



# Para Hills West Preschool

## 2022 annual report to the community

Para Hills West Preschool Number: 2651

Partnership: Montague

Signature

Preschool director:

Mrs April Vanderaa

Governing council chair:

Ms Samantha Treloar

Date of endorsement:

16 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Para Hills West Preschool is a small, stand-alone Department for Education (DfE) site located in the Northern Suburbs on Kesters Road. We are a category 1 site, due to complex social and cultural aspects of the surrounding community.

In 2022, the staffing consisted of a 0.6FTE Director and a 0.6 FTE teacher.

Additional staffing was added during the year to support the site in delivering individualised learning programs to support each child's development.

In 2022, the site offered children 2 full day (8.30am - 3.00pm) sessions held on Wednesday and Thursday of each week. Each fortnight children were provided with a half-day (8.30am - 12.30pm) session on Fridays to offer the additional hours of the program. Due to poor attendance levels of our Friday fortnightly sessions, educators and families both current and future were surveyed about their preferences for hours of attendance which saw a common trend - half days were difficult to attend mostly due to work demands on families. With the approval of the 2022 Governing Council, the 2023 hours of operation will see the preschool run 5 full day sessions each fortnight. These sessions will occur on the same days as the previous 2022 year - Wednesday and Thursday weekly and Friday fortnightly with the hours of operation from 9.00am - 3.00pm. Eligible 3 and 4 year olds are offered 12 and 15 hours respectively. Preschool occurs during the school terms and preschool holidays are as per DfE dates.

Families who attend Para Hills West Preschool are able to access out of hours care through Kesters Community Early Education and Care who are co-located. Arrangements have been made between the sites for the safe escort of children between the sites before and after Preschool. Parking is available for families off Kesters Road, which is directly in front of the preschool. There is a pedestrian crossing that families can access to ensure safety when crossing the road on arrival and departure.

The National Quality Standards Quality Improvement Plan guided the kindergarten's operations in 2022 and the areas for improvement will be identified and reported against in this document. We have four Pupil Free days per year, which staff use to reflect on their practice, track and monitor child growth, engage in professional learning and reflect upon the site's Quality Improvement Plan. The preschool uses the Early Years Learning Framework (Belonging, Becoming, Being) and the Numeracy and Literacy indicators as the framework for assessment of and for learning.

All staff attend staff meetings weekly, which include ideas for planning and decision making. All staff regularly engage in Professional Development sessions which are directly linked to the site's PQIP and individual PDP documents. All staff on site have had appropriate screening and are mandated notifiers.

All parents are invited to attend and be part of our Governing Council, which meets 2 times per term.

Highlights of 2022:

Completion of outdoor redevelopment with the construction of a gazebo above sandpit space

Connections with Para Hills West Primary School - visit to primary school to watch school concert rehearsal, Primary School students frequently visited preschool

Excursion to local library and Liberman Kindergarten to engage with Scientific Bubble Show

Celebrating culture of families through birthdays and Diwali celebrations

New and refreshed signage was installed at the preschool

Preschool Exhibition of Learning was a great success with many families attending

End of year celebration

## Governing council report

The 2022 Preschool year our Governing Council met two times each term to discuss matters of importance to the Preschool centre. □

This included approval of projects such as the refreshed signage for the centre, Choosing dates for pupil free day (for educator development and training), Approval of financial matters, As well as reviewing the Preschools Quality Improvement Plan (QIP)

We had involvement from many parents over the course of the year with a minimum of 2 people attending every meeting.

At the end of 2022, the Governing Council put together a fundraising raffle to raise funds for new resources to be purchased and this was drawn at the preschool end of year celebration.

# Preschool quality improvement planning

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

Challenge of Practice: If we implement a consistent whole-of-site approach to support the development of phonological awareness through intentional teaching in a play based environment, then we will improve children’s phonological awareness as they listen and respond to sounds and patterns in speech and stories.

Over the year, educators regularly monitored the progress of PQIP goals, reflecting and documenting the sites progress and planning for implementation of actions and strategies. In Term 4 the educators completed steps 4 and 5 of the Preschool Quality Improvement Planning cycle, evaluating the overall success of the identified goals and identifying areas of improvement.

Continuing on from 2021, educators continued to use Heggerty as a tool for teaching phonological awareness in our large group learning time. In addition to this program, educators purposefully planned for intentional moments through play and small group experiences to continue to explore and develop phonological awareness understandings. Over the year, educators observed interest and growth in phonological awareness with children demonstrating knowledge through self-talk, conversations with peers/educators and when singing and recreating songs which they had learnt through Heggerty sessions and phonological awareness targeted activities. Once per term, assessment and data collection was gathered on all children. This was analysed to show the progress of each child and to inform the next steps in learning for each individual.

In 2023 our goal is “To increase children’s understanding and use of complex vocabulary to describe and express ideas purposefully.”

If we implement a whole of site approach of evidence informed intentional teaching strategies/practices through purposeful play then we will increase children’s understanding and use of complex vocabulary to describe and express their ideas purposefully. □

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	35	40	35	29
2020	18	N/A	20	19
2021	14	14	13	11
2022	18	19	17	17

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	92.0%	72.5%	78.4%	84.8%
2020 centre	78.9%		67.7%	80.0%
2021 centre	82.4%	81.1%	79.6%	87.3%
2022 centre	77.0%	69.3%	68.7%	91%
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 during Term 1, 2 and 3 were below the state average with many of our families keeping their preschool children home whilst showing symptoms of illness. During this time, Staff made regular contact with families around their child's health. Term 4 saw a steep increase in attendance with the high majority of children attending each session.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1134 - East Para Primary School	0.0%	0.0%	0.0%	6.7%
935 - Para Hills School	0.0%	0.0%	0.0%	6.7%
1045 - Para Hills West Primary School	73.1%	61.5%	66.7%	86.7%

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 2022, our preschool cohort enrolled in 5 schools. Three of these schools are Department for Education schools – Para Hills West Primary School (77.8%), Para Hills School (R-6) (5.6%) and East Para Primary School (5.6%). 11.1% of our students went on to attend non-department schools.

# Family opinion survey summary

6 families responded to the Preschool Parent Survey in 2022. Majority of families who completed the survey chose to not leave comments although one comment from the parent opinion survey stated: "Teachers are very cooperative, enthusiastic and energetic. I am satisfied with the learning program." One family also shared a suggestion through the comments: "Above all, I want to give some suggestions, preschool should provide some sports and recreation activities. Thanks." Throughout the 4 sections of the survey, the majority of ratings selected were across the agree/strongly agree options. We had a small number of neutral markings relating mainly to the involvement of families in educational experiences and also within the governing council to guide direction of the preschool. Over the year the preschool has invited all parents to be involved through invitations to attend and actively participate in Governing Council, supporting the preschool upon excursions, attending our preschool events such as our exhibition evening and end of year celebration along with coming to the preschool to celebrate the cultures of our families such as birthdays. One additional area marked as neutral was in relation to the preschool assisting children in their development of personal and social skills. Over the preschool year, educators observe each individual child on a regular basis and plan for supporting their holistic development in the curriculum program. This program is shared with families and development is documented and shared with families through learning journals and stories. Families are invited to meet with educators to discuss their child's development, hear about their preschool journey and to set goals which align with both the preschools and families visions and priorities. Ongoing conversations were held with families through informal discussions around involvement and development upon drop off and pick up times with any concerns around development further discussed with families as needed.

## Relevant history screening

Staff are committed to having a safe environment. Strict sign in protocols exist, staff, children, workers and visitors all have specific sign in sheets. All staff held appropriate clearances (including cleaners and contractors).

## Financial statement

Funding Source	Amount
Grants: State	\$228,697
Grants: Commonwealth	\$0
Parent Contributions	\$4,055
Other	\$123

## 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 supported the purchase of the phonological awareness resource (Heggerty Early Pre-Kindergarten book) which was used as a tool to support the delivery of site phonological awareness 'heggerty' sessions.	Every child showed growth in their TROLL-PA data and their Heggerty assessment data which was collected each term.
Inclusive Education Support Program	Para Hills West Preschool employed an ECW to support small group (wave 2) and 1:1 (wave 3) literacy and speech and language support.	Children were able to access and engage with the curriculum at their level. Each child showed growth in their TROLL-PA data which was collected each term. All children in wave 2 and wave 3 intervention groups showed growth overtime in their identified goals.
Improved outcomes for non-English speaking children who received bilingual support	Four children were supported through the bilingual support program in 2022. Bilingual support educators worked closely with children to support their interactions and understanding of the routines, learning program and relationships. Bilingual support educators facilitated communication with families about the learning program and their child's progress. Bilingual support educators translated newsletters and excursion information to share with families.	Enabled children and educators to build strong trusting relationships so they felt a strong sense of belonging. Higher levels of participation and engagement of both children and families observed with the support of Bilingual staff. Strengthened connections with families during and after the completion of bilingual support.

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