Flagstaff Oval Kindergarten Annual Report 2013
Flagstaff Oval Kindergarten is a stand-alone preschool in a quiet, well established suburb in the Adelaide foothills. The centre was built in 1985 and is situated in a large shaded bush land setting. It is also located adjacent to the Flagstaff Oval and Flagstaff Hill Community Centre with which we have a collaborative working relationship. The Sturt Gorge Conservation Park is also in close proximity and is utilized in our preschool programme with children and families.

We provide a quality, stimulating and developmentally appropriate learning environment for young children based on developing children’s life skills, competencies and learning dispositions using the National Early Years Learning Framework which underpins our curriculum programme. Our main focus areas in line with DECD priorities are Literacy, Numeracy, Child protection, wellbeing and ecological sustainability. We support children to be confident, resilient, creative thinkers and social learners who are empowered to direct and evaluate their own learning. We believe that children learn best through play, with staff providing a stimulating emergent curriculum based on individual interests and developmental needs. We also believe that learning is enhanced when parents and staff work together to plan for the best outcomes for our children.

Staff include a full time Director, full time teacher, a Universal Access teacher part time (0.4) and 3 part time ECW’s. We offer a full time programme for children in their eligible preschool year and a half time funded Speech and Language Programme for up to 7 children with severe communication difficulties. This is staffed by a Speech and Language Teacher (0.6) and a Speech Pathologist (0.4) and children often attend from outside the local area.

We also offer a transition programme over two terms that operates alongside Playgroup on a Friday. This is aimed at those children commencing Preschool in the following year. Flagstaff oval Kindergarten community is predominantly a mono cultural community, which celebrates diversity through inclusive programming. However an increasing number of families are enrolling form a range of cultures, thus enriching our educational outcomes for children and assisting in building a diverse community. The majority of families are two parents, two income families with English as their main language.

We have a strong Governing Council this year with staff and parents working together to plan, manage and maintain facilities at our site. We value input from our families and the wider community and encourage our families to become actively involved in a variety of ways.

### Quality Improvement Plan

**Quality Area 1: Educational Program and Practice.**

1.1.5 Each child is supported to participate in the programme.
1.2.1 Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
1.2.2 Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.

Staff have undergone several reviews through analysis and reflective processes including the use of Respect, Reflect, Relate to document and support growth and development of our programme and practice this year.

As a result processes have been introduced to support more effective engagement for all children and a deeper level of understanding behind our practices for all staff.

Some of the outcomes this year include:

- changes to our lunch time arrangements in which children are able to choose where and with whom they sit to support genuine, authentic conversations between peers.
- Staff looked at the wellbeing scale in RRR to identify children at risk and then work to support all children’s emotional wellbeing using Restorative practices, ‘You can do it’, Say what you see and Child Protection Curriculum.
Staff continued to develop skills in the use of learning stories as a method of recording and reflecting on children's learning. There has been a noticeable increase in the number of quality learning stories going out to families. Our ECW’s are also using learning stories in their work with individual children. In term two we introduced a feedback sheet for families to provide us with information and feedback in relation to the experience evidenced in the story. We are currently receiving approximately 90% of all feedback sheets back which is supporting our depth of understanding and curriculum outcomes.

- Children are taking more pride in their own learning portfolios as they share their books with others and reflect on their own learning. More children can be seen sitting in the bean bags and engaging in conversations about their own learning. More parents are also sitting in the parent area with their children looking and talking about individual experiences related to their child’s learning.

- Staff were responsible for planning and organising the Speech and Language state wide conference and closure day in term two and undertook training around the topic of ‘Say what you see’ with Donna Broadhurst as a method of working with children’s behavior and developing communication strategies.

- In term 2 we introduced the idea of a ‘Floor Book’ as a method of programming with our children through brainstorming, reflecting, questioning and documenting our learning. It was also found to be an effective method of communicating to parents about what children are learning at kindy. Staff have attended training with Nicki Buchan to further enhance their understandings. Through this ongoing experience, children have taken ownership of their own learning.

