



# Burton Park Preschool

## 2022 annual report to the community

Burton Park Preschool Number: 2694

Partnership: Orion

Signature

Preschool director:

Mrs Kate Drew

Governing council chair:

Chelsea Lucas

Date of endorsement:

23 March 2023



Government  
of South Australia

Department for Education

## Context and highlights

Burton Park Preschool is located in the Salisbury district, 28 kilometres from Adelaide and is near the Edinburgh Defence Base. It operates within the Orion Partnership. We are a stand alone centre but work in collaboration with Burton Primary School to facilitate a 0 – 12 education and care service for our community.

Our preschool has the physical capacity for 110 children over a week (55 per day). Our preschool enrolments have hovered between 70 - 80 throughout the year, with children having access to 30 hours of preschool over a fortnight (two full days in the first week and three days the next). We also provide Occasional Care for up to 12 under 2 year old children and 64 over 2's each week during school terms.

The families that use our services are culturally and economically diverse: up to 59% of our families are from Non English Speaking Backgrounds (NESB), predominantly Cambodian, Vietnamese, Spanish and Middle Eastern countries. Consequently, the ethos at Burton is one that promotes a high degree of collaboration and flexibility of programs, timetables, curriculum and personnel, and has a strong commitment to working together with children and their families to facilitate support and inclusion for all.

Our preschool operates within the Para Hills 3 Portfolio which has a strategic focus on raising literacy levels. The emphasis on developing a 'balanced reader' supports the learning trends we have been seeing within our own community over many years and consistently across different cohorts of children. We are therefore committed to unpacking the skills which children need to possess in order to be a successful and confident communicator, with an emphasis on developing children's phonological awareness as highlighted in our 2022 Preschool Quality Improvement Plan (PQIP). This has been achieved through a combination of intentional teaching and purposeful play learning experiences. Critical reflection is a key driver in our planning cycle and data is used to inform our programs and practices across all learning areas of the Early Years Learning Framework (EYLF). This was highlighted, for example, in the incursions we had around science and nutrition, cultural awareness programs, building mathematical vocabulary and in our work involving child protection.

External assessment conducted by the Education Standards Board has rated our service as Exceeding in all of the seven quality areas of the National Quality Framework. This is affirmed by ongoing feedback we receive from our families and other agencies who support our children. This feedback also assists us in our commitment to continuous improvement and ensure that our programs are reflective of high quality practice in the best interest of children's learning and developmental outcomes (key criteria in the Preschool Position Statement from the Department for Education).

I would like to take this opportunity to acknowledge the highly dedicated and skilled educator team at our service and thank our families for the partnerships we are able to form with them in sharing in their child's learning journey.

## Governing council report

In 2022, our community was represented by 4 preschool parents (3 who had also accessed the Occasional Care program), 1 teacher, an Occasional Care representative as well as the preschool director.

Through regular termly meetings, our Governing Council achieved the following an better understanding of how the centre operates ('a behind the scenes' view point) and how this impacts on programs and practices with children:

- \*successful fundraising, with the support of many local business who donated goods for our Christmas raffle. Money raised was put towards

- new resources for the outdoor learning environment;

- \*shared decision making about acquitting the carry over balance of a state grant from 2021 - enhancing shaded play spaces being the key focus;

- \*reviewing communication procedures with families and an update to the preschool newsletter format;

- \*planning and hosting an End Of Year Family Evening - the first in several years due to the Covid pandemic;

- \*investigating links with our first nations community, with the vision of exploring this further next year through the potential collaboration of a

- celebration art piece reflecting the site values of our philosophy statement;

- \*actively supporting the process of the re-appointment of the preschool director's position for another 5 year tenure

A BIG thank is extended to all our Governing Council members for their time, support and commitment in ensuring we continue to provide a high quality, engaging, welcoming and stimulating service to our community, especially during challenge circumstances.

