



2011



Booleroo Centre & District Kindergarten Melrose Outreach Preschool each with Rural Care



Annual Report



Government of South Australia
Department for Education and
Child Development



Philosophies



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

Context

Org Unit No:	6608	Preschool Director	Ms Jennifer Stringer
Preschool Name:	Booleroo Centre & District	Region:	Yorke and Mid North
Org Unit No:	6637	Preschool Director	Mrs Jennifer Stringer
Preschool Name:	Melrose Outreach Preschool	Region:	Yorke and Mid North

Presented at AGM 2012

Signed:

27/02/ 2012

Chairperson of BCDS Governing Council



Government of South Australia
Department for Education and
Child Development



Annual Report



2011 Kindy/ Rural Care/Playgroup Report

We consolidated the use of DIAf (DECD Improvement and Accountability framework) and reported to Governing Council using the 9 Principles of Improvement and Effectiveness throughout the year until the National Quality System was approved. We then used the quality areas from ACECQA (The Australian Children's Education and Care Quality Authority). Some of the dot points from Governing Council Reports were as follows:

Leadership

This year at Kindy and Rural Care has seen both an active and exciting learning environment at Booleroo and Melrose sites, with the reopening of an outreach service at Melrose and some changes to staff. Alison Arthur stepped in for me as director during term one, while I was principal at Peterborough Primary School and Karin Pascoe took on the teaching role at Melrose. With my return to Booleroo, Alison took on the teaching role at Melrose and resumed her director position at Wilmington. Karin Pascoe returned to relief teaching. The leadership role for Booleroo Kindy stepped up a pace with responsibility for 2 rural care centres and two preschool services.

Staffing

Rural Care staff became permanent through a Department for Education and Children Development (DECD) initiative. Elfie Woolford, Elin Griffiths, Katrina van Boekel and Vanessa Hook all breathed a collective sigh of relief! Vanessa married at the end of the previous year and Katrina was married during the October break. Rachel Yates will take some time from Rural Care next year to manage Pizza Hut in Pt. Pirie before returning to us. We welcomed new relief staff to our team with Kaye, Jess, Liz, Jenni, Ange and Melody coming in at various stages. Lurline stepped in for a term to help with speech pathology after Rachel ended her contract. Elin maintained a speech pathology service at Melrose throughout the year. We farewelled Alison, who has taken on the director role at Jamestown Kindy and welcomed Angela Hamlyn who will teach at Melrose outreach. The final staffing news for the year was Karen Blesing finally became permanent and I don't think she could have asked for a better Christmas gift!

Children, coming and going!

We welcomed many children to pre entry and over the year we welcomed Danielle, Shayla, Ayden, Matilda, Harrison, Bayley, Scarlett, Ziggy, Grace, Claire and Maxwell to full time kindy.

We also held graduation and farewell parties for Cooper, Chloe, Eliza, Tess, Carly and Jerramy and wished them all the best for their time at school, while Ayden moved to another Kindy.

Curriculum

Highlights of our curriculum throughout the year focussed on: our safety rules, swimming at the pool, discovering 'starfall' on the internet as well as visiting the dinosaurs at Port Pirie, listened to dreamtime stories, made patterns and also visited the Mount View Homes, checked out some geckoes and sand swimmers, played with our dads at Father's Night, celebrated book week, watched Patch Theatre perform Mr McGee and the Biting Flea, looked into bugs, set up a kid's kitchen and did the Zumba with Meridee. But also learnt some rhyming words, practiced our writing, listened to and made books to read, counted and most importantly played using lots of conversation!





Annual Report



Sustainability

We cooked up a storm making noodle vegie slice, 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. We also went for walks to the hospital and homes to deliver huge pumpkins which we had grown.

Volunteers

It is with many thanks and appreciation of our volunteers who helped with the grounds, committees, zumba dancing, being Father Christmas and other bits and pieces which have made our journey all the more richer. Special thanks to Sue Clarke as our Governing Council chair who will be retiring at the next AGM, we have experienced many years of Sue's leadership.

National Childcare Validation

This year saw both Melrose and Booleroo be assessed against the National Childcare Accreditation Council standards with Booleroo achieving a high standard and Melrose needing to submit an updated action plan on curriculum which was accepted and passed a subsequent spot check.

Universal Access

We began universal access in term 3, so we were able to have longer sessions on Tuesdays and staff began investigating and planning for National Quality for kindy and care.