- Staff have developed skills and understandings around the process of emergent curriculum which have supported authentic learning opportunities for children and deeper levels of engagement in the curriculum.

- Staff have developed a more effective system of programme and planning with a continuous cycle of review and reflection at the end of each day to support individual children, experiences and opportunities.

- Introduction of a whole site approach to literacy and numeracy as reflected through our curriculum.

- Staff continue to use Book Based Learning as one aspect of the learning environment that encompasses all learning outcomes. This is supported by the Speech and Language Programme in which staff brain storm all aspects of a book in depth and develop a programme to encompass all outcomes through the Early Years Learning Framework; incorporating oral language, print awareness, text, rhyme, syllabification and recount. This year books have included: 'The Rainbow Fish' by Marcus Pfister, 'Mr Gumpy's Outing' by John Burningham, 'Owl Babies’ by Martin Waddell and 'The Very Lazy Ladybird' by Isobel Finn and Jack Tickle.

- Families engaged in our Walk and Talk programme to support children's oral language development. This took place in term 1 with a walk to the beach at Seafair and term 2, we went to Magarey's pear orchard. Unfortunately term 3’s walk and talk was cancelled due to weather conditions.

- Staff engaged in professional development using a communication audit tool to review how effective our adult/child conversations were. This involved a self-review and reflection on our own practices and how they impacted on our children.

- In term 3 we focused on our Child Protection Curriculum in which children were encouraged to develop increasing responsibility for their own health and safety. Specific topics included: Trust and relationships, Privacy and Body parts.

Future directions 2014
Review of assessment and reporting process for summative reports to reflect increase in numbers of children transitioning to school at the end of the year.
Continue to use emergent curriculum processes and enhance further the use of floor books. Induct new staff in the methodologies and processes.
Staff training around the use of ‘Communication audit tool’ to increase understandings and effectiveness of interactions with children.
Continue to support deeper levels of literacy and numeracy as a whole site.
Child protection curriculum focus for 2014.
Introduce social stories for children starting Kindy in 2015. Encourage children in 2014 to provide a story about their child including interests and family background as an introduction.
Training around the use of book based curriculum for new staff.
Investigating how to continue the ‘Walk and Talk’ programme into the future as a valuable aspect of our curriculum with the growing difficulties around parental involvement and time pressures.

Area 2: Children’s Health and Safety.

2.3.1 Children are adequately supervised at all times.
2.3.2 Reasonable steps are taken to identify and manage risks. And every precaution is taken to protect children from harm and hazards.
   - Risk management audits done for perceived risks including all excursions. Staff and child ratio is maintained at all times.
   - Accident reports are maintained to gather data on possible risks on site.
   - Introduced a more refined process of recording and documenting conversations and incidents.
   - Increase in large muscle experiences provided in the outdoor learning environment and as a result we are able to provide more challenging yet safer play opportunities. This has been supported with the purchase of a large mat and climbing frames.
   - Boundary fence height has been increased along the sandpit to ensure adequate safety for our children.
   - The entrance gate is now locked during the day to ensure children’s safety and support supervision of children at all times. People entering the site now have to enter through the front door with the help of a staff member.
   - Visitor’s badges are now worn by visitors and all visitors and staff sign in when they enter and leave the site.
   - Staff have purchased an Allergy Buddy Bag for ease of access for children and staff who have allergies. The bag can be used on excursions and is currently hanging in the kitchen.
   - Bushfire Action Plan for 2013 -2014 has been developed in line with DECD procedures and policies. The kindergarten is a designated safe house for our children in the case of a bushfire. Parents have been informed about ‘Catastrophic’ fire ratings and all new families have been entered on our system for ease of communication in the case of a closure day.
   - Children and staff continue to review and practice emergency evacuation procedures.

Future Directions 2014
Engage children in risk assessment process to ensure they understand the risks associated with various experiences ie super hero play, climbing challenges etc within reason.
Information provided at the beginning of the year about specific life threatening allergies so that parents are aware of the risk to others. Provide a consistent approach.
Support a deeper level of engagement by staff in their approach to the Child Protection Curriculum for all of our children.
Support the development of growing independence as an embedded expectation.

