



# Hallett Cove Preschool

## 2022 annual report to the community

Hallett Cove Preschool Number: 3604

Partnership: Marion Coast

Signature

Preschool director:

Mrs Helen Creeper

Governing council chair:

Gary Sporton

Date of endorsement:

18 January 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Hallett Cove Preschool is situated close to the Hallett Cove Shopping Centre, Cove Civic Centre and Lonsdale Road. Our families are from Hallett Cove and other adjoining suburbs. Some families in 2022 travel from further suburbs hoping to make social connections for their children to attend Hallett Cove R-12 School or because the parents work locally.

Our Preschool is currently staffed as Director 1.0, Teacher 1.4 and Early Childhood Worker (ECW) 0.6 (including Universal Access). In 2022 as our ECW is Permanent 1.0, the Preschool received supplementation for the remaining 0.4 ECW.

In Term 1 2022 a total of 50 children were enrolled at the Preschool with 9 children leaving to attend independent school's Mid-Year intake. Term 2 a new child enrolled but later returned interstate at the end of Term 3, so that by Term 4 the enrolment numbers further reduced to 41. Our community is mostly families from Australia and the United Kingdom, although we also had 2 Russian speaking children, a bilingual German child and a family from Zambia. A child who identified as an Aboriginal child attended sessional preschool in 2022, having participated in the 3-year-old Aboriginal program in 2021. 3 children with special rights utilised our preschool services including Support Services (Special Educator and Speech Pathology). A Support ECW was also employed using IESP funding to support one of these children with complex behaviour and language difficulties, extensive IESP funding for Term 4 was rejected.

While COVID impacted terms 1 and 2, there has been a return to normality as the year passed and families and educators have been able to connect and support children's learning. We made good progress towards the goals of our 2022 Preschool Quality Improvement Plan and have a firm view of strategic directions for 2023 to support Literacy and Numeracy learning. The 2022 Parent opinion Surveys and our own data have informed our planning to meet the National Quality Framework Exceeding Themes. The Preschool also has a Playgroup which connects families and children from our community in playful learning. The playgroup is coordinated by the educators and this supports families and children as they transition into our Preschool.

Our preschool building is purpose built and well suited to its purpose, although showing some signs of ageing including our roof which has needed many minor repairs over time. We are awaiting funding from the Asset Services to have this work done. A failed air conditioner will be funded by Asset Services and installed early in Term 1 of 2023. An extensive site funded kitchen upgrade in early 2022 has given the interior of the preschool a fresh look and improvements to the outdoor area including paving around the sandpit have decreased occurrences of slipping. A community highlight has been our annual Funathon fundraising event where families sponsor children in a multi-lap obstacle course.

The Preschool will have a change of leadership for the beginning of 2023 and during 2022 the Governing Council Chairperson participated in a selection process for the new Preschool Director.

# Governing council report

2022 saw some ongoing challenges and disruptions caused by COVID19 and associated restrictions. As such the AGM was postponed until June 2022. At this time Jonathon Clark stepped down from the Chairperson role after several years. The Governing Council thank him for his efforts during his tenure.

This year Hallett Cove Preschool continued to be held in high regards within the Marion Partnership. The Governing Council was regularly advised of learning being delivered and positive measurable outcomes, aligned with established performance quality improvement goals.

Funding for the Musical Muscles program was again supported allowing enthusiastic delivery by Caleb which was well received by the children.

Operational costs incurred this year included the need to remove permapine logs buried in the sandpit in addition to an unexpected expense of needing to pave an area at the eastern of the sandpit which had become a slip hazard. In January 2022, vandals smashed 2 of the preschool doors and a window outside of preschool hours. Along with the doors and windows needing replacement, glass fragments embedded in 2 carpet mats and 1 fixed carpet. These along with the doors, were replaced as an insurance claim through the Education Department to ensure safety of all people using the mat areas.

Fundraising is important to assist with ongoing costs which allows for creating the best learning environment. This year saw a visit to the Lollipops Play Caf  which saw positive patronage by families and received plenty of positive feedback. Traditional fundraising activities of tea towels allowed a nice memento for families. The Funathon again provided a great day of activities for children with many family members able to attend, raising significant funds. Excursions were facilitated at an affordable price for families. The excursions to the Marine Discovery Centre and Belair National Park were thoroughly enjoyed by the children. We thank the parents that voluntarily assisted with supervision on these days.

The Nature Education Animals made a return to the preschool and created positive opportunities for children's learning. The popularity of a variety animals was evident by the number of children sharing their learning about the animals to family members at drop off or pick up times.

The ducks and hens, which have been iconic for the preschool, became victims to an animal predator. The sadness of their loss was experienced by staff and families. The loss was explained to the children in a caring and gentle manner. At this time it has been decided not to replace the ducks and hens. The ducks and hens are on the Hallett Cove Preschool logo, this may be considered by future staff and Governing Councils.

The preschool maintains a positive reputation. This has no doubt been significantly influenced by the positive leadership of Helen Creeper who has been the director of the preschool for over 10 years. Helen has made the decision to take embrace an opportunity away from Hallett Cove Preschool next year. On behalf of this Governing Council and all the families, past and present I sincerely thank Helen for her remarkable efforts during her lengthy period as the Director. Her leadership, friendliness, and ability to manage the preschool have left the preschool in a good position which will no doubt lead to a smooth transition in 2023.

