celebrated the end of the year with 4 family dinners in Week 8 where children and their extended family shared “Party Food” and the children were presented with their portfolios (a record of their learning journey). Then in Week 9 families once again made time to enjoy a Kindergarten Made Biscuit and a ‘cuppa’ in the Kindy Café and they presented their families with a ‘thank you for bringing me to kindy’ gift which they had made.

Behind the scenes even before the 2014 kindergarten year started a new kitchen was being installed and staff were preparing the working environment around tradesmen.

Then at the end of the year the staff were again helping to improve the learning environment by preparing the kindergarten so that the asbestos could be removed from the equipment shed and the front socio-dramatic room (Home area).

Lots of after hours was and is still being spent so that the children have the best opportunities for learning in a welcoming and safe environment.

Thank you to the wonderful 2014 Governing Council members who supported the staff and guided the behind the scenes decisions so that Bishop Kindergarten can continue to be the Wonderful Children’s Garden of Learning.

Looking forward to another year filled with Fun, Laughter and Learning.