Quality Area 3: Physical Environment.

3.1.2 Premises, furniture and equipment are safe, clean and well maintained.
3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
3.3.1 Sustainable practices are embedded in service operations.
3.3.2 Children are supported to become environmentally responsible and show respect for the environment.

Flagstaff Oval Kindergarten is located adjacent to a bush land setting alongside Sturt Gorge and next to recreation facilities including an oval. As part of our quality improvement plan, our focus this year has been around sustainability and providing a stimulating and challenging learning environment for our children. Outcomes for 2013 include:
   - Development of smaller spaces for smaller groups of children to engage with a variety of experiences. Children can now be seen working in smaller groups at any one time around the kindergarten learning environment and are more effectively engaged in their learning.
- New digging patch has been developed with the children and was very popular in the winter months. Children have been involved in planting and growing vegetables in our vegie patch and have been able to pick and cook with the foods they have grown.
- There has been a high level of interest in mini beasts and snails and the environment has effectively supported the children’s explorations, especially in the garden.
- Children’s bathroom facilities have been upgraded and external painting done using maintenance funding.
- Through fundraising, the Governing Council were able to fund a special parent corner with a lounge chair for parents to access as well as resources such as books to borrow.
- Staff and Governing Council members applied for and received funding for a grant to develop a platform/garden/play space area titled ‘Patrick’s Place’ after a child who passed away in 2012.
- Sustainability practices have been implemented ie in the bathroom children are encouraged to flush once, squirt once and wipe hands with 1 towel. Recycling of boxes, paper and other waste materials is occurring and children are learning about the careful use of water through their play. The Family Fun Day in November included a performance from the ‘Drumming Monkeys’ who engage children in the concept of sustainability.

**Future Directions 2014**

Purchase more outdoor climbing equipment to support large muscle development and coordination. Look into purchasing a special fire safety blind for the meeting room to create a safer place of refuge. Review ‘Book Mark’ system to support all staff to access library with ease. Continue to develop ‘Patrick’s Place’ including garden and stepping stones. Look at purchasing equipment that supports smaller play spaces and natural products.

**Quality Area 4: Staffing Arrangements.**

4.2.1 Professional standards guide practice, interactions and relationships.
4.2.2 Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.

Staff have experienced a challenging year this year with changes to the staffing arrangements due to Same First Day Start and the director leaving at the end of term one and another contract director starting in term two. Other outcomes this term include:
- Our three ECW’s went down to two in term three as our numbers declined with one ECW not being offered a position in term 3 or 4, one ECW maintaining her (.5) position, and one going down to (.1) site funded, (.1) universal access and (.1) support work. We were able to maintain our (.4) universal access teacher, a full time teacher and director and speech and language programme maintained its (.6) teacher and our supporting speech pathologist.
- Our Teacher is retiring at the end of this year and so a new teacher will be placed next year. The directorship will again be a contract for the following year and we wait to hear if a permanent ECW is placed at the site.
- Staff continue to engage in professional development experiences and opportunities in line with our site Quality improvement plan and DECD priorities. This year staff have engaged in Anaphylaxis and Asthma training, Claire Warden, Say what you see, Floor books, Due Diligence and IRMS, Nature pedagogy, Critical conversations, childhood trauma, teachers and leaders meetings.
- We continue to engage in Professional discussions and reflections around pedagogy and performance development reviews with specific outcomes.
- Staff underwent Psychological Health and Wellbeing review.
- Child/staff ratios have been maintained at all times.

**Future Directions 2014**

Focus on ongoing professional development for all staff. Support more consistency with staffing arrangements for all staff and children. All staff to become more confident in using RRR to support pedagogical practices across all areas. Consistent staff meeting times to meet the needs of all staff and their involvement in the kindergarten community.