We look forward to a full and productive 2012.

Jenny Stringer Preschool Director



Alison working with children at the Melrose Outreach Preschool.

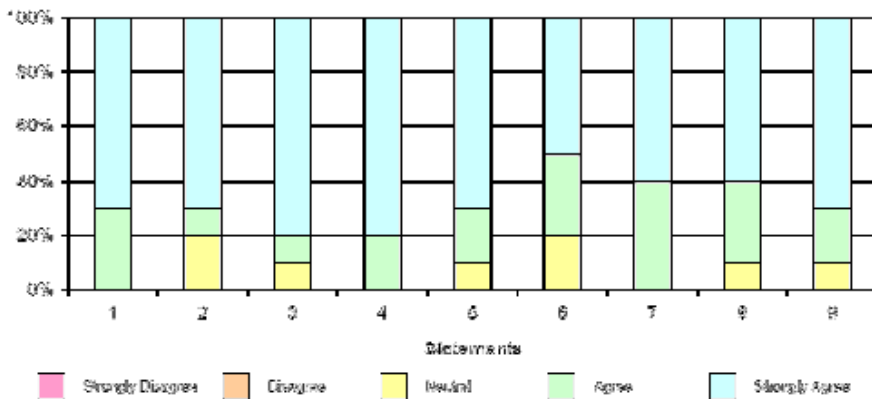




Data



6808 Boscawen Centre & District Kyrn
 Aggregation of Freachool Survey Responses
 Parent Opinion - Quality of Teaching and Learning



Literacy during restaurant play

Parent Comments - Quality of Teaching and Learning

We were not always know exactly what our children are learning at this centre, and that is because of the flexibility of the teaching staff and their ability to adapt the learning program to what is relevant for the children at the time. The staff are very tuned in to the children and what is happening in their lives and that is more important than sticking to a structured program that ignores the children's needs. My child loves attending this preschool and always enjoys the time spent there!

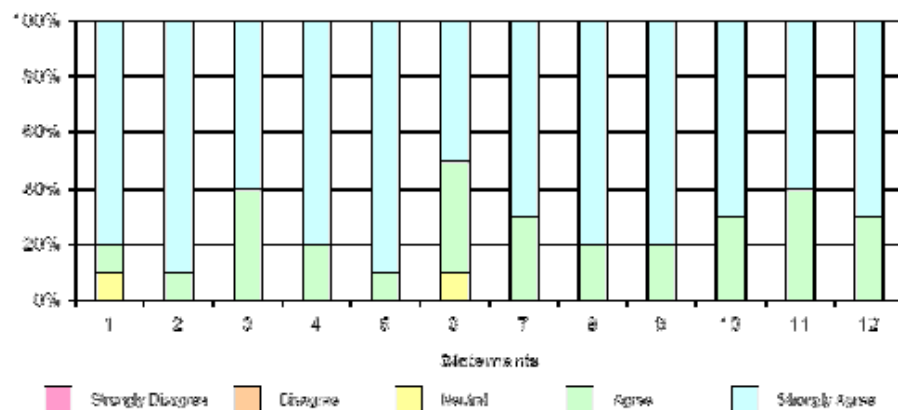
We feel extremely fortunate to have such dedicated and caring staff!

Teachers make an extra effort with the children on both the social and children and all 'local' people in a rural area, therefore they have a greater interest in seeing the children learn as they grow up.

6808 Boscawen Centre & District Kyrn
 Aggregation of Freachool Survey Responses
 Parent Opinion - Support of Learning



A visiting gecko helped develop our interest in the environment.



Parent Comments - Support of Learning

The children definitely feel ownership of their preschool, and their parents bring in the food items for their vegetable garden and the fruit (my child is excited to go to harvest). It was a fun way developing many skills during her time at kindy.



