



Andrews Farm Community Preschool

2022 annual report to the community

Andrews Farm Community Preschool Number: 2635

Partnership: Peachey

Signature

Preschool director:

Mrs Sue Tiver

Governing council chair:

Ms Liz Frick

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

Andrews Farm Community Preschool is a stand-alone Education Department site in the northern suburbs. The Preschool, St. Columba a private R- 12 College next door, several shops make Andrews Farm. 46% of residents were younger than 25 years compared to the Australian average of 33.5%. Highest percentage of people are the younger age group 0 - 5 yrs. reflecting the demand for preschool. Geographical boundaries are in place for enrolment purposes. 55% of our families have at least one parent employed full time, a high number in part-time work. We are in the Peachey Partnership, a group of local preschools, primary, secondary, Special School, adult campus working together to provide improved outcomes for children and young people in our area. We are a category 2 preschool, an enrolment capacity of 88 children. 81% of children with English as the main language, 19% from a range of cultural backgrounds including Afghani, Arabic, Indian, Pakistani, Filipino, Barundi and a larger number of Sudanese families, 25% children with additional needs. 7% of children identified as Aboriginal. 10 % children in Care of the Minister. The team included director, teachers, ECW's, speech, bi-lingual, support staff. The established staff team continues to provide families with continuity, building strong relationships with families and the younger siblings which assists when children transition to preschool. Parents who attended the preschool are returning with their children. A teacher was employed in the Early Intervention program for support and extension work. Site funds were allocated to provide extra support to assist inclusion and engagement. We employed a .2 speech therapist who worked with children with severe speech difficulties, their families and the support staff. One of the families wrote to the Department praising the work of the speech therapist and preschool. This letter was acknowledged by the CEO for the DfE. We accessed Department for Education speech, psychology, behaviour and Special Education support. CAYH visited several times to check children's vision, hearing and general development. Visiting NDIS OT's, Speech, Physio's came to the preschool for children's weekly appointments which families appreciated. We liaised and met with local primary schools to assist transitions and continuity for exiting children. Teachers from these schools visited and engaged with children who were enrolled with them. Year 10, 11 Students from local schools engaged in work experience and St Columba year 11,12 students spent time observing the children. This assisted them in designing suitable preschool experiences and sharing these with children which was part of the year 12 external assessment. Highlights: Participating in the National Simultaneous story-time and Harmony day both national events. Children had the opportunity to learn more about the world we live in and celebrate the event which some families had heard about in the media. Our entire extensive library of children's books was catalogued with some books given to families, to charity and local Out of School Hours Care programs where some of the families attend. Children had opportunities to participate in incursions: Trent Hill an indigenous storyteller, educator and guide gave a general introduction to Aboriginal culture and spoke about animal tracks, signs, symbols. RAA visited and provided an interactive road safety programme focusing on Stop, Look, Listen, Think when crossing the road. Scientific Bubble Show discovering the science of bubbles, a recycling show learning on sustainability, recycling, reusing. Other events Book week, weekly borrowing of live animals and resource kits from the Nature Education Centre. A day excursion by bus to Gorge Wildlife Park was a memorable occasion. Families commented on these opportunities for their children. The experiences linked well to our literacy focus building on vocabulary and engaging in sustained, shared conversations.

Governing council report

The Andrews Farm outdoor area continues to attract comments from families and the community. We continued to re-vamp, update, plant and add to sections of the playground. Ventia our essential service provider was employed to remove stumps, carry out repairs, install new taps to the children's bathroom. We added soft-fall to the new truck /work space. The lawn / garden maintenance service removed a number of large, old tree branches and cleared several areas of the play- ground to make way for new experiences. We purchased a 2-door, metal cabinet which staff erected. This was placed in the shed to hold archive boxes. This addition has created much needed space inside, de-cluttered the office and store-room areas. During the year, we were given information on the curriculum, the work with the children, new resources, focus areas of the Preschool Quality Improvement Plan (PQIP). We had regular updates about curriculum areas and what the children were learning. To improve outcomes for children, staff, families, we were involved in reviewing the 15 hours per week of preschool re: how the groups could be made up for more continuity for the children and staff. This included the days of attendance, maybe longer days? The make-up of the shorter day was a point of discussion whether to make this a weekly 2- hour program or 4 hours on alternate weeks / fortnightly in 2023. Educators had conversations with the early years leader and staff from other sites who had experiences working with set groups on set days. This appeared to be beneficial for all. We discussed this together with several alternatives and provided feedback from a parent perspective that continuous days that included the shorter day was a good outcome: Monday, Tuesday for 1 group and Thursday, Friday for another group with a 4 hour program on alternative Wednesdays. The 4 rather than 3 hours on the short day was a better option. This worked with preschool entitlement. Our long standing finance officer retired after about 20 years at the preschool to spend more time with grandchildren. We were involved in reviewing the: Philosophy Statement, delegations, closure days, Budget approval and monitoring, overseeing finance reports, audit, outstanding fees, facilities improvements, outdoor repairs, soft fall. We have a good working relationship with Rob who attends to lawn maintenance, pruning trees, cleaning gutters. We have added shade-cloth to one end of the verandah which works to provide shade and protect the bags from the hot sun. We are hoping to add shade cloth to the other end (by the entrance) of the verandah in 2023. We are also looking at online payments sometime in 2023. We enjoyed hearing and reading about the live animals, creatures that Sue borrowed each week from the Nature Education Centre. Recycling and sustainability were strong with the educators and this was always encouraged with the children and families. Families were involved taking soft plastics and recyclable containers to various depots. Visitors often comment on the well shaded outdoor environment and the many experiences and challenges the children have outdoors including keenly helping with the flower, vegetable and herb gardens.