**Quality Area 5: Relationships with children.**

5.1.1 Interactions with each child are warm, responsive and build trusting relationships.
All staff engaged in a communication project with our resident Speech Pathologist around the use of a communication audit tool to improve oral language outcomes for all children.

Staff used the RRR tool to explore a cohort of children and their wellbeing. The initial results indicated a very low result with a mean score of 3.1, this was indicative of those children chosen as they were children staff had selected as being at risk. Over the space of two terms staff used these results to work with all children in order to improve outcomes. When staff used the wellbeing scale again in term 4 there was a significant improvement for those children’s level of wellbeing with a new mean score of 4.3

_Future Directions 2014_

Work more closely with SLP to implement ‘Communication Audit Tool’ for all children.
All staff to be trained and committed to the collection of evidence and positive outcomes.
Use of literacy tools to focus on specific literacy outcomes to strengthen whole site approach.
Staff training needs analysis and high expectations.
Use of RRR to explore areas for improvement.

Quality Area 6: Collaborative partnerships with families and communities.

6.2.1 The expertise of families is recognized and they share in decision making about their child’s learning and wellbeing.

- Learning story feedback sheets have been developed to gain feedback from families about their child’s learning experiences. It also provides families with information about the learning that is happening for their child at this site.
- Transparency of service has been a focus with information processes being developed and reviewed based on parent surveys to ensure all families are aware of and understand the processes and procedures at Flagstaff Oval Kindergarten.
- Governing council this year has been actively involved in fundraising events including: the Salvation Army donation bin, fun nights and celebrations, movie nights, girls market, family fun days, working bees, raffles, Christmas giving tree and food donations to Junction Australia, and the day to day running of the centre.
- Governing council members have initiated and taken on the collation and publication of our ‘Keep Sake Book’ for 2013.
- Newsletters go out fortnightly to all families and our floor book is located below the children’s pockets for parents to look at when checking their pockets for notices. Our floor book is located in the new parent area alongside the children’s learning portfolios. We have received lots of positive feedback about the use of the Floor book and the learning that is occurring for our children “Thanks Kindy staff for all the exciting, fun and interesting activities you provide each day for our kids. It’s much appreciated.”
- Speech and Language Programme continue to hold reunions, inviting past families and present families along. This is well attended and supported by many families and helps them to remain connected.
- A transition programme was introduced in term 3 and term 4 for all children starting in 2014 to support children and families to become familiar with the centre and develop a sense of belonging prior to commencement in Term one.
- Two information sessions were held to support the enrolment process for 90 children in preparation for 2014.
- Staff have engaged in continued relationships with local feeder schools and the sharing of information. This culminated in an excursion to Flagstaff Hill R-7 for Book week and Children’s week activities.
- Parents have been actively involved in the sharing of information and experiences with many parents coming in to cook and share personal insights on a range of topics.
- We had a student teacher in the first half of the year and another one starting with us towards the end of this year for next year.

_Future Directions 2014_

Priority of access policy to be developed in consultation with Governing Council to support an equitable enrolment process.
More effective induction process to be outlined for future Governing Council Committees.
All newsletters to be emailed to all families unless otherwise stated.
A system to be developed to ensure all families are informed of a closure day due to catastrophic rating or bushfire in the area.
Continue to focus on and strengthen relationships with local schools and preschools.
Continue to encourage student teacher involvement and look at involving OT and Speech Pathology students in our programme.

Quality Area 7: Leadership and service management.

7.1.2 The induction of educators, coordinators and staff members is comprehensive.
7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and are reviewed regularly.

- Policies reviewed and developed by the director in consultation with governing council and staff in term 2. Other outcomes include:
- Ongoing involvement with university students to support the sharing of ideas and new innovations to teaching.
- Information Booklet updated to reflect changes on a site level in preparation for new enrolments.
- Staff induction folder updated to reflect changes.
- Bushfire Action Plan updated in consultation with DECD, Local council and CFS. Site processes reviewed and updated to reflect improvements and streamlining. All staff responsible for awareness of procedures.
- Introduced online banking to decrease staff time handling money. A treasures position was made on Governing Council again to support management of site finances.
- Employment of Finance officer with knowledge of DECD sites and policies.

