



# Aberfoyle Park Campus Preschool

## 2022 annual report to the community

Aberfoyle Park Campus Preschool Number: 3602

Partnership: South Valley

Signature

Preschool director:

Mr Badash Jeizan

Governing council chair:

Claire Henning

Date of endorsement:

1 March 2023



Government  
of South Australia

Department for Education

# Context and highlights

Aberfoyle Park Campus Preschool (APCP) is a stand-alone preschool that is located next to the Campus Schools (Thiele Primary, School of Nativity and Pilgrim School). The site was purpose built in 2001 and contains a spacious, light-filled building and a large outdoor environment, full of greenery. In 2022, enrolments were capped at 33 per session. APCP is a category 3 site and we generally operated close to capacity with children attending 15 hours per week in 2 and a half day sessions. Highlights from 2022 at APCP include: - Children were supported to deepen their understanding of the traditional owners of the land, the Kurna people. Recognition and respect for Kurna culture was imbedded in daily practice as children sung an acknowledgment of country, spoke some Kurna language, and independently chose to use Kurna symbols in their art. Children's learning was strengthened through an excursion to Belair National Park where children were engaged in building traditional shelters, Wardlis. - Children were encouraged to strengthen their connection with an appreciation of the natural environment through: caring for the Kindy plants and gardening in the vegetable patch, an incursion by Warrawong Wildlife Sanctuary, an excursion to Belair National Park and scientific investigations into the life-cycles of butterflies, chickens and plants. - Children increased their understanding of persistence through a shared challenge of completing and improving their individual performance on our 'Ninja Warrior Obstacle course' and a focus on personal challenges. Children set themselves goals and worked hard to try to achieve these. Educators supported children to try again when initially unsuccessful and develop a growth mindset. Some children even began supporting each other and sharing their thinking about how to overcome challenges. - Children were given opportunities to develop their ability to express themselves through a range of artistic forms: experimenting with a range of mediums (paint, clay, drawing, craft), working hard to produce their own self-portrait for an art exhibition, going on an excursion to the theatre, deeply investigating books and storytelling, and sharing in the joyful universal language of music and dance. They explored a range of concepts and ideas through cause and effect, making predictions, recording data and analysing the results as they went. - The bilingual support workers at Campus helped to increase children and families' understanding and respect for our diverse community by leading culturally significant celebrations, such as Chinese New Year, Eid ul Fitr and Diwali. Families shared their enthusiasm and appreciation for these unique experiences. - Families were provided with opportunities to connect and contribute to children's learning through: conversations at drop off and pick up, sending home children's learning journals, contributing to culturally significant celebrations and helping children bring in items from home related to current learning. – Large ceiling fans were installed inside to improve air circulation, - Internal fences were erected to support children's safety within the kindy grounds.



# Governing council report

It has been a privilege and a joy to be a part of the Governing Council for Aberfoyle Park Campus Preschool this year. I have been a treasurer and secretary in years gone by and always enjoyed the years my children have been part of the Aberfoyle Park Campus Kindergarten. Being a part of the Council has given a unique insight and understanding into the daily running of the preschool, has allowed an opportunity to have input into the operation of the preschool and importantly, an ability to connect both with educators and other parents. This has been important and relevant during the year as COVID has continued to disrupt the usual ability to form connections through pick up/drop offs and kindy events; although the last 6 months has been much easier.

Despite the challenges that COVID has presented over the past few years, the preschool has continued to find ways to enable excursions and events to go ahead whenever possible. This included an interactive visit from Warrawong Wildlife Sanctuary and children being able to observe the chicken life cycle through the Henny Penny Hatching Program.

The children were able to gain an understanding and appreciation for Aboriginal culture with their first excursion to Belair National Park where they learnt about and built their own Wadlis.

The children had the opportunity to be immersed in the world of art, by having the opportunity to learn to paint through the Kindy's Self Portrait art lessons, ending in the Annual Art Show where the children got to showcase their self-portraits. This is a well-known yearly tradition and is loved by both the children and parents alike.

The children were able to go on a second external excursion to the Hopgood Theatre in Noarlunga to watch the performance 'Home'. It was great to see children gain confidence in going on a bus for the second time in the year. COVID-19 continued to impact the day-to-day activities of the preschool, with limitations to coming into the preschool during morning drop off and for the first half of the year the requirement of masks. This second half of the year, the children were able to attend the Campus library and borrow books which was fantastic.

Council meetings were able to continue to be conducted face to face, twice a term with maintaining social distancing. This enabled families and the community to be represented and consulted and for valuable feedback and advice to occur.

The Governing Council reviewed kindergarten fees in consultation with the kindy staff and community. After discussion, it was decided that the fees would go up to a comparable rate with other kindergartens in the area. A discount for payment of fees will continue if paid in full at the beginning of the year and/or if multiple children from the same family are attending.

Other notable achievements were to approve site self-funding to support children with additional needs. The majority of the year has been spent finding a director for the site, and a successful applicant has been appointed for 2023.

The traditional Preschool Art Show and End of Year Celebration were able to go ahead, with some modifications to ensure safe events. It was decided that the Art show would be a weeklong event with the artworks displayed outside and the additional opportunity to come indoors and connect with the children's learning with an afternoon kindy event following pick up. The End of Year Celebration was held outside, with families encouraged to bring a picnic for their individual families to be eaten outdoors on blankets.

We had 2 fundraisers during the year. The Preschool Art Show gave the children an opportunity to show off their creative side by painting their self-portraits. This yearly event is always a success and something which parents eagerly look forward to, with artworks being purchased at a total net profit of \$654. Tea towels designed by the children were also sold, with tea towels being purchased at a total net profit of \$450.

Throughout the year the teaching staff were incredible at keeping the site functioning. The second half of the year, Josie Agar stepped in as Acting Director and she has provided such knowledge and opportunities for the children to learn, discover and connect to the world around them, through art, culture, history and science. We would like to thank her greatly for all the effort she put into the kindy during her position as Acting Director. We are excited to appoint a Director for the site and are confident that the ideal candidate will have wonderful support from the existing teaching staff at Aberfoyle Park Campus Preschool. A special thanks to the educators Meg Waterman, Lena Jepp and Marilyn Pfeiffer.

Claire Henning, Chairperson 8 December 2022

# Preschool quality improvement planning

Aberfoyle Park Campus Preschool's improvement goal was to "Improve children's ability to use critical thinking skills to make sense of their world." The challenge of practice was "If we use Book Talk Strategy to encourage children's ability to notice details and express their ideas and theories, then we will see an increase in children's critical thinking abilities."

The PQIP was based on information gathered about the site context and community, and children's learning and development. Educators identified as need to support the development of children's critical thinking skills. Critical thinking is a vital skill for navigating the modern world. Humans need to be able to consider, research and analyse, before coming to conclusions. To support this goal the Mary Roche's Book Talk strategy for developing critical thinking in children was implemented. This approach appealed to educators as a tangible, whole site strategy that could still be differentiated to suit children's learning needs. It involved focussing on a particular book and revisiting it over number of weeks. This approach encouraged educators to slow down and give children time to analyse detail, think, reflect, and express their ideas.

This was our second year employing the Book Talk strategy, so educators were familiar with the structure of the strategy which follows a process of delivering a number of the reading sessions to consolidate the children's knowledge of the storyline. The educators were more confident and skilled in their approach in both formal and informal sessions when reading storybooks to encourage children's critical thinking. Educators were more assured when delivering provocations to increase children's noticing skills and stimulate their thinking. The formal small group discussions about the storybooks supported children to express their ideas particularly in regard to suggesting predictions and offering opinions about the meaning of the story. All educators reported an increase in individual children's ability to notice detail, verbalise their observations and express their ideas and opinions.

Educators regularly reflected on their Book Talk practice and discussions were held to ensure common understandings of practice and goals. These reflections encouraged discussions on how to interpret results and measure progress and, as a result, a formal data collection process was formalised. This process is to be implemented in 2023, when the Book Talk strategy will be used to encourage children's ability to notice details and express their ideas, emotions and theories, and therefore increase their critical thinking abilities.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	65	66	62	62
2020	63	62	63	62
2021	66	66	63	63
2022	55	56	51	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	99.5%	96.4%	90.5%	89.8%
2020 centre	91.0%	83.3%	85.8%	0.0%
2021 centre	91.5%	86.3%	87.3%	88.9%
2022 centre	86.6%	81.1%	84.0%	98.4%
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

The majority of children attended regularly throughout 2022. There were periods where attendance was impacted by COVID-19, however this was minimal. In general, we continue to have high attendance rates. This is supported by families being able to access out of school hours care (OSHC) and with families being able to drop off all their children on the one Campus to attend both preschool and school. Families recognise the importance of regularly attending kindergarten to support their child's development across the curriculum. Families who are struggling to attend are supported by the centre and staff members. Regular non-attendance was managed through communication with the family and liaising with schools where siblings were enrolled and with supporting services.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1226 - Craighburn Primary School	6.9%	4.0%	9.1%	12.2%
8435 - Pilgrim School	29.3%	28.0%	23.6%	17.1%
8434 - School of the Nativity	27.6%	24.0%	20.0%	17.1%
1664 - Thiele Primary School	29.3%	38.0%	32.7%	41.5%

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

Children from Aberfoyle Park Campus Preschool went on to attend 11 different schools in 2023. The adjoining schools on the Campus took the majority of our children.  
Thiele Primary School – 18 children  
School of Nativity – 8 children  
Pilgrim Christian School – 7 children  
Other schools were; Craighburn Primary School – 7, Emmaus Christian College -3, Happy Valley Primary – 2, Woodcroft College – 2, Blackwood Primary – 1.

## Family opinion survey summary

The parent opinion survey covered all 7 Quality Areas and the 15 Standards set out by the National Regulatory Authority. For example, QA 1., 1.1 The education program and practice enhances each child's learning and development. The rating scale was Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. It was distributed to all our 50 families manually with 28% responding.

In QA 1. One parent record neutral (7%), and all others Agree and Strongly Agree (93%)

QA 2. 100% Agree or Strongly Agree

QA 3. 100% Agree or Strongly Agree

QA 4. 100% Agree or Strongly Agree

QA 5. 100% Agree or Strongly Agree

QA 6. One parent marked Neutral (7%) and all other Agree or Strongly Agree (93%)

QA 7. 100% Agree or Strongly Agree

Comments included; "The staff are outstanding."

"...more consideration needs to come from the department in relation to staff allocation for those children additional needs..."

"Lovely open plan space"

"As parents we would like to see more (clearer) communication between kindy and families about: kindy day routine, learning program, curriculum, although this was outlined in T3 & T4 newsletters, upcoming events/excursions and what they entail. As a parent of children in school and childcare we appreciate and value the apps (Seesaw, Storypark, Xap etc.) as a way of communication..."

"We have been very happy with our children's experiences at this kindy. The staff are friendly and approachable..."

"Sometimes my child hasn't had enough to drink through the day. More accessible drinks through a trolley inside would help to remind her."

"Happy with my child's progress since she has joined kindy. Thanks for all your efforts. It's truly appreciated."

"The environment, attitude, culture and teaching at the kindy have been excellent."

## Relevant history screening

All staff were compliant with department guidelines and records are retained and a schedule for review dates is monitored to ensure compliance.

## Financial statement

Funding Source	Amount
Grants: State	\$480,035
Grants: Commonwealth	\$0
Parent Contributions	\$30,141
Other	\$1,726

## 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	<p>Targeted Literacy and Numeracy teaching, focusing on the Literacy and Numeracy Outcomes, was programed throughout the interactive play environment, explicitly in large and small group activities, and specifically for some identified children over the year.</p> <p>Staff undertook training to strengthen their awareness and teaching practice around phonemic awareness.</p> <p>A strong focus on story books. as outlined in the QPIP, was programmed and carried out throughout the year.</p>	<p>Intentional Teaching through the 'Book Talk' strategy showed significant improvements in children's; engagement with books, noticing and analysing pictures, and predicting outcomes. Intentional teaching through games led to a high level of awareness amongst children of rhyme, word segmentation reading of symbols and name recognition. This was similar in areas of numeracy, particular number sense, sorting and categorising, pattern making and spatial sense.</p>
Inclusive Education Support Program	<p>The limited IESP funding was consumed early in the year with 3 children needing extensive supportive that was not initially funded, or funding backdated, by the program. In addition to this, there were 14 other children who required support for a range of needs such as speech and or language delays, emotional support, personal care, cognitive functioning, motor skills, trauma and health. 30% of our children required additional support.</p>	<p>The site self-funded extensive support for 2 children who made slow but steady progress over the year. Due to low attendance another child made less progress. There were some delays in receiving support for children with speech and or language delays due to the high number of children in the partnership and beyond, needing support, and the lack of speech pathologists. Despite this the centre provided one on one support to these children who progress towards their goals.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Bilingual support was received by 2 children in Term 1, and one child in Term 2 going into Term 3</p>	<p>This support assisted the children to: make social connections with a broader range of peers, increased their confidence to express their views and needs, follow their own interests, access a wider range of learning activities and challenges in the social, physical, emotional and educational program, and become increasingly confident to articulate their English language skills.</p>

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