Preschool quality improvement planning

PQIP is informed by evidence of children’s learning, critical reflection, individual and team meetings. It provides a process for continuous improvement with explicit goals which reflect intended learning outcomes. 2022: (1) To strengthen children’s phonological awareness skills (including initial sounds) using a whole site approach to planning for small group work through intentional teaching and play. Book-based learning focusing on 1 book for a 5-week period gave the opportunity to delve deeply into the story to develop literacy, personal and social skills. Syllables, rhyme, alliteration, concepts of print, representational writing, questioning, vocabulary were supported. Families were involved in 1 of the books with mapping and direction documenting their child’s journey from home to preschool, through photos which children made into a book. Fiction and non-fiction texts used to learn about Australian animals and Australiana and investigating the difference. Focus books Wombat Stew, Possum Magic created opportunities for learning the Kaurna names for Australian animals. Observations and data on syllables, rhyme, alliteration showed children successfully rhyming and breaking words into syllables. Children contributed to group discussions demonstrating an understanding of phonological awareness. Anecdotal evidence, data, analysis of phonological skill mapping demonstrated improvement and strengthening of children’s syllables, rhyme, alliteration skills. Educators observed children developing confidence, vocabulary, bringing the stories into play, sharing their excitement about the books with families. We borrowed live animals, ending the year with a visit to Gorge Wildlife Park. Educators engaged in professional development to improve understanding and capacity for raising literacy achievement for Aboriginal learners through the Talk Play Read. (2) To strengthen sustained shared conversations and vocabulary. A whole site approach was used to incorporate strategies for sustained shared thinking alongside and with children, and strengthening children’s ability to share ideas, listen, develop critical and creative thinking, while extending vocabulary. Educators used children’s current interests, provided flexible, quiet spaces for conversations to occur between children, provided open-ended, accessible resources, to encourage conversations. We were flexible with routines, focused on allowing think time by pausing with expectation to give children time to think and respond. Other strategies included inviting children and families to share interests, thinking aloud to model connections, explaining more complex words in play. Educators engaging in high quality interactions was crucial. It facilitated positive relationships and created an environment which supported children’s critical thinking, sustained conversations through investigation, exploration, storytelling, modelling. Analysis of data showed an increase in the complexity of children’s oral language in social interactions, thought processes and some self-regulation. We engaged in a Department project on Sustained Shared Thinking and conversations. Staff were provided with readings on shared conversations and information to support planning and strategies for engaging in sustained conversations. Educators focused on and practiced contributing to back-and-forth exchanges. Conversations on topics that were significant to children assisted these conversations. Reflections from data using a new mapping tool of children’s skills, showed social skills, relationships and self-regulation in play as an area for focus. We began working with the DfE Self-regulation team, and plan for self-regulation and supporting strategies to be a focus in 2023.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	83	84	83	84
2020	76	81	78	78
2021	78	81	81	83
2022	83	84	82	83

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
 Term 2 2020 data may not be available for all preschools.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	92.3%	85.4%	86.9%	89.3%
2020 centre	92.7%	79.3%	83.4%	88.9%
2021 centre	87.3%	84.5%	87.2%	86.8%
2022 centre	83.4%	81.1%	82.1%	78%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

Attendance varied throughout the year. Families were aware of COVID

A number of children were absent with cold like symptoms ie: coughs, runny nose.

Families were aware of Government recommendations to stay at home if unwell.

Due to prior travel restrictions with COVID, families took the opportunity to travel overseas and see relatives when restrictions were lifted. This was up to a whole term.

The importance of continuity of attendance is discussed at the initial interviews with families. We discuss benefits for social, emotional development and for establishing a good routine. Reminders are placed in newsletters. Phone calls, emails and text messages are sent to families as reminders and to share information. Non-attendance is always followed up. Many families also inform us face to face on return from non-attendance.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8243 - Blakes Crossing Christian College	3.4%	4.9%	3.6%	6.2%
1901 - John Hartley School B-6	3.4%	0.0%	0.0%	6.2%
9164 - Playford College	0.0%	0.0%	3.6%	6.2%
1913 - Riverbanks College B-12	0.0%	0.0%	0.0%	12.3%
8033 - St Columba College	144.8%	156.1%	157.1%	129.2%
8165 - Trinity College Blakeview School	3.4%	4.9%	0.0%	6.2%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

The main choice of school adjacent to the preschool was St. Columba College due to close proximity, siblings at the school.