# Preschool quality improvement planning

Our Preschool Quality Improvement Plan (PQIP) continued the focus on literacy development, drilling down into the specific learning goal of phonological awareness.

2022 Site actions included:

- \* analysing and using data collected using TROLPA\* to inform programs and practices in order to build on strengths and identify areas for improvement;
- \* unpacking the new Pre-Kindergarten Heggerty phonological awareness resources and building educator capacity relating to embedding implementation of this program in our daily teaching and learning routines;
- \* building our site based SATPIN program to develop children's phonological awareness skills through purposeful play;
- \* using Simon Breakspear's tools, such as 'teaching sprints' to accelerate growth through intentional teaching practices in small group time -
  - for example, unpacking strategies used in Heggerty with children from non english speaking backgrounds to aid their understanding in clapping syllables in words; thumbs up/thumbs down actions with rhyming words site resourcing through the budget.

NOTE: TROLPA is used as a rating tool not as an official DfE assessment and supports data collected through observations and anecdotes of learning.

Outcomes included:

- \* TROLPA data showed that ALL children showed growth in their oral language and phonological awareness skills (an average growth rate of 36% - an increase of 15% from 2021), with 86% of children being in either the well developed or accomplished bands. This data was also supported by observational and Boehm assessment evidence;
- \* TROLPA data showed that 92% of children specifically showed growth in their ability to identify rhyme, syllables and initial sounds;
- \* small group literacy times (based on children's term 1 TROLLPA results) was used to scaffold intentional teaching of phonological awareness skills which resulted in an increase in children's term 4 results. In addition, observational data showed a significant improvement in children's listening and communication skills. This was particularly noted for children in the Emerging band, for whom English was a second language and/or displayed high anxiety levels;
- \* targeted learning programs around syllables, rhyme and initial sound recognition through small and large group explicit teaching times, as well as in general play experiences, contributed to the highest growth evidenced across the 9 TROLLPA elements;
- \* the HEGGERTY program was embedded in our daily preschool routine and proved to be an engaging, quick and targeted skill based practice which helped children listen to, identify and produce initial sounds, rhyme and syllables;
- \* the earlier introduction of the SATPIN literacy program (in terms 2 and 3) as implemented across the curriculum, saw children become more aware of the 6 most frequently used sounds when learning to read. This was evidenced in the way children engaged in preschool learning experiences, through their general conversations, how they engaged with books and texts and as well as in TROLLPA data collected.
- \* anecdotes from parents regarding their child's use of phonological awareness skills in the home context affirmed how children were able to transfer their knowledge and skills from the preschool setting to other learning situations. Family activities through the newsletter (based on the SATPIN program) also assisted in developing this shared understanding by encouraging learning provocations at home. This was also affirmed by Governing Council in our end of year review, acknowledging the significant impact that the Heggerty program and early implementation of SATPIN has had on children's overall literacy development (especially in comparison with older siblings who have also been through the centre).

# Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	98	96	97	96
2020	90	N/A	88	88
2021	89	90	88	89
2022	66	65	68	71

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%	90.5%	87.2%	90.6%
2020 centre	89.1%		78.3%	84.9%
2021 centre	91.5%	84.1%	86.8%	82.8%
2022 centre	81.1%	74.6%	72.7%	97%
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

Enrolments have fluctuated between 70 - 80 over the course of the year. We had 3 children transition in to private schools mid-year, with a number of families moving out of the area for a variety of reasons. We also noted a number of continuous enrolments during terms 2, 3 and 4, due to families relocating in to our catchment zone (much higher than in previous years). This highlights the transient nature of our community and the impact this has on continuity of learning for children.

