



# Paralowie Kindergarten

## 2022 annual report to the community

Paralowie Kindergarten Number: 2655

Partnership: Orion

Signature

Preschool director:

Mrs Denise Davis

Governing council chair:

Gloria Wood

Date of endorsement:

16 March 2023



Government  
of South Australia

Department for Education

## Context and highlights

Children worked with educators to develop a Kaurna acknowledgment. This has become an annual process as we believe that if the children are involved in the development, they have ownership and a better understanding of what we say and why we say it.

Excursions, incursions and community connections:

Mobile Junk and Nature Play, Police visit, End of Year Graduation Celebrations, Child and Youth health 4yo health checks, Aboriginal ear health checks, Hippy Program.

Curriculum highlights:

At home learning packs to continue children's learning through COVID-19.

Families continue to be supportive of site priorities such as our Healthy Eating guidelines and allergy related dietary requirements.

Literacy Program: Heggerty, Phonological Awareness. Fantastic results in our TROLPA data collection.

Staffing:

Cheryl joined our team to cover Annika's maternity leave and is remaining on in 2023.

## Governing council report

The past year our enrolments have been at capacity with an extremely successful and busy playgroup that operated Every Tuesday morning. The children have learned about respecting our gardens, land and learning environment with a large focus on Indigenous culture and participated in planning the upgrades to our outside learning environment.

We raised money through Cadbury Chocolate Fundraiser and developing and selling on site student photos. The children had the opportunity to attend an incursion, Mobile Junk and Nature Play, which was extremely enjoyable which the families contributed a small fee. Our children participate in a daily Literacy program which has produced fantastic results in the sites end of year data collection. Overall, 2022 has been a successful year at Paralowie Kindergarten. Our children have been lucky to have such an amazing group of teachers and support staff supporting them and contributing to their growth and development. On behalf of the families, I would like to thank the dedicated governing council members for their support and effort this year, you all went above, and beyond which contributed to a successful year. Lastly, on behalf of all parents I want to say thank you to the amazing staff for all their hard work and dedication. You have provided such a welcoming and friendly atmosphere for our families but most importantly for our children and given them the best experiences and tools to assist them for their step into school.

## Preschool quality improvement planning

Goal: Improve children's Phonological Awareness skills through targeted intentional teaching, modeling and immersion of experiences within their learning environment.

Challenge of Practice: If we implement a consistent whole site approach to the intentional teaching of Phonological Awareness, then we will improve children's development of Phonological Awareness within the learning environment.

Success Criteria: Through data gathered via TROLPA and observations, we will see:

- Segment words into syllables.
- Recognise, match and produce rhyme.
- Identify and manipulate beginning sounds.

# Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	69	78	75	77
2020	55	N/A	60	64
2021	50	50	48	49
2022	46	50	48	50

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	88.8%	83.4%	90.1%	90.9%
2020 centre	93.9%		67.6%	86.1%
2021 centre	81.7%	91.1%	88.5%	93.2%
2022 centre	75.2%	72.4%	78.0%	94%
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

There have been a small cohort of children with regular poor attendance. Families are contacted daily when their child does not attend to ascertain the reason. COVID-19 played a enormous role in the poor attendance towards the end of the year.  
One of our 3 year old Aboriginal children generally only attended one day per week due to personal reasons.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9164 - Playford College	1.8%	1.7%	14.3%	33.3%
1194 - Salisbury Downs Primary School	3.6%	3.3%	42.9%	33.3%
8037 - Temple Christian Coll-Paralowie Cam	0.0%	0.0%	0.0%	33.3%

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

As usual between 70 and 75% of children were initially enrolled at Paralowie R-12. There were some late changes to this as families chose other local schools for a variety of reasons, seeking smaller class sizes, seeking support for children with additional needs or who may have moved to a new house.

## Family opinion survey summary

On average of 20% of families responded to the Parent Opinion Survey.

91% of our families responded that they strongly agree with they were satisfied with the Kindergarten's planning.

85% of our families responded that they strongly agree that they are made to feel welcome and that the staff always listen to what they have to say about their child's development.

82% of our families responded that they agreed that they were given the opportunity to be involved in the Kindergarten's educational activities.

Comments:

'The staff have been amazing at helping my child with their speech development'

'The site has been great at ensuring that my child is ready for school'

'The teachers are all lovely'.

## Relevant history screening

All staff and volunteers have current relevant history screening.

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$14,640
Other	\$1,923

## 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 Leaders to attend portfolio wide literacy training with Simon Breakspear.	Learning from these sessions implemented with children, building educator capacity, staff supporting each other.
Inclusive Education Support Program	IESP grant: \$26,013.00 The change in funding model in 2019 allowed us to support all children with additional needs from the start rather than having to wait for assessments. With the pressure on speech pathologists in particular this was of great benefit. Additional funding was provided for a child with extensive requirements.	Changes in funding model in 2019 - allowed us to support all children with additional needs from the start of the year.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual funding enabled a bilingual ECW to support children with limited English.	Children and their families were supported to settle into the kindergarten environment. Parents supported to understand the program.

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