Approximately 63% of children exited preschool to attend private schools in the area. 37% of children went to Government schools including John Hartley School, Riverbanks College, Swallowcliffe Primary School and Mark Oliphant College.

We met and liaised with both private and public schools to share information and to assist with the transition process for children and families. Families and schools appreciated this connection and support for continuity of learning.

Family opinion survey summary

All families were given the parent survey. Information collected covered the Program, curriculum, environment, relationships, leadership. Overall responses were very positive indicating "Strongly agree" or "Agree." Responses demonstrated a high level of satisfaction. Families were invited to add written comments;

Program / curriculum
 X has learnt so much at preschool. We have loved hearing about the friendships, things he has learnt. He is ready for school I love each term there was a focus on a set of books
 X learnt so many skills from respect of the traditional owners to how to ask for space & play with children of different backgrounds & temperaments
 X social skills, understanding has developed so much through kindy. has become so confident in making new friends
 My child has thrived at this preschool He has surpassed any expectation we had.
 X raves about the different equipment & obstacle courses setup
 Experiences with RAA, Nature resources recycling are AMAZING starts for these little people
 They catered for, expanded on his love of construction
 X has grown in self-confidence, learning, sharing, participating. I love when X sings to me all the songs he's learnt... great work,
 Every night he always likes to share things he has learnt today
 Every injury was well documented, X felt looked after
 Relationships
 I enjoy seeing the relationships my child has with his teachers
 Anytime I have had concerns, I was always listened to
 Warm and welcoming environment, very well organized
 AFCP has exceeded my expectations. We were concerned about X learning ability & resources he may need to now be feeling confident we know how to advocate for him as he transitions to school. patience, love and persistence that has gone into X. Staff zone into X interests this is the first time people took time to get to know who he is, specifically not just another wild, hyperactive child
 Staff have been fantastic kept me informed
 X has blossomed interacting with staff and adults. Staff have been lead well and work well towards children's development
 X loved attending, program has put him in a good position to start school interstate next year
 Amazing, friendly staff. All my children have thrived their and developed a lot of confidence & skills to prepare them for school
 Evident they want the best for our children Thankful for all staff, very welcoming, friendly, X loves them all
 I'd like to thank each & every one of you for all your hard work...for teaching, caring for X. He loves kindy so much, will miss you all Always, someone to greet us at the gate. He's loved every day. We loved our time at AFCP...we are sad it is coming to an end. Cannot thank you enough for welcoming us.

Relevant history screening

The preschool follows Department for Education requirements in relation to the relevant screening procedures to ensure compliance. We have a system in place for recording and monitoring all staff who work at the preschool. Required History and Working with Children Checks are obtained for all staff, students, contractors and visiting support staff. All records are checked, filed together with any certificates in individual folders in the office. All records are held securely on site.

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$25,235
Other	\$282

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Teacher planned sessions for staff to work through several Talk, Play, Read modules. All staff contributed to a statement "What we believe learning to read does. Funds allocated to upgrade and add to our Aboriginal resources ie: books, matching, games, puzzles. Staff participated in the Sustained, Shared Thinking project. An experienced teacher worked with identified children in small groups, individual basis on literacy, numeracy goals as part of our Early Intervention extension program. Educators were allocated time each term time to document, analyse and plan for learning.	Documentation showed levels of improvement children made against the learning goals and outcomes. Educators developed their knowledge and understanding of sustained, shared conversations. We supported and strengthened our literacy practice for Aboriginal children.
Inclusive Education Support Program	DfE funding used to support 15 children. Department speech pathologist, special educator, behaviour support, psychologist to plan, work with and monitor progress of children. Site funds were allocated for intentional and explicit teaching with individual, 1:1, cluster, small group work. Identified goals included personal health, toileting, challenging behaviours, sensory difficulties, severe language, articulation difficulties. Resources, visuals, PODD used for communication with some children. Teaching staff worked on One Plans to support inclusion and achievement. OT, Physio, speech from outside agencies worked on identified plans.	Pedagogical documentation showed growth in individual children's communication, personal and social skills as learning goals were met. The Improved confidence and self-esteem increased group participation and positive interactions with peers. Families appreciated the support and commented on their child's growth.
Improved outcomes for non-English speaking children who received bilingual support	The preschool received funding for 16 children who were supported with communication and social skills. Language groups included Dinka, Hindi, Hazaraghi, Nepali. Support staff worked with individual children and small groups using board games, visuals, in play engaging with peers, use of adjuncts with stories. These strategies supported the children's development of communication and social skills. Support was available to families at drop off / pick up times for sharing of information, newsletters. Support staff also accompanied a child on school transition visits.	Noticeable increase in the acquisition of English language for all children. The improvement in oral language- the understanding and use had positive outcomes with self-esteem, confidence, social interactions in the group. Families commented that the support provided to them and their child was much appreciated.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.