Future Directions for 2014

Look at having Occupational Therapy, Physiotherapy and Speech Therapy students to support our programme.
Development of priority of access policy and review of enrolment processes.
Review of reporting process to parents and data collection as evidence of improvements in service provision.
Ongoing accountability with NQS and reflections of programme and services on site.

Intervention and Support Programs


- Staff undertook the RRR Wellbeing scale to investigate how we could support those children recognized as being at risk. This was also a consideration when looking at our QIP and our focus on developing relationships and deeper conversations with children. Initially results indicated a low score of 3.1 which was a cause for concern but after much review and reflection and work with these children we were able to lift the mean score to 4.4. With all children improving except for one who has experienced changes to the home environment.
All staff engaged in a Speech and Language Closure day in term 2 to support development and understandings in working with children.

**Bilingual Support**

This year we received support for one Arabic speaking child and cultural support for Japanese as many of our children head off to schools that have Japanese as their language of choice. Children and staff have learnt a lot from these support people in relation to both language and cultural aspects. Families have also commented on the interest and knowledge that children have displayed from this experience. Children can still be heard counting in Japanese.

**Disability Support**

We have had one child receiving Support hours for disability. This child has matured considerably and is now heading off to a special class. Currently we have one child on early entry that will be commencing kindergarten next year.

**Speech Pathology Services**

We have had five children receiving speech support from our DECD speech pathologist throughout the year and these children received a level of funding for support within the kindergarten programme. Support was provided by our ECW and in the later part of the year an ECW who is a trained speech pathologist.

**Speech and Language Programme. (Report from Sue Lawless, Speech Pathologist and Kerryn Kinnerly)**

All of the children attending the Speech and Language Program this year have made significant progress in the area of communication. The intensive nature of this program and the joint planning and collaborative work of the speech pathologist and the teacher has facilitated each child’s access and participation within the kindy curriculum and growth in their individual skills and dispositions. The close working relationship between staff and parents has also fostered increased wellbeing amongst these children and their families.

Of the 6 children who entered the SLP this year, 2 had severe receptive and expressive language impairments, 2 had severe oral language impairment and a severe speech disorder, 1 had severely disordered speech and moderate receptive and severe expressive language impairment. For the first time, due to same first day start, the intake panel accepted a child whose difficulties were primarily severely disordered speech for only 2 terms (term 3 & 4) in the program. One child was referred to occupational therapy services during the year with fine motor and motor planning difficulties.

9 children exited the program this year into a mainstream school:

- 1 child had 5 terms in the SLP and transitioned to school for term 1, 2014. He was experiencing ongoing severely disordered speech and moderate expressive language difficulties overall. His receptive language was age appropriate;
- 3 children exited with mild or age appropriate oral language skills overall, one having had only 3 terms in the program;
- 1 child exited into the mainstream at the kindergarten after his 4 terms in the program and then went onto school. He exited with mild receptive and expressive language difficulties on formal testing and ongoing social skill and behavioral difficulties. He has since received the diagnosis of Autism Spectrum Disorder;
- 2 children exited with moderate expressive language difficulties and a severe speech disorder.
- One child exited with mild receptive language, severe expressive language and a severe speech disorder. This child was adopted from an orphanage and the influence of her early history was unclear;
- The child who had 2 terms in the program exited with severe speech disorder despite making good progress.

5 of the children were eligible for the Disability Support Program upon school entry. Due to the very significant impairments that these children enter the program with, the fact that they are still eligible for support upon exiting is not unexpected. However, this does not indicate a lack of considerable and meaningful progress that will support their development and learning into the future. All 9 children had made significant progress in their confidence and ability to engage in extended conversations with adults, communicate with their peers and engage in both structured and free play learning situations. Their well-being improved significantly and this was evident through both observation, parental report and significant improvements to scores obtained using the Respect Reflect Relate Observation Scales. Most of the children also exited with well-developed skills in the area of phonological awareness.