Once again the Covid-19 pandemic has impacted attendance patterns, particularly in our Occasional Care program, with parents understandably being concerned about their young children getting sick. As state wide restrictions lifted, we noted a rise in attendance rates, especially during the latter part of term 3 and in to term 4. We also noted that a number of our NESB families resumed overseas travel after not being able to see extended family for more than 2 years, and this contributed to several of our children being absent for significant amounts of time. Children for whom attendance was irregular with no explanation were monitored to the best of our ability and efforts were made to keep in contact

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1844 - Burton Primary School	171.4%	166.2%	173.8%	172.4%
1908 - Lake Windemere B-6 School	0.0%	0.0%	0.0%	6.9%
9072 - St Augustine's Parish School	7.1%	0.0%	3.3%	6.9%

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 majority of the children who attend our preschool continue their educational pathway at school within the public sector (86%): an increase in 5 % from 2021.

Of these, 80% move on to Burton Primary School (a slight increase from last year), which is co-located with the preschool – (68% of total preschool enrolments).

The main private schools which the subsequent families attended were Playford College (6%) and Bethany (3%).

Other private schools which the remainder of our children enrolled at included Garden College, Good Shepherd, Pedare Christian School and St. Augustines.

## Family opinion survey summary

We value the feedback we receive from family and community members as it helps inform our commitment to continuous improvement and shape any recommendations for change which our Governing Council helps us to implement accordingly.

We therefore seek feedback through a variety of avenues. This includes both formal and informal means, such as our annual client opinion survey (which is aligned with the National Quality Standards), written affirmations, verbal conversations with families, as well as feedback discussed at Governing Council meetings throughout the year.

In 2022, our client opinion survey was completed by 17% of our preschool families. The feedback we received continued to be highly affirmative of the high expectations we have for our service, especially in the areas of relationships with children, families and community as well as staffing and leadership/management. It reinforced our strong commitment to providing a high quality service to our community, as evidenced in the following supportive comments received from parents:

"The staff are absolutely fantastic, very approachable and always welcome families with open arms."

"The programs offered are a great lead in to what they learn in the first couple of terms in reception which makes it a smooth transition."

"The staff and leadership always go above and beyond. You can certainly see that the kids are their priority. Have loved the Preschool."

"My child is so happy here - he loves coming to preschool."

"Glad to have Kate on board as Director for the future 5 years."

"We truly appreciate each and everyone of you. Thank you for being so kind, loving and caring. We couldn't have asked for better teachers/educators for our girls. Thank you for all your hard work and dedication."

## Relevant history screening

The safety of our children is of paramount importance - therefore we adhere to the guidelines set out by the Department for Education relating to a person's criminal history and/or other relevant information that is lawfully available.

These guidelines form the basis for our site policy which requires a current copy of a person's 'clearance to work' / 'working with children' check to be sited (and kept on file) prior to them engaging with the children in our care. This includes staff, volunteers, contractors, relief workers, work placement students and third party providers (including our cleaners).

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$11,040
Other	\$100



## 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 continued to support professional learning of our educator team and to provide release time along with financial support so that staff could participate in training and development opportunities in the area of literacy as highlighted in the actions of our site Quality Improvement Plan.	Building educator capacity in the area of a phonological awareness to embed programs and practices with strong growth recorded in TROLLPA data for all children.
Inclusive Education Support Program	Funding (which primarily involved 1:1 educator support) was used to implement the goals as per each child's Individual Learning Plan and to enable them to safely engage in the preschool learning environment, develop self care skills, build emotional regulation and independence.	All children showed growth in their overall communication skills and ability to actively participate in different learning programs. This was evident through TROLPA and Boehm data collected in terms 1 and 4 and supported by observations, anecdotal information, work samples and other informal evidence.
Improved outcomes for non-English speaking children who received bilingual support	Funding initially supported children transitioning from home to preschool where separation was a common concern due to language barriers, e.g: interpreting services. Subsequent funding was used to implement intentional teaching and learning programs to develop children's understanding and use of literacy skills.	Our bilingual children all showed improvement in positive self identity with an average growth of 12% in their literacy development (as measured against TROLPA, Boehm and observational data).

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