



Salisbury Downs Preschool Centre

2022 annual report to the community

Salisbury Downs Preschool Centre Number: 2639

Partnership: Orion

Signature

Preschool director:

Mrs Elizabeth Burton

Governing council chair:

Paula Hicks

Date of endorsement:

15 February 2023



Government
of South Australia

Department for Education

Context and highlights

Salisbury Downs Preschool is a small standalone site in the Northern Adelaide region. We are a member of the Orion Partnership comprising of preschools and schools in our local area. We work closely with both the Orion and Montague Partnerships to collaboratively plan for improvement in all of our sites.

In 2022 our enrolment cap was 30. We had 2 full time permanent educators and a preschool support worker. We had 50% EALD children and 10 Aboriginal children throughout the year.

Our literacy data indicates that children come to us for their preschool year with very low literacy levels. Many of them have not had exposure to books, do not have conversational language in their home language or any knowledge of phonological awareness. We work closely with families to develop children's literacy knowledge, offering them support around what they can do at home. We provide interview times, establish individual goals for children, share progress and updated goals with families throughout the year, and encourage children to regularly borrow literacy kits. We communicate with families through ClassDojo. In every meeting of our Governing Council we discuss some aspect of our improvement plan and keep the Council informed of our progress. We encourage them to participate in discussions and develop their knowledge. Families are given opportunities to read, contribute and have input into our policies and philosophy.

Our literacy data provides the rationale for determining our goals, plans and priorities for improvement. We currently use the TROLPA (Teacher rating of Oral Language and Phonological awareness), to collect and monitor data on children's progress with their oral language and phonological awareness, along with the other sites across the Partnership. We have begun to use the Heggerty program for scope and sequence and we base our practice on research.

At Salisbury Downs Preschool we have clear assessment plans in place and we work closely with our Speech Pathologist to monitor and review our assessment and literacy practices. We differentiate learning for our cohort of children and conduct reviews every 5 weeks of our progress towards our goals, achievements and plans.

Our site is within walking distance of Salisbury Downs Primary School. We continue to engage in conversations with the school early years teams, sharing and discussing practice and individual children. We have built links with our local childcare centre, Highway Early Learning, and they provide a before and after preschool drop off and pick up service. We utilise the services of our local Kindigym and Salisbury Library.

Governing council report

What a great year 2022 has been with Elizabeth and Melissa running the centre. The 2022 kindy year was full of exciting adventures and fun learning that the children have really enjoyed. It was wonderful for the kindy to start out the year with new carpet and freshly painted walls. The Kindy groups were blessed to get to go on many excursions over the course of 2022. They went to the zoo, kindy gym, the Salisbury Community Hub and had a road safety visit. The kids have had so much fun telling all the parents about what they learnt and all the fun things they saw and did while out on these adventures.

Unfortunately we did have a covid relapse in the middle of the year however that didn't affect kindy for too long and things only changed a little, with parents staying outside and not coming into the preschool for a short time. We did have to close for one week in July.

The take home literacy kits were so much fun for all the children that sometimes the kids wanted to keep the literacy kit for longer to read the story again and again, which was great. The kits that were the big winners were the kits that included an activity e.g. humpty dumpty and the one about everyone going in a boat. They were really good at encouraging the children to read every night and made reading fun. The sheets that gave questions to ask the children showing where they were up to and the assistance to show which questions to ask next to improve their literacy skills and ability to respond to questions was a blessing.

The literacy kits led into some of the phonological awareness that the children learnt over the year including rhymes, syllables and sounds. The children loved the syllables clapping game and we were able to do it every day, clapping every day words in the house.

The children have learnt so much with the focus on feelings and being able to recognise them, learning how to structure a descriptive sentence, learning about shapes and describing them and looking at black and white and colours. Learning about road safety and animals has been so much fun for all of the children this year.

We have done a few fundraisers this year including: chocolates, a pie drive and a Christmas raffle. These fundraisers have been a success with bringing in extra funding for the kindy and giving the children and families a chance to fundraise for their centre.

There were also the four year old health check-ups and dental visits. Some kids seemed to do well and others didn't want to cooperate appropriately. But at the end of the day everyone was seen and the check-ups were completed.

This year has been amazing and the children have all flourished under the guidance of Elizabeth and Melissa. They have grown so much due to their guidance and support. The children have enjoyed their year in kindy and we look forward to the coming school year due to the foundation put in place by preschool.

So on behalf of all the parents from 2022 I'd like to say a big thankyou to Elizabeth and Melissa for all the hard yards you did to get the children ready for school.

Paula Hicks

Preschool quality improvement planning

Goal: To improve children's phonological awareness as they listen and respond to sounds and patterns in speech and stories.

Actions: To support educators to build capacity through professional development and site discussions. To collect TROLPA data in the first and last term and to regularly record, track and document progress. To improve family and parents' comprehension of PA. To investigate a PROP approach as a method of planning.

Success Criteria: 1: Children will be demonstrating their knowledge of phonological awareness as they listen to stories and songs and in their play. 2: Their phonological awareness has increased as measured by the TROLPA data.