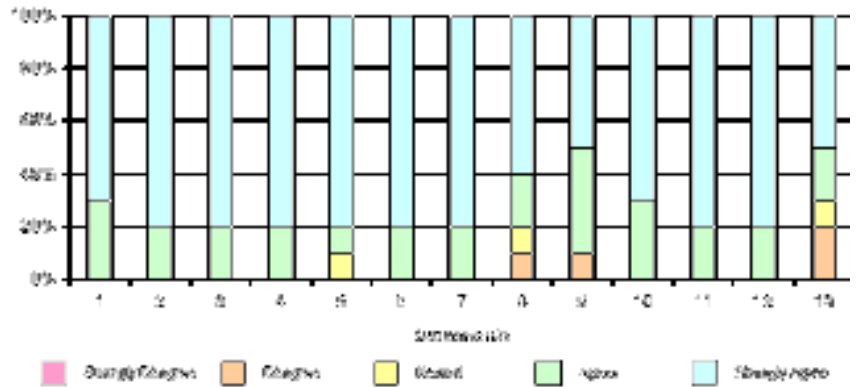


Data



All together in a little row boat, we have enjoyed the help of many volunteers over 2011. Thank you.

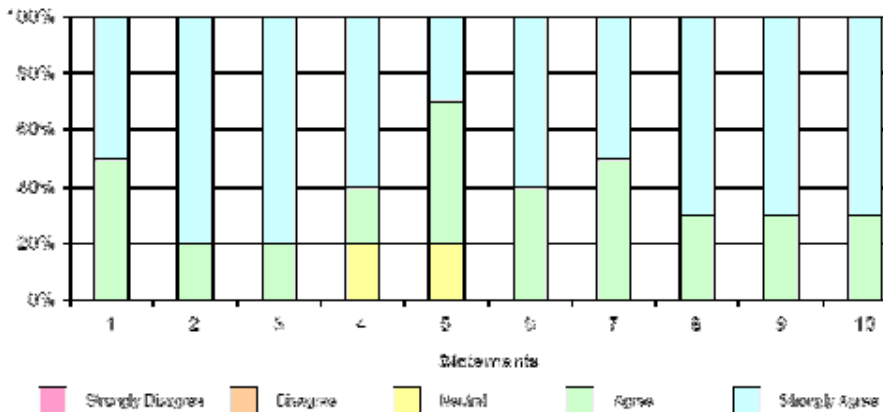
BCDS - Boomerang Centre & District Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Relationships and Communication



Parent Comments - Relationships and Communication

Staff are very approachable, friendly and considerate

BCDS - Boomerang Centre & District Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Leadership and Decision Making



Helping the garden grow.

Parent Comments - Leadership and Decision Making

With the temporary change of leadership in term 1, there were a few issues, but all were handled professionally and successfully and any things that still remained addressed were quickly rectified with the return of the director. Parents are actively encouraged to be part of the decision making of the Centre. A parent information session is held prior to the committee meeting, giving everyone a chance to have their say about things that are happening. Jenny is a dedicated leader who wants us to have the best centre we can have and is fully supported by Karen and the Board of Directors - thank you, Jenny and Karen!

Staff ensure our child is the best that it can be

I am extremely happy with the leadership and decision making of the preschool... All parents are invited to attend regular information sessions and are also invited to be part of the preschool committee.

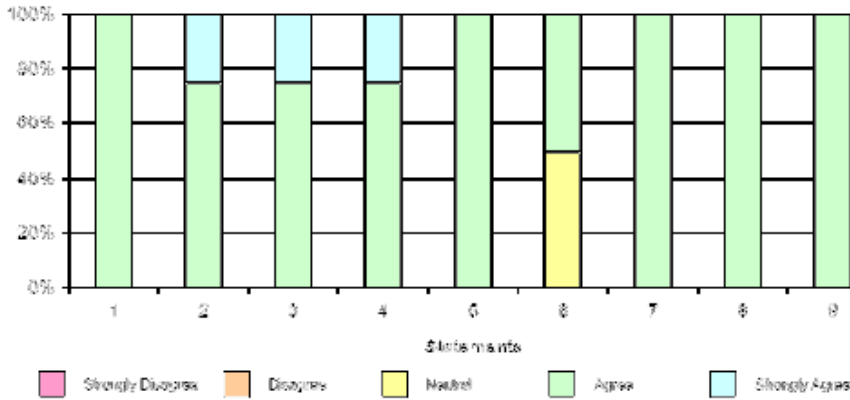




Data



6637 Melrose Outreach Preschool
 Aggregation of Preschool Survey Responses
 Parent Opinion - Quality of Teaching and Learning



Sorting it out at Melrose using small coloured dinosaurs.

