



## Blakeview Preschool

### 2020 annual report to the community

Blakeview Preschool Number: 2697

Partnership: Uleybury

Signature

Preschool director:

Lauren Naqvi

Governing council chair:

Sarahjane Baran

Date of endorsement:

2 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Blakeview Preschool is a standalone preschool located adjacent to Blakeview Primary School. This close proximity gives the preschool children access to school facilities such as library and playgrounds and allows opportunities for reciprocal visits between reception classes and preschool and the attendance at termly early years assemblies. This ongoing connection with the school facilitates transition as the children build relationships and connections at the school, with the majority of children attending Blakeview Primary School following preschool.

Blakeview Preschool is a fulltime centre offering 15 hours of preschool over 2 sessions. Children attend in either Blue Group (Mon/Wed) or Purple Group (Tues/Thurs) Enrolments continue to exceed site capacity with an increase to 30 enrolments per session approved in 2020. We have a priority of access policy implemented to enable families in our geographical area to access preschool. We are a category 1 preschool with a diverse range of languages, cultures and needs.

We offer a flexible program based on the core values that children learn best through play and social interaction with educators and peers. Our day is structured to allow for uninterrupted free play. We are committed to providing an inclusive, play-based environment that is safe and stimulating for children and captures their interests and skills. We have a primary focus on literacy, numeracy and wellbeing.

A strong focus on developing links within our local community is important and we foster this through visits with Blakeview Primary School and also Craigmore High School.

In 2020 we were lucky enough to fit in an excursion to Adelaide Zoo in Term3. The children enjoyed seeing the many different animals and making links to stories we had read prior to our visit. For many children it was their first time visiting the zoo and it was an enjoyable day for staff, children and our parent volunteers.

In Term 1 we hosted a 'Family night' where we had a bubble show. Families were able to enjoy a picnic dinner and get to know each other and our educators before we all enjoyed the show together.

We celebrated Easter, Christmas, Harmony Day, Pancake day, Book Week, International Mud day and Simultaneous story time in 2020.

At the end of Term 1 much of our learning went online due to COVID-19 and we established a closed Facebook group to maintain contact with our families and children. This was a wonderful way for families to connect with each other and for children and educators to share videos, photos and stories with each other. It helped us to maintain a strong sense of community during a difficult time.

## Governing council report

The 2020 Blakeview Pre-school Governing Council consisted of 4 parents & Lauren the Director and Danielle ECW. Meetings were held twice a term on a Friday.

During the year we assisted the Kindergarten to run a Mother's Day raffle, colour explosion, Christmas raffle and a chocolate fundraiser which were quite successful and we raised \$2416 to purchase a defibrillator for the centre.

Early in term 1 a family night was held and families could come in for a picnic and then watch a bubble show. It was great to meet other families and have time to chat to the staff.

We also helped with other decision making such as the purchase of new equipment and building upgrades. We also assisted Lauren with the financial reports, budgets and resources during the year.

We were lucky that the children did not need to miss too much preschool due to COVID. The staff created 2 learning at home packs for the children which had activities as resources such as pencils, scissors, glue, dice etc. They also had a closed Facebook group and posted videos for the children to watch from home.

Early in term 1 a family night was held and all families were invited for a picnic dinner followed by a professional bubble show. There was great attendance from families for this event and it was an opportunity to meet staff and other families.

The children went on a wonderful excursion to the Adelaide Zoo in Term3. For many it was their first time at the zoo. Parents were invited to volunteer to attend and it was a great day for everyone.

Overall, 2020 saw some new upgrades in the kindy and a successful and enjoyable year for the children despite some interruption from COVID.

# Improvement planning - review and evaluate

2020 was the first year using a new quality improvement planning tool. The focus was on literacy and numeracy achievement for all children and the development of educator skills in these areas.

The literacy goal involved the implementation of PreLit program for all children to develop their phonological awareness skills. Educators received training in the delivery of the program early in term 1.

PASM results showed growth for the majority of children and showed improvement in results from previous years when a targeted phonological awareness skills program was not implemented.

By the end of the year 73% of children were confidently able to segment words into syllables, 75% could match rhyming words and 54% of children were able to identify initial sounds in words. At the beginning of the year only 6% of children could identify initial sounds in words.

Our 2020 literacy goal was: To build on children's emerging literacy and language foundations by strengthening their vocabulary and oral language skills

Our numeracy focus was around educator ability to unpack number sense. Educators received training and development around the delivery of number focussed lessons for children, and focussed on incorporating number into the program in many ways. Observations were collected of the many ways children explored number through their play.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	56	57	52	52
2018	59	60	55	58
2019	59	59	57	59
2020	60	60	57	57

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.