Progress: Our focus in term 1 was on developing the children's listening skills and the ability to follow directions and echo. With low numbers we were able to keep the children together for the 5 minute PA groups for the first 2 terms. In term 3, after analysing the data, the children were differentiated into 3 groups for 10 minutes of PA a day. We integrated PA into all groups and incidentally as well as targeting focus areas. We scheduled in the 5 weekly check ins and planned PA for the week in our Friday meeting. Most of the year we only had 2 staff for meetings and planning. We were able to teach the skills needed for each group at their own pace. We utilised our ECW to put 1:1 support in place in term 2 for the children who were struggling, particularly around syllables. We sought support from outside agencies such as the speech pathologist and did some PROP training. We decided to continue following our established planning format. We updated our Oral Language Agreement and the levels of question format with the support of the speech pathologist. We were able to explicitly teach, document and analyse data around vocab and the NQS priorities, including the focus on producing sentences to give a description. We developed a PA clarity canvas during Simon Breakspear's training. Interviews at the beginning of term 2 were successful with families, they included discussions on PA and the importance of literacy kit borrowing. One staff member was responsible for helping the children borrow the kits and supporting family engagement with the kits. ClassDojo was important for communication. Learning goals were discussed at the meeting and updated throughout the year. We discussed, observed, explored and developed an awareness of Heggerty for teaching PA. We looked at the pre skills children needed for the program and focused on them for 3 terms. We introduced the program in term four. We conducted PA research with staff to inform practice and set up a calendar to support check ins and planning throughout the year.

Data: We had 19 children attend 4 terms of preschool. We had annual growth of 14 points, 40%. In term 4, 89% of children achieved the accomplished level for syllable knowledge, 47% achieved the accomplished level for rhyme and 58% achieved accomplished for initial sound knowledge. No children had any knowledge of phonological awareness in term 1. 53% of our children achieved the accomplished level of TROLPA overall in term 4.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	39	40	37	40
2020	45	N/A	47	47
2021	36	39	40	40
2022	21	22	24	29

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	81.4%	86.7%	83.8%	83.4%
2020 centre	90.9%		76.2%	86.9%
2021 centre	84.0%	80.5%	84.5%	76.0%
2022 centre	73.2%	84.4%	81.5%	77.5%
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

2022 saw consistent attendance for most of our children throughout the year. Our figures for terms 2 and 3 were above the state average. We did have some families who had difficulty accessing preschool and 2 who attended very little even with support. There were a couple of families who didn't attend regularly in first term due to the Covid risk. Educators worked closely with individual families who had attendance issues, particularly those considered to be at risk. Communication and the development of relationships to build trust and the development of the understanding of the importance of preschool and attendance was a focus. Families were contacted regularly by telephone and ClassDojo if their child was away without a reason. CARL notifications were completed for a family who consistently did not attend. This family required multiple home visits and support throughout the year. We encouraged families to ring or to send a ClassDojo message if their child was going to be absent. We made contact with the family if there was an unexplained absence of more than 2 days in a row.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8399 - Holy Family Catholic School	2.7%	4.6%	6.9%	10.0%
1900 - Mark Oliphant College (B-12)	0.0%	0.0%	0.0%	5.0%
1427 - Riverdale Primary School	0.0%	2.3%	0.0%	10.0%
1194 - Salisbury Downs Primary School	70.3%	79.6%	79.3%	65.0%
9072 - St Augustine's Parish School	2.7%	2.3%	0.0%	10.0%

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

In 2022 65% of our children attended Salisbury Downs Primary, a decrease of 14.3% from 2021. We have 10% of children going to Holy Family, St Augustine's and Riverdale. We feel that the decrease in numbers of children going to Salisbury Downs is due to children already having siblings attending other schools.

Family opinion survey summary

There were 22 responses to our online survey this year. Overall the survey was positive. 40-65% of responses strongly agreed to all the questions. There were a couple of responses in the strongly disagree column, and as they were consistent with no comments to back up, it could have been an error.

Some responses included:

Comments on Quality of Teaching and learning:

"Because of how small the preschool is, every single child gets an abundance of one to one learning."

"I think the quality and efforts have been exceptional."

"Couldn't be anymore happy with the teachers at Salisbury Downs Preschool."

"Teachers at Salisbury Downs are always excited and eager to see the children."

Comment on Support of Learning:

"My child is always coming home happy with lots of stories about their day at kindy."

Comment on Relationships and Communication:

"It's a very welcoming and inclusive preschool, we've been involved in many activities and opportunities to talk with parents, teachers and students."

"The teachers are always very informative when it comes to sharing what my child has done."

"This preschool has helped my child become far more social than I ever could have alone."

Comments on Leadership and Decision Making:

"I trust the school with how and what they teach my child."

"Salisbury Downs Preschool is what all preschools should strive to be. Children and parents adore the educators and I believe that the educators truly care for each child they come across."

Relevant history screening

Relevant history screening including working with children checks are sited and maintained on site for all educators and volunteers. We refer to the website when we need to establish who needs a check.

We have developed a system for checking and updating relevant history screenings of all personnel, which includes a spreadsheet outlining expiry dates. Educators have individual files for their certificates and a summary is regularly updated.

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$8,732
Other	\$1,525

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	Funding was used to cover some training and to buy the books, materials and resources to make literacy kits. Literacy kits were used to support the literacy of families at home.	We had an average growth of 40% of children who attended 4 terms of preschool, on the TROLPA data.
Inclusive Education Support Program	Funding was used to cover preschool support for the children who had additional needs.	Progress was documented, discussed and planned to monitor all children's progress.
Improved outcomes for non-English speaking children who received bilingual support	Two bilingual support workers were employed throughout the year to support Arabic and Vietnamese children. One other bilingual worker was employed to offer support to other bilingual children requiring language support.	The bilingual support workers provided support to families with communication and with supporting the literacy skills of children.

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