Parent involvement in our Numeracy Project. We had parents with a range of skills and experiences come in to share with the children to broaden their learning experiences.

The children working together building and using the dress ups to develop their dramatic play.
ANNUAL REPORT VERIFICATION

This annual report provides the Community and the Chief Executive, Department of Education and Children’s Services with important information on aspects of the operation of our preschool. The report contains detail on aspects of the preschool’s core business and describes progress towards the achievement of priorities.

Copies of the report will be made available to:
• The Preschool Community
• All members of the Governing Council
• The Regional Director

The annual report is one significant way in which our preschool meets accountability requirements. This report is signed below by the Director and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the preschool and that it complies with the requirements for the preparation of annual reports.

date  15.2.11                      (Subject to addition of end of year financial statement)

Preschool Director : Catherine Bury

date  15.2.11                      (Subject to addition of end of year financial statement)

Governing Council Chairperson : Tania Materne
1. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: Literacy

Target/s: Children will interact verbally with others for a range of purposes

How can we support the children to interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings?

1. Family share book – Children take a digital camera home to photograph people/things important to them. The children then shared at group time. This strategy worked well especially for the children who were hesitant to share as they had images we put up on the TV screen and it was from their knowledge base.

2. Children blocks – We have taken photographs of each child and attached them to wooden blocks. The children have engaged with the blocks in their play and it has improved their recognition of each other including children’s names.

3. Story Tables – After visiting a number of centres we set up ‘story tables’ providing a story we had read with adjuncts to allow children to experience retelling with others.

4. Literacy Trolley – A range of equipment and materials provided for the children to freely access outside to extend play experiences using literacy. This has been very effective for boys who do not usually use writing tools and fine motor tools. Now we see plans of projects using the big building blocks and sandpit developments.

5. Me Box – We continued to use ‘Me Boxes’ which the children are familiar with and the majority of our children participated in this opportunity to share. It allowed children with special needs to participate with support.

(Leaning Stories/Photo Stories)

By using these different strategies to support children’s interaction with others we found: that most children could name their friends, they interacted positively and entered social play more readily than identified in 2009.
Recommendation for 2011
Literacy will be a focus area for us in 2011 as the collated data from our Summative Reports indicated the children require support with their confidence and ability to use language for dramatic play experiences.

Strategic Direction 2: Numeracy
Target/s: Children will begin to understand how symbols and pattern systems work.
In what ways do we provide opportunities for children to reflect upon their mathematical pattern making?
1. Staff access training and share with other staff. Staff involved in Numeracy project shared at centre staff meeting, this helped staff self confidence in engaging the children in a wider range of measurement and patterning activities.
2. Numeracy Trolley and other numeracy equipment purchased 2009/2010 is being used more effectively and children now ask for equipment and materials to use in their play. The pedometers, tape measures and timers are the most popular.
3. Digital microscope – This has not been accessed as staff need more training in this area. We purchased this to explore patterning a greater depth using a new tool.

The children have demonstrated a deeper understanding of mathematic tools and language. They are experimenting with measurement tools and extending this to using non-standard units.
Data 6 children – 2 Low/ 2 Medium/ 2 High
Our graphs of the results using the Numeracy Continuum indicate improvement across all of the Numeracy areas. The biggest shift being evident in the low and medium children tested.

**Recommendations for 2011**

The data collated from our Summative Reports indicated we need to do work on numeral recognition and using number in children’s play so we will be targeting this in 2011.

Some of the Numeracy experiences offered in 2010.
Strategic Direction 3: Aboriginal Education

Target: Children will have a strong sense of identity

How can we support the children to develop a knowledgeable and confident self identity and a sense of belonging to a community?