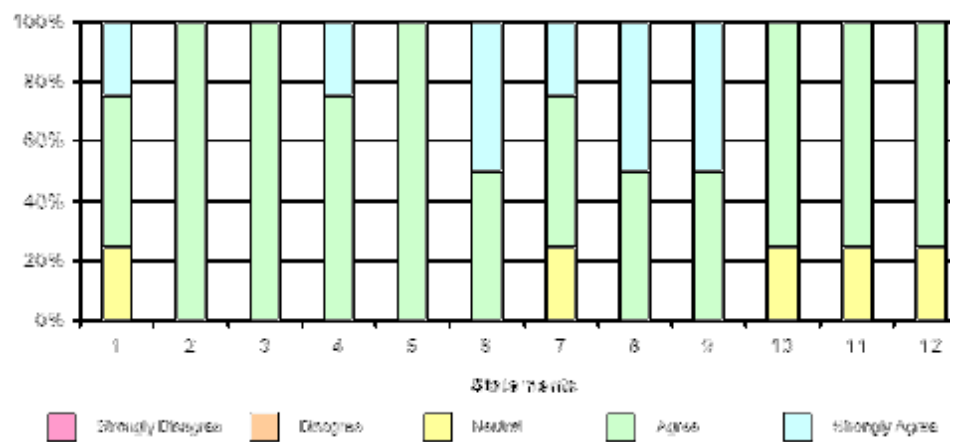
Parent Comments - Quality of Teaching and Learning

The addition this term of ecw time has improved the quality of education immensely.



Using the new touch screen tv at Melrose

6637 Melrose Outreach Preschool
 Aggregation of Preschool Survey Responses
 Parent Opinion - Support of Learning

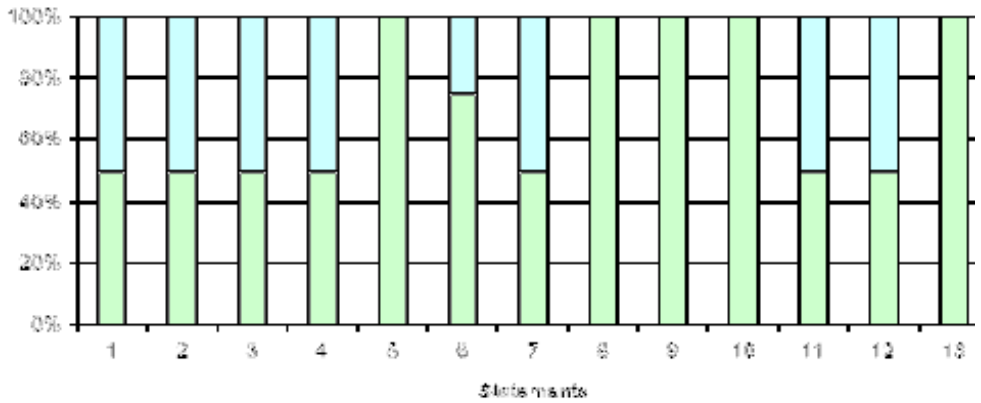




Data

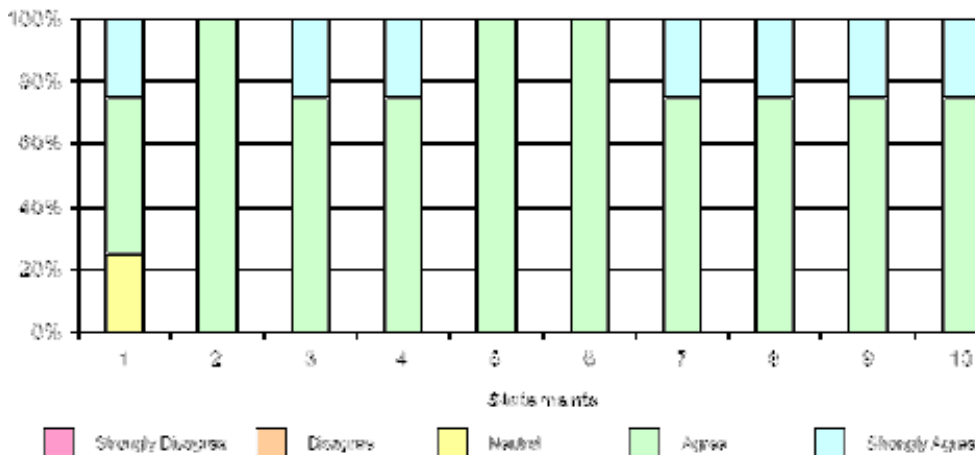


6637 Melrose Outreach Preschool
 Aggregation of Preschool Survey Responses
 Parent Opinion - Relationships and Communication



Visit to see Dinosaurs!