Parents reported a high degree of satisfaction with the educational program provided, staff communication and their child’s progress. They felt involved and well informed about their child’s individual progress and needs. Several parents reported verbally how supported they felt in their ability to assist their child’s development and learning. One parent wrote that the progress their child made exceeded their expectations. SLP reunions have continued throughout the year for past and present families. This is usually well attended and provides opportunities for families to continue to build support networks.

A grant was won through the National Resource Management Board to help fund the development of Patrick’s Place, a special play space dedicated to the memory of a child who attended the SLP in 2012 and passed away late in 2012. The Governing Council have fundraised to help support the development of this area. We are looking forward to completing the development of this area by early next year.
This year’s Governing Council consisted of 9 dedicated parents and 2 staff members. I wish to thank all of them for their hard work, time and commitment throughout the year.

In 2013, the Governing Council have been involved in some great events in and around the Kindy, and have been successful in raising a substantial amount of money for the Flagstaff Oval Kindergarten.

Highlights include;

- Governing councils amazing Secretary Kylie Basley has spent a lot of time this year sorting and archiving past and current governing council information, and creating sustainable systems for future councils. With the establishment of a ‘drop box’, any council or staff member can access any information on contacts, correspondence, costing’s etc.
- The Governing Council as a group was in support of some great Kindergarten grants and upgrades including our ‘parent/child space’ which is a relaxing area where children and parents can enjoy the floor books and portfolios together. Also ‘Patrick’s Place’ which was a very important venture this year for staff and parents. This has been a project incorporating both a memorial and play space for children.
- We also held a very successful working bee. Some very hard working parents spent the day painting, gardening and doing odd jobs around the Kindergarten.
- Out Mother’s day shop was a great learning event for the children where they came and shopped independently for a gift for their Mums.

Fundraising was a big part of the Governing Council year and with these events we were able to raise around $4000

These included;

- We sold Easter Buns and had a fun family twilight picnic with all the children and their families.
- We had a movie night at Capri cinema and saw the Great Gatsby in style.
- The Mums of the Kindy got together for a girls night with champagne and shopping. Fun was had by all.
- Our wonderful graphic designer, and treasurer, Julie Carless has spent a lot of time putting together a memento book including recipes drawings and photographs from all the children in the Kindy for parents to buy and keep forever.
- Our final event for the year was our family fun day, where all the children came together to play and watch the Amazing Drumming Monkeys.

Finally, it has been a great experience as a first and only time Kindy mum, to enjoy the Kindergarten community form the Governing Council position. Thank you again to all of the supporting parents who gave up their precious time for the benefit of our precious kids.

I’d like to take this opportunity to wish good luck, and congratulations to the new Governing Council for 2014.
Enrolments as expected are down this year due to the implementation of Same First Day for Kindergartens in 2013. Flagstaff Oval kindergarten started all children whose birthday was before the 1st of May in January in line with DECD policies. This means that many children that would have in the past, commenced their preschool entitlement later in this year will now start in January 2014. Originally our data indicated a very high enrolment rate next year in 2014 of 90 children which meets our capacity of 45 children per session. These numbers have now been modified and currently we have 76 children enrolled to start in 2014.

The instability of staffing this year and the unknown next year is a considerable factor in future enrolments as indicated by our families. As yet staffing has not been allocated so we are having to transition children in to an environment that may or may not have the same staffing next year. This is significant in terms of parents’ choice of site and the building of relationships with our children and families.