## Enrolment comment

Enrolments remain high. The preschool operates with an increase in site capacity due to demand for positions. Historically children who have siblings at Blakeview Primary School have been able to be accommodated but this is no longer possible due to demand from local families in our geographically zoned area. Many parents enrol early and place their children on a waiting list, however this also no longer guarantees a position for families not within the zoned area. We continue to place all children on a waiting list, but also advise parents to enquire about enrolling at their local preschool. The number of enrolments decreased slightly in term 3 due to several children leaving to start school mid-year at private schools. In Term 4 we had several children move out of our local area. These positions were then filled with ATSI children who were eligible to access preschool early. By Term 4 2020 all 2021 positions had been filled by families within the local geographical area.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	95.7%	77.4%	95.4%	91.9%
2018 centre	90.9%	91.1%	89.9%	90.8%
2019 centre	86.2%	80.8%	80.7%	90.3%
2020 centre	93.8%	72.3%	90.8%	#Error
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

We appreciate the importance that our community place on regular attendance and valuing the learning environment. We continue to make attendance a priority and contact families if children are absent for 2 sessions or more. All staff are diligent in ensuring attendance remains a priority and establishes relationships with families to facilitate attendance. In 2020 our attendance was lower than usual due to COVID-19 and parents understanding the importance of children not attending when they are unwell at all. There was also absences due to prolonged illness and families choosing to keep their child home for extended periods during COVID-19.

We continue to collect data to indicate the absence reason which results in less unexplained absences and an increase in informed reason (eg. Family or illness reasons) In 2020 we continued to have several chronic non attenders.

In 2020 we changed our hours as we were seeing a large decrease in children accessing their fortnightly half-day of preschool. The change to 2 longer days has seen attendance increase and children accessing more of their preschool hours.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8243 - Blakes Crossing Christian College	8.0%	1.0%	0.0%	5.3%
1854 - Blakeview Primary School	69.0%	67.0%	71.9%	73.7%
8000 - Catherine McAuley School	6.0%	1.0%	0.0%	3.5%
1879 - Playford Primary School	4.0%	0.0%	1.8%	3.5%
8165 - Trinity College Blakeview School	8.0%	25.0%	19.3%	5.3%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

## Destination schools comment

It is pleasing to see the majority of children transitioning to attend Blakeview Primary School. 73.7% is the highest we have seen for many years. We have formed strong relationships with the school staff and the children enjoy visiting classrooms, playground, library and attending special events at the school. The handover and transition process in Term 4 is strong between the 2 sites and this sharing of information is vital for a successful transition to school for all children. We hope to continue this strong partnership as we believe in the importance of continuity of learning. We continue to have children also attend the local private schools in the area.

## Client opinion summary

In 2020 the Parent Opinion Survey moved online and a link was sent directly to families to complete.

Unfortunately we had no responses to the survey in 2020. We are told that the survey was opened twice but no responses were recorded.

## Relevant history screening

The preschool supported two university placements in 2020. Copies of DCSI or Working with Children checks were filed and kept on site. Any private providers on site at the request of parents accessing services privately were also required to provide these and a copy filed on site. They were also on site under the direct supervision of staff. Staff were reminded in advance to update their clearances in a timely manner to ensure they were always cleared for employment and to be on site.

## Financial statement

Funding Source	Amount
Grants: State	\$509,688
Grants: Commonwealth	\$0
Parent Contributions	\$22,499
Other	\$9,072

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	<ul style="list-style-type: none"> <li>* To attend professional development for staff (PreLit training)</li> <li>* to review data to develop and implement programs to cater for Early Assistance for all children (including intellectual stretch)</li> </ul>	Increase in early literacy skills such as language development, vocabulary, early writing, concepts of print and phonological awareness
Improved ECD and parenting outcomes (children's centres only)	<ul style="list-style-type: none"> <li>- implementation of SeeSaw for communication between kindy and home</li> <li>- take home learning packs created</li> <li>- support from speech pathologists to develop resources for home for children with speech/language concerns</li> </ul>	Increase in parent engagement and development of relationships between kindy and home.
Inclusive Education Support Program	18 children received support for speech and language and/or behaviour over the year. One child one plan was used to implement a variety of goals and strategies for children receiving extensive support. Support used both 1 on 1 and in small groups of 2-3 children to focus on skill development, settling into environment	Children's goals were reviewed and evaluated when new information was provided by specialists. Support workers tracked all children
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support assistances (BLA) supported EALD children and their families in their home language and culture. BLA's supported the implementation of literacy and numeracy activities to support EALD children to learn phonological awareness skills and numeracy skills. They worked with the children within the curricula	Children who received Bilingual support showed growth in their confidence and ability to communicate and in their wellbeing

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