A merit-based selection saw Kate Foreman appointed as the new Hallett Cove Preschool director who will commence in 2023. Although Kate arrives with a wealth of experience, she is still fortunate enough to arrive at the preschool with existing experienced, well-respected staff who provide stability. We wish Kate success and welcome her into the Directors position.

The educators continue to be pivotal in ensuring positive relationships with the children during the early phase of their learning. The environment created is very inclusive, caring, positive and conducive to learning and fun. I am confident that children leaving at the end of 2022 have been provided a strong learning foundation as they continue their education in the schooling system.

I also wish to thank the members of Governing Council who have volunteered their time to be involved with the Governing Council. It is a wonderful opportunity to be involved in a community minded preschool and I imagine that next year will see several new parents/family members experience this role.

On behalf of the Governing Council, I wish to thank all the staff, families and children involved with Hallett Cove Preschool all the very best for a safe and happy 2023.

Gary Sporton

12/12/2022

Chairperson - Hallett Cove Preschool Governing Council

# Preschool quality improvement planning

The Hallett Cove Preschool Quality Improvement plan had 2 goals in Quality Area 1.

Goal 1 related to Literacy: Children will develop their skills to represent their ideas symbolically and share these with others.

Goal 2 related to Numeracy: Children will develop their skills to identify, compare and articulate measurable attributes.

Other quality improvement planning related to sharing learning with families, building connections with the community and supporting families to contribute to the learning program.

Goal 1 supported children as creators of their own books to share their narratives with others. Educator actions included nudging children to add more detail to their mark making to express their ideas more clearly, using child and parent voice in pedagogical documentation and using a cycle of reflection to plan and referring to different types of text nudging children. Across the year, the outcomes for children included all children demonstrating an increased confidence in mark making and using a variety of text concepts to express their ideas. Some children enjoyed making their own texts and sharing these with their educators and friends. All staff worked to refine their formative assessment and planning cycle to document and support children's next steps in their learning. What we found during this work was that children often used short phrases for explaining their work to others. We have decided to follow this in 2023 and see how we can better support children to share richer narratives and deeper thinking about a topic through engaging with Sustained Shared thinking conversations.

Goal 2 was aimed at the mathematical concept of measurement and how we can support children to notice and talk about objects using comparative language and measurement strategies. Teacher actions included engaging in professional development including consult sessions with Primary Maths Association, developing formative assessment processes and using a cycle of reflection to inform planning for individuals and cohorts of children. Outcomes for children included supporting children to develop different strategies for comparing objects, developing comparative vocabulary and engaging children in thinking together about concepts such as capacity, mass and volume.

Our Step 4 and 5 review processes showed that while we had achieved some success there was still work to be done in this area and so it will be kept on our PQIP for 2023 to embed practice and support educators ongoing pedagogy in this area.

Our progress towards the preschool's other improvement goals included sharing children's learning via documentation boards and discussing these with families when they were allowed to enter the preschool as the COVID situation eased. Educator led group times at Playgroup highlighted Literacy and Numeracy with playgroup families and supported their confidence in Numeracy and Literacy games and strategies at home. A second round of parent teacher conversations supported parents to engage with educators to discuss children's learning. Sadly, COVID impacted many of our planned parent interactions and community events leaving gaps in our progress towards these priorities. Also impacting our plans was the cancelled rollout of EMS at our Preschool which would have provided us with the technology support to easily share children's learning in the moment with families. With the EMS rollout planned for early 2023 this will hopefully facilitate these priorities.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	66	66	59	61
2020	55	55	50	55
2021	55	55	52	54
2022	50	50	42	41

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	94.9%	91.2%	85.6%	85.6%
2020 centre	93.1%	83.5%	88.4%	91.1%
2021 centre	88.5%	95.8%	94.1%	83.4%
2022 centre	87.7%	86.8%	85.1%	82%
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 at our preschool has remained higher than the state average across the year despite many families being cautious and heeding requests to keep children home if they showed signs of illness during the COVID period. Our attendance percentage is down a little on last years and previous year's figures, with growth in the number of children attending a local independent school's "schoolie" program which entitles children to a full day transition program in their last term of preschool. Also impacting our Friday attendance is the number of children attending a full day of childcare on a Friday rather than attending a half day of preschool to avoid logistical difficulties for working families.

Parents with children with exceptional absence were contacted and supported to bring their children to preschool with one family choosing to bring their children with differentiated attendance and staying with their child at preschool during a time of high anxiety. Educators working with families to find what were the best strategies to support the child and their attendance at preschool.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1053 - Hallett Cove East Primary School	23.6%	8.5%	13.5%	7.9%
640 - Hallett Cove School	43.6%	55.3%	40.4%	44.7%
8456 - St Martin de Porres School	20.0%	19.2%	36.5%	23.7%
1056 - Woodend Primary School	1.8%	6.4%	3.9%	10.5%

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

Again in 2022 the largest percentage of our families transition to Hallett Cove School accounting for just under half of our children. The next largest cohort have moved onto St Martin de Porres School. Transitions to Hallett Cove East Primary continue to decline and transitions to Woodend are on the increase. Not represented here are the many schools where 1 or 2 children transitioned from our Preschool out of our local area and/or into the independent system.

## Family opinion survey summary

We had 11 respondents to the parent opinion survey in 2022, resulting in 1 response equalling 9% of the voting share. The majority of the responses were strongly in favour across the 4 groups of questions : leadership and decision making, quality of teaching and learning, relationships and communication, support of learning. In these areas most responses were in the strongly agree.

Leadership and decision making: a minimum of 9 of the 11 (82%) respondents strongly agreed with the questions asked. 1 or 2 responders agreed with the statements and some of the statements were responded to with a neutral response. These responses related to statements about parent involvement in the educational program of the preschool. 1 Neutral response related to the preschool management.

Quality of Teaching and Learning: a minimum of 9 responses showed that they strongly agreed with the statements about teaching and learning, reflecting an overall high level of satisfaction. 1 or 2 responses agreed to the statements and a couple were neutral. One respondent strongly disagreed that their child was receiving quality teaching. This was a very disappointing result when parent feedback about concerns and learning is constantly sought by the Director via emails to the community.

Relationships and Communication: Our strongest area with most statements rated as Strongly Agree by 10 or 11 respondents (91-100%). 1 statement relating to children progress had 9 strongly agree responses (82%). Some statements were responded as neutral, and these statements related to children's progress and concerns. Again, disappointing when this type of feedback is regularly sought via news emails.

The Support of Learning statement set was probably our most disappointing with every statement having at least 1 neutral response. 5 statements had an agree response and the remaining responses indicating a strongly agree rating (7 statements with 10 out of possible 11 respondents choosing a strongly agree rating). Generally reflecting an overall high level of satisfaction for support of learning.

Comments made by families praised the high level of educator care, dedication and skills for their children and were favourable to leadership and preschool communication

## Relevant history screening

All staff, including relief staff, Governing Council and volunteers, students and site contractors (including cleaners, bookkeeper, gardener, entertainers/incursion staff, educational support) were required to show evidence of their current Working With Children Check (WWCC) or provide the Director with their Reference Number to enable the Director to search for their approved clearance. Site Induction processes include the Director's signing approval of the staff members WWCC, checking this against their photo identification. A list in the personnel file keeps track of all known WWCC numbers and expiry dates for regular review to ensure that all required checks have not expired and to enable Director to notify them when their WWCC is due for renewal.

## Financial statement

Funding Source	Amount
Grants: State	\$452,056
Grants: Commonwealth	\$0
Parent Contributions	\$25,530
Other	\$0

## 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>Funding was used to provide staff with Professional Development via consult sessions with Primary Math's Association related to our Preschool Quality Improvement goal building children's awareness of measurable attributes. The staff team developed skills and confidence in working with children in preschool appropriate ways and mentored each other to build skills through reflective practice and programming.</p> <p>An Aboriginal Child was also supported to build her literacy and numeracy skills through engagement with book-based learning with a supporting educator, speech articulation and language support and small group numeracy games</p>	<p>Data of children's learning of measurement concepts, thinking and skill activities showed deepened understanding of measurement and improved outcomes with more children rated as consolidating their measurement skills than in previous years.</p> <p>Aboriginal learner showed improved outcomes in literacy and numeracy across her preschool time especially in her confidence to represent her ideas and share these with others, engage in oral language play to develop richer play narratives and demonstrate strengthened numeracy concepts across each of the Preschool Indicators.</p>
Inclusive Education Support Program	<p>The initial IESP funding grant was used to support 3 children at our Preschool including a child on the Autism spectrum, and 2 other children with significant speech and language delays which impacted their ability to participate in the preschool program, communicate their needs and thinking as well as build social connections with their peers and educators. For one of these children, we unsuccessfully applied for Extensive IESP funding to support his learning and engagement with the program despite his significant undiagnosed needs; behaviours, complicated by expressive and receptive language delays, impacting the safety of others.</p>	<p>All children made significant gains in different aspects of their learning across their preschool year.</p> <p>2 of the children will continue to Government schools in 2023 and during their Preschool year showed improvement in their ability to connect with educators and peers, literacy learning including receptive and expressive language and building numeracy skills. They will continue to need support at school to participate in mainstream schooling using strategies and skills developed at Preschool.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Funding was used to support a child with only Russian language to engage in the Preschool program, build learning relationships with his peers and share his thinking with educators. An extremely shy child, he found it difficult to develop his sense of belonging at the Preschool when he could not convey his ideas for play, knowledge of concepts or explain his needs. By the end of the year with the support of his Bilingual worker, he had developed his identity as a learner within the Preschool community and his family developed a deeper working relationship with the Preschool educational team.</p>	<p>Child demonstrated strong mathematical learning and was able to justify and talk about his thinking. He developed his skills in English language literacy including book-based learning, storytelling and games with others. English language supported him to demonstrate his ability as a learner across the curriculum.</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.