Attendance again is low due to the falling numbers of children enrolled as the year progressed. Many families continue to take advantage of the cheaper holiday rates outside of school holidays. In term 3 we had a high number of children and staff absent due to illness. Our focus on the importance of consistent attendance at preschool in order to develop increased learning opportunities and outcomes, as well as a sense of belonging, will be a major focus for the site next year.
### Feeder Schools

<table>
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<tr>
<th>School Name</th>
<th>Students</th>
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<tbody>
<tr>
<td>1136 - Bellevue Heights Primary School</td>
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<tr>
<td>0104 - Coromandel Valley Primary School</td>
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<td>1226 - Craigburn Primary School</td>
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<td>0124 - Eden Hills Primary School</td>
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<td>1018 - Flagstaff Hill R-7 School</td>
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<td>0640 - Hallett Cove School</td>
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<td>0379 - Reynella Primary School</td>
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<td>1490 - Braeview Junior Primary School</td>
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<td>1664 - Thiele Primary School</td>
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<td>8266 - Mercedes College</td>
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<tr>
<td>8284 - Our Saviour Lutheran School</td>
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<td>8435 - Pilgrim School</td>
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<td>8091 - Westminster School</td>
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This year has seen a shift in families from Craigburn Primary School to Flagstaff Hill R-7 Primary School, with the majority of our families attending these two schools. Non-Government schools continue to be a focus for some of our families with many families choosing these schools for a variety of reasons. Parents continue to seek choice about schooling options as is evident from the broad range of schools accessed by our children.

**Preschool Parent Opinion Survey Results**

This year the results have been indicative of unstable staffing and loss of valued staff members due to the implementation of Same First Day. Many Families have communicated about the lack of consistency with continuous staffing contracts.
Parent comments from ‘Parent Opinion Survey’.

- Staff have been friendly and approachable.
- I have been very disappointed to see the hours of some great staff reduced due to government changes-this will result in the loss of great staff and stable staffing.
- FOK is a beautiful Kindy and we have been very happy with our 12 months here. I would definitely recommend this Kindy.
- Staff at FOK are excellent. They are and have always been helpful and understanding. The extra support they have provided has been greatly appreciated and they have prepared my child well for the transition to primary school.
- Flagstaff Oval is a great place to go. The staff is all involved in the children’s care and development.
- Really interesting and exciting activities provided for kids. Great variety.
- A warm and inviting atmosphere.
- The quality is excellent and so much richer and deeper than child care.
- The leadership in terms 2, 3 and 4 has been beyond my expectations for new initiatives, new approaches to the learning environment and change to parent communication ie floor book.
- All teachers/helpers have been an inspiration to my child who feels close to them and trusts them…
- I have been very impressed with the level of communication from the Kindy re my sons learning.
**Financial Statement**

**PRESCHOOL NAME:** FLAGSTAFF OVAL KINDERGARTEN  
**PRESCHOOL NUMBER:** 3630

<table>
<thead>
<tr>
<th>RECEIPTS AND PAYMENTS FOR THE TWELVE MONTHS ENDED 31 DECEMBER 2013</th>
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<tbody>
<tr>
<td><strong>1. UNCLAIMED FEES RETURNED AS AT 1 JANUARY 2013</strong></td>
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<tr>
<td><strong>2. TOTAL RECEIPTS FOR THE PERIOD</strong></td>
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<td><strong>3. TOTAL PAYMENTS FOR THE PERIOD</strong></td>
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<td><strong>5. PETTY CASH</strong></td>
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<tr>
<td><strong>6. TOTAL BANK BALANCES</strong></td>
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<tr>
<td><strong>7. TOTAL INVESTMENTS</strong></td>
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<tr>
<td><strong>8. TOTAL OTHER OPERATING RECEIPTS</strong></td>
</tr>
<tr>
<td><strong>9. TOTAL OTHER OPERATING PAYMENTS</strong></td>
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<tr>
<td><strong>10. RECONCILIATION</strong></td>
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</tbody>
</table>

**FINANCIAL STATEMENT AS AT YEAR ENDED 31 DECEMBER 2013**

- The teachers are all hand on, teaching great skills.
- Overall I am really pleased with the care, support and teaching of this Kindy. My daughter loves it here.
- Wonderful preschool with caring teachers, a great place to learn.
- Very happy with the director and the Kindy staff. Would really recommend this Kindy to others.
- We have been delighted with our Kindy experience.