1. Using the Cultural Awareness Continuum to explore the development of our children through a range of experiences developing their sense of self/family/community/culture. Data 6 children ~ 2 Low/ 2 Medium/ 2 high

The graphs indicate that these children have all shown improvement in their awareness and understanding of their cultural identity and that of others over the year.
2. Grounds Development based on Aboriginal Perspectives training – developing a ‘Yarning Area’ with native plants. Centre hosted a session for the Early Years Educator network for the Barossa Region around native gardens with Chris Hall from the Barossa native gardens. He was able to share how the Aboriginal people used the plants. I introduced the ‘Butler Model’ from the Quality Performance Development Pilot to the staff team so it could be used to encourage staff to extend their feedback regarding the Grounds Development beyond the inside self to the outside self. This involved accessing the training /research and information from the DECS outdoor environment resource as well as the observations of other centres. We had discussions at staff meetings and then the staff feedback was collate and adopted into our plan.

3. Being involved in the local ‘Community Voice’ group developed to provide opportunities for our local community to be involved in decision making and service provision.

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2.0 REQUIRED DATA ANALYSIS

2.1 ENROLMENT

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<th>Enrolments</th>
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<td>69 80 77 67 75 79 84 91 92 68 79 80 96 94 91 84 90 94</td>
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<td>2007</td>
<td>81 92 94 83 85 98 101 104 90 91 104 107 104 94 98 102</td>
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2.2 ATTENDANCE

Preschool Attendance Percentages

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<td>Nuriootpa Community Children's Ctr</td>
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<td>87.9</td>
<td>92.3</td>
<td>87.9</td>
<td>87.5</td>
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Increased parent involvement in program content and delivery and more opportunities for parents to discuss their child’s developmental progress are the areas we will be focusing on in 2011 to address areas indicating lower Parent Satisfaction in 2010.
## 2.4 FINANCIAL REPORTS

### Funds Expended Against Site Priorities

<table>
<thead>
<tr>
<th>Site Improvement Priorities</th>
<th>Details</th>
<th>Expenditure</th>
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<tbody>
<tr>
<td><strong>Literacy</strong></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Family Share Book</strong></td>
<td>Children take a camera home to photograph people/things important to them. Children will then share at group time using tv.</td>
</tr>
<tr>
<td></td>
<td><strong>Group games</strong></td>
<td>Songs/games using each others names</td>
</tr>
<tr>
<td></td>
<td><strong>Children Blocks</strong></td>
<td>To encourage name recognition of others and as an adjunct for their play experiences.</td>
</tr>
<tr>
<td></td>
<td><strong>Story Table</strong></td>
<td>Display story with adjuncts/share story at group time/allow children to experience retelling with others</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td><strong>Strategies</strong></td>
<td>Staff access training and share with other staff</td>
</tr>
<tr>
<td></td>
<td><strong>Exploring deeper discoveries and use of equipment purchased 2009</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Digital microscope to develop deeper understanding/recognition of patterns. Use of pattern language</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Aboriginal Education | Use equipment and knowledge gained in 2009/further develop  
Access further training  
Training & Development  
Provided copies of book  
Participating in ‘Community Voice Group’  
Have visited Mt. Pleasant to see their work and shared the Cultural Continuum developed by NCCC Staff team. | Budget Allocation  
3-5 year olds  
0-2 year olds  
Purchase of more resources  
Grounds development- Yarning area with bush tucker plants & items relating to the Aboriginal culture |

Attach required financial information:
- Balance Sheet and Profit and Loss
HIGHLIGHTS FOR 2010

• Grounds Development following staff research using the DECS resource on outdoor areas, visits to other services, books, Mia Mia, Regio Emelia then using the Butler tool all staff identified their research / own experiences/ observations of the work of others….Support from children and parents -> ownership
  Hosting an Early Childhood network session focusing on the outdoor area with Chris Hall sharing the Barossa Native Gardens, NCCC provided folders with photos of our visits to other services – Mt. Pleasant, Kensington Gardens, Margaret Ives and St. Peters.

• Improvements to the Centre as a result of grant allocation – children’s toilet floor and painting, other painting, carpet in staff room, shelving in staff storage area, paving outside, zip heater making hot drink access quicker and safer, an electric roller door on Child Care shed and a new door on small Kindy shed.

• Sharing our experiences and learning from our Numeracy projects with – Governing Council, centre families, Leadership group and Child Care Hub.

• Our Numeracy Trolley

• Literacy Trolley

• Kidzspace – working party led by 2 Occupational Therapy students seeking to address the gaps in the provision of mental health 0-4 year olds.