6637 Melrose Outreach Preschool
 Aggregation of Preschool Survey Responses
 Parent Opinion - Leadership and Decision Making



Sorting colours

Comment on Parent Opinion Poll data:

The time that parents took to complete the opinion poll is well appreciated, as comments and data determine future direction. The comments that parents have made about both centres are very positive and encouraging. The data indicates that in some instances 10% to 20% of parents felt that opportunities to discuss child progress, achievement and how the child was going could be improved.

2012 Quality Improvement Plan:

That the centre better communicate to parents, through portfolios, each child's progression and have access to each child's individual learning plan to know the term by term focus of learning for each child.



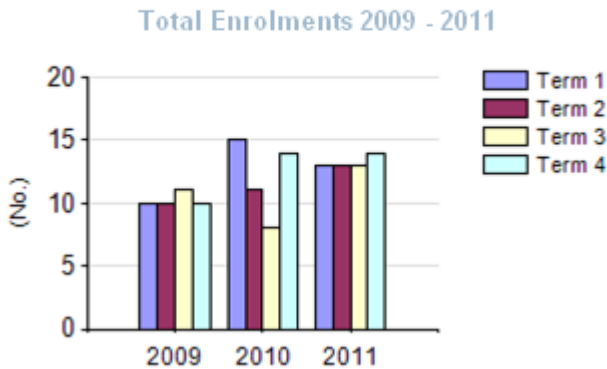


Data



Booleroo

Figure 1: Enrolments by Term



Melrose

Figure 1: Enrolments by Term

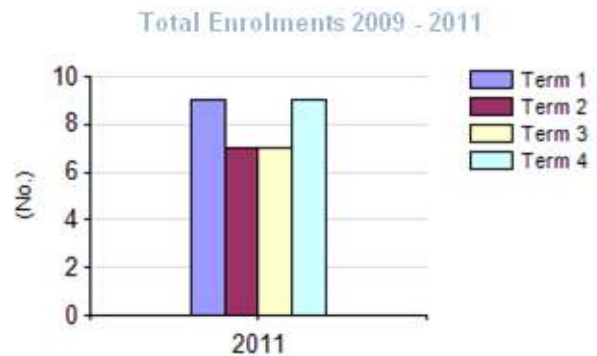


Figure 2: Attendance by Term

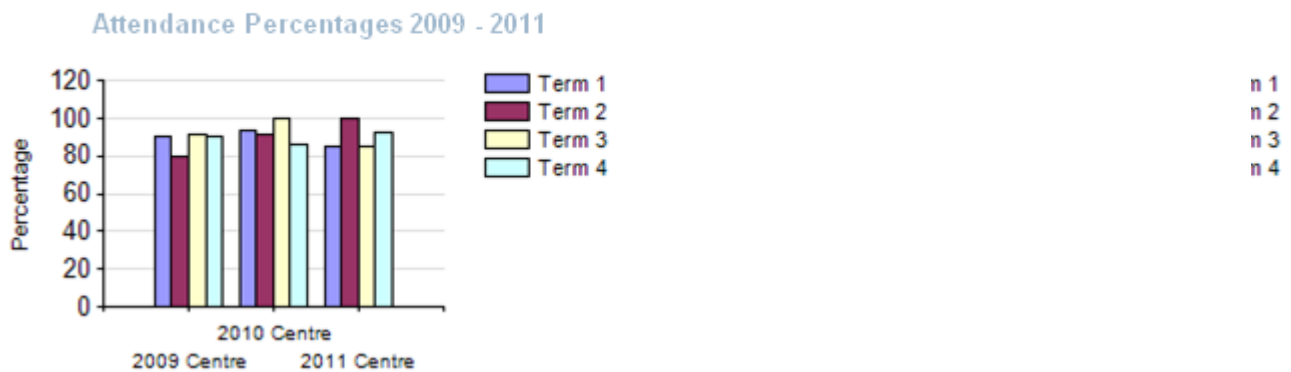


Table 3: Feeder School Percentage Data 2009 - 2011

Feeder Schools				
Site number - Name	Type	2009	2010	2011
0251 - Booleroo Centre District School	Govt.	100	100	100
Total		100	100	100

Table 3: Feeder School Percentage Data 2009 - 2011

Feeder Schools		
Site number - Name	Type	2011
0253 - Melrose Primary School	Govt.	100
Total		100

Comment on Data:

Data for Melrose only began in 2011 as the centre was reopened in that year through the hard work of parents. An agreement for Melrose is that it operates as an outreach of Booleroo Centre & District Kindergarten when numbers are above 7, should they fall below this then the outreach goes into recess until children numbers grow to 10 and then the outreach comes out of recess. At this stage we have a 6 month agreement for 2012 based on current numbers, with a new teacher and her family we are hoping that the numbers for Melrose remain at 7 or above for the latter part of 2012, for the outreach to remain open for all of 2012. We will maintain an up to date database of current and future enrolments and keep parents informed through out the next year. Foreseeable influences on numbers for all rural preschools will be "Same First Day" and 4 term preschool offering from 4 years (currently 6 terms offering from 3.5 years). During 2013 we forecast that for each centre numbers by the end of the year will be small, with 2014 seeing a recovery to a normal status. 2013 will be the transition year between the intake systems.





Child Achievement



Booleroo

ORAL LANGUAGE

2011 Leaving Cohort

Initial Assessment										
	1	2	3	4	5	6	7	8	Total	Av
	2	2	1	2	1	1	2	3	14	1.75
	3	2	2	3	2	2	3	3	20	2.50
	2	2	2	2	2	2	3	3	18	2.25
	2	2	1	2	1	1	2	1	12	1.50
	1	1	1	1	1	1	1	1	8	1.00

Second Assessment										
	1	2	3	4	5	6	7	8	Total	Av
	4	4	3	4	3	3	4	4	29	3.63
	4	4	4	4	4	4	4	4	32	4.00
	4	4	4	4	4	4	4	4	32	4.00
	4	4	3	4	3	4	4	4	30	3.75
	3	3	2	3	2	2	3	2	20	2.50

0 - 15 Emerging

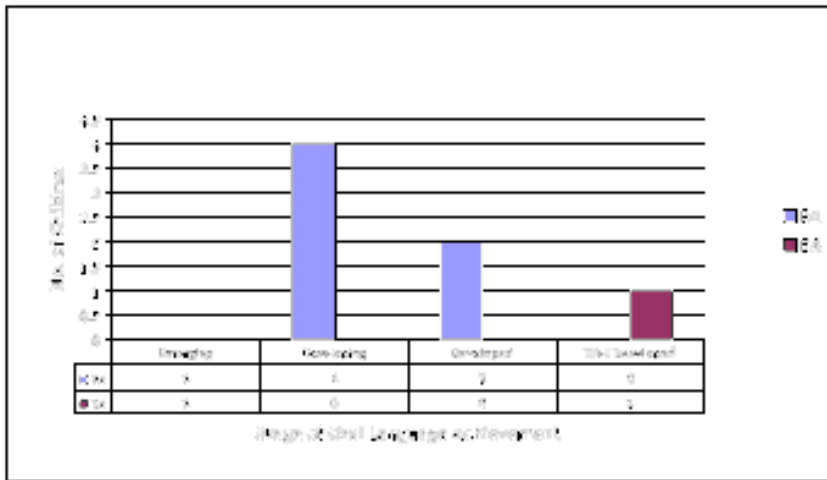
16 - 22 Developing

23 - 28 Well developed

29 - 32 Accomplished

Below desired level

Melrose



Letter recognition activity.

Comment on Achievement Data:

During 2011 our focus on learning was on phonological awareness, with learning outcomes on children being able to hear and produce rhymes, being able to identify the sound a word starts with, being able to clap out syllables and being aware of the alphabet and identify some letters by name, sound or word. The target was for children to move at least one block in all eight areas of the TROLL (Teacher Rating Oral Language Literacy) assessment tool. 80% of children from Booleroo achieved this target by their final term, with 20% continuing supported learning into their schooling. 100% of children from Melrose achieved this target by their final term.





Child Achievement



Numeracy was also a learning focus for 2011, with learning outcomes being that children were able to use numbers and counting in everyday activities, children could recognise and explore patterns, children became aware of shapes in their environment and that children use mathematical language. Alison Karen and I attended workshops on these concepts and as a result we played many games with the children such as the “kindy train” where each child was given a number and they had to tell the train driver their ticket number before they could join the train. Several similar shaped objects with a variety of colours were used in many instances such as threading or sorting for children to recognise and make patterns. While we have no assessment tool to derive data to show improvement, from our observations of children we were able to see change at the time. During cooking activities were able to discuss measurement, group time games gave opportunity for counting for example “What’s the Time Mr. Wolf”.



*Above: Measuring during cooking, making patterns during threading activity and
Below: Playing a numeracy game with Karen and the Kindy Train in action....*





Rural Care



Both Booleroo and Melrose centres have maintained a consistent full time equivalent figure above 3.9. 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, we will need to survey parents more frequently to ascertain if there is any need to employ another Rural Care Worker should we be able to guarantee a need for care for 6 extra children to the current allocated 4.

BOOLEROO Rural Care

WEEKLY AVERAGE (calculated over 5 days)

MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	Average for month
JUL	4.6	4.5	4.5	4.6		4.4
AUG	4.6	4.4	4.8	4.6	4.8	4.6
SEP	4.8	4.6	4.3	4.9		4.4
OCT	3.9	3.7	4.2	3.8		4.0
NOV	4.3	4.2	4.8	4.6		4.4
DEC	4.6	4.6	4.5	4.1		4.6
JAN		4.6	4.1	4.2		4.3
FEB						
MAR						
APR						
MAY						
JUN						

- * Public Holiday Mon wk 1
- * Public Holiday Mon & Tues wk 5
- * Public Holiday Mon wk 1, Thurs wk 4
- * Public Holiday Mon wk 3
- * Public Holiday Fri wk 1, Mon wk 2 & Wed wk 3
- * Public Holiday Mon wk 2

Centre closure
 School Holidays

MELROSE Rural Care

WEEKLY AVERAGE (calculated over 5 days)

MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	Average for month
JUL	3.6	4.6	3.9	3.9		4.0
AUG	3.8	3.9	4.2	4.1	4.0	4.0
SEP	4.1	4.4	4.1	4.0		4.1
OCT	3.9	4.0	3.3	4.3		3.8
NOV	4.1	4.1	4.1			4.1
DEC	4.1	4.2	4.1	4.4		4.2
JAN		4.3	4.2	3.9		4.1
FEB						
MAR						
APR						
MAY						
JUN						

- * Public Holiday Mon wk 1
- * Public Holiday Mon & Tues wk 5
- * Public Holiday Mon wk 1, Thurs wk 4
- * Public Holiday Mon wk 3
- * Public Holiday Fri wk 1, Mon wk 2 & Wed wk 3
- * Public Holiday Mon wk 2

Centre closure
 School Holidays





Conclusion



During 2011 staff who worked over 15 hours per week became permanent and I congratulate the staff at Booleroo and Melrose on this stage of their employment. Toward the end of the year we were able to secure permanency for Karen with her base employment being under 15 hours.

Staff were also undertaking further study and I would like to wish Vanessa Stone, 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.

The biggest highlight was the beginning of the Melrose Outreach Preschool. Karin Pascoe taught for the first term with the inaugural group and Alison Arthur continued in this teaching role for terms 2, 3 and 4. The centre raised a great amount of money to secure the purchase of a touch screen TV, so that they had the same ICT available for children as at Wilmington, Booleroo, Orroroo and Peterborough preschools. It is now an everyday learning tool.

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, and Kristy Dawson and at the very last meeting Kyoko. This committee is our major decision making body which then report to Governing Council. Major decisions reached this year were around how to offer the best service for each community with the availability of Universal Access hours. This saw both sites increase access time to early learning education with an extended morning session.

Having Karin Pascoe, Denis Walter, Kaye Meaney and Jess McCallum 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, Sue Clarke, in her capacity as chairperson and Liz Prosser and Nicole Roberts as our representatives. I also thank all staff for 2011, who are:

- ❖ Alison Arthur first as Director in term 1 & teacher terms 2, 3 and 4.
- ❖ Karin Pascoe teacher in term 1.
- ❖ Elfie Woolford as Rural Care Worker
- ❖ Elin Griffiths as Rural Care Worker and speech support.
- ❖ Katrina Graefe as Rural Care Worker
- ❖ Vanessa Stone as Rural Care Worker
- ❖ Karen Blesing as Kindy Early Childhood Worker
- ❖ Rachel Yates and Lurline Mills as Preschool Support in speech.

Finally 2011 was a celebratory year, with the Melrose Outreach Preschool opening and raising enough funds for a touch screen TV. Bernadette Cheriton's recipe book continued to sell a few more copies enabling us to place shade cover over the stage. Bernadette also helped with the end of year DVD which went home to families. I thank the many parents and families who helped us out: from working bees to lunch assistance.



Jenny Stringer

Preschool Director

Shared lunch at Melrose Outreach Preschool



Government of South Australia
Department for Education and
Child Development



Melrose Outreach Preschool

Teacher's Report



During 2011 we had a twin learning focus on Literacy and Numeracy at Melrose Outreach Preschool. We also explored practices to support child-directed, play-based learning.

Literacy

Our focus was oral language as the basis of reading and writing in later years. Jenny and I attended a regional training session in Port Pirie entitled "Vocabulary in the Early Years", presented by a team of Speech Pathologists. We learned that strong vocabulary acquisition provides a foundation for the development of reading and writing skills in Primary School and that vocabulary at preschool level is a reliable predictor of literacy performance at school. We looked at ways of explicitly teaching vocabulary to preschool children such as saying and repeating the word, adding an action for the word and using the word in different contexts. We were also encouraged to program from quality children's books, highlighting tier 2 and 3 words to introduce to the children. Following our excursion to Port Pirie to see Patch Theatre's performance of "Mr McGee and the Biting Flea" we read many other books by Pamela Allen, including "Hetty's Day Out", in which we found many tier 2 words such as "strolled" for the way Hetty walked. We had lots of fun acting these "walking words" out! I also trialled the use of a portable voice recorder to analyse children's oral language and to provide targeted support for individual children in particular areas.

To complement our work in oral language, learning experiences were designed to build children's skills and understandings in phonological awareness (hearing rhymes, speech sounds and syllables) and print awareness (how writing works). We focussed on particular letters and sounds that were relevant to our shared learning (e.g. "d" for dinosaur and "p" for pirate). Following the arrival of our Touchscreen we were able to use an online program (www.starfall.com) to explore the alphabet.

During Term 4 all children participated in a rich literacy experience in which they made their own book. First they made up a story using magazine pictures as prompts. The stories were then typed and read to the children so they could draw illustrations. We added a cardboard cover with the title and author on the spine, end pages and page numbers. Finally, the children added a "dedication" to a special person who they thought would enjoy their book. The books were shared with the Upper Primary class at Melrose Primary School during book week.

Numeracy

Jenny, Karen and I attended a series of "MLATS" (Mathematics Learning and Teaching for Success) training days. We decided to focus on number and pattern with the intention of concentrating on other areas of numeracy in subsequent years. We provided the children with opportunities to sort objects according to their properties (e.g. making piles of two/four/six legged animals) as this is the basis of patterns. We made patterns with objects such as autumn leaves, popsticks and blocks and practised "reading" patterns out loud to hear the repetition inherent in patterns. MLATS also allowed us to add to our repertoire a variety of activities for developing number recognition and counting skills. The most memorable of these were The Hippopotamus Bus and the Kindy Train.

Child-Directed Learning

Our small numbers allowed us to get to know our children's strengths, abilities and interests and to use these in programming. When one child brought a toy pirate boat to show his friends, we followed the children's enthusiasm by preparing activities and learning experiences based on pirate and resourcing their pirate play (e.g. helping children create treasure maps and flags for the climbing-frame boat). We also invited the children to participate in the planning process by suggesting topics for inquiry. Our child-directed curriculum in Term 4 included learning about unicorns, spiders and snakes! Following attendance at an Echo conference in Port Augusta, we trialled the use of playscapes (scenes using props, toys and books intended to stimulate imaginative play) and found that the children were both curious and delighted when invited to explore their understandings through play and showed high levels of engagement with the learning environment.

I am most fortunate to have worked with the children and families of Melrose Outreach Preschool in 2011 and wish Angela all the best as she takes on the role in 2012.

Alison Arthur



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Department for Education and
Child Development



Appendix



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.**



A visit to Mount View Homes.

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.



Waiting to see a theatre performance...

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.



Junior School/Kindy Concert Prelude





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.



Kindy Kids in the Kitchen, dancing at the concert.

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



An informal photo of Melrose Outreach Preschool children and staff.

