



Athelstone Preschool

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2022 annual report to the community

Athelstone Preschool Number: 4603

Partnership: Campbell

Signature

Preschool director:

Miss Stacy Pastro

Governing council chair:

Sarah Legreski

Date of endorsement:

25 November 2022



Government
of South Australia
Department for Education

Context and highlights

Athelstone Preschool is a stand-alone preschool located in the Campbelltown Council area. We started the year with 45 enrolments and lost 1 to the mid-year intake within the Catholic system and 2 moved houses. We offer 30 hours of preschool for each child over a fortnight with two groups across the week.

In 2022 we have continued with a great staff team consisting of:

Director: Stacy

Teachers: Ariya and Sharee

Early Childhood Workers: Joanne, Rachel

Regular volunteer: Raelene

Governing council report

2022 was another successful year for the Governing Council. We have had a committed group of parents attending to support the running of the preschool, curriculum input, organising events and continuous support.

Some Governing Council achievements for 2022 were:

- Fundraising approximately \$2784.00 this year, thanks also to the support of family and friends. Our fundraisers for the year were tea towels, Mother's Day and Father's Day stalls and the art show. The money raised this year has been used to replace some of the older equipment and toward our playground upgrade which will continue to push for. At the time of this report, the fundraiser for tea towels was incomplete, therefore an approximate figure has been added.
- Organising special events such as the family Pizza Night in term 3 and the Art Show in term 3.

Preschool quality improvement planning

This year our major improvement priority was to increase children's ability to articulate and express their ideas.

As a site we:

- Strengthened educator capacity to better understand pedagogical documentation and sustained shared thinking in inquiry processes.
- Developed a site culture that strongly supports student agency and adapting teaching strategies and reflection on pedagogical practice.
- Developed structures that support sustained shared thinking and inquiry with large groups, small groups and individuals by modifying the daily routine.
- Developed a structure to support regular whole site staff meetings.
- Created a new planning cycle system that evidences the EYLF planning cycle and growth for each child including the use of the project books and learning observations.

2023: After an analysis of evidence during the site self-review process and instruction from the Department for Education Athelstone Preschool will have one goal for 2023 which further develop and build on the goal from this years data. Athelstone Preschool will be prioritising children's speech and language development and self-regulation

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	60	61	58	58
2020	44	45	48	48
2021	56	58	53	53
2022	42	44	42	N/A

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	94.3%	95.7%	95.1%	89.8%
2020 centre	97.3%	90.2%	91.1%	95.4%
2021 centre	91.4%	86.4%	94.0%	95.0%
2022 centre	85.9%	73.0%	84.4%	81.6%
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%	N/A

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

At the time of writing this Annual report, the data for term 4 attendance was not available.
 The total as of week 4 term 4, was 81.6% attendance rate.
 Our attendance rate has remained high this year, although compared to previous years there has been a decrease.
 Many of our families were conscious of children's illness and keeping them home more regularly than previous years.
 The majority of parents inform us if their child will be away due to sickness or family circumstances.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
419 - Athelstone School	79.1%	73.0%	78.7%	80.0%
9013 - St Francis of Assisi School	7.0%	8.1%	2.1%	8.6%

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

At the beginning of 2022 we had a larger percentage of children transitioning to Athelstone School. There has been some movement since this graph was constructed. We have a total of 11 feeder schools for 2023.
 To end the year, we have a total of:
 70.7% of children transitioning to Athelstone School
 2.4% per school to Charles Campbell College, Thorndon Park, St Pius X and St Ignatius College
 7.3% to Stradbroke School
 4.8% to St Joseph's Hectorville
 7.3% to St Francis of Assisi

Family opinion survey summary

QA 1 - Educational Program: strongly agree	2.4% remained neutral	36.9% agree	60.7%
QA 2 - Healthy and Safety: 64.2% strongly agree	1.8% remained neutral	34% agree	
QA 3 - Physical Environment: strongly agree	1.8% remained neutral	39.3% agree	59%
QA 4 - Staff: 70.1% strongly agree	1.4% remained neutral	28.5% agree	
QA 5 - Relationships with children: 65.6% strongly agree	1.4% remained neutral	33% agree	
QA 6 - Collaborative partnerships with families and communities: 71.9% strongly agree		28.1% agree	
QA 7 - Leadership and management strongly agree	1% remained neutral	21% agree	78%

This year 14 Preschool Parent Surveys were returned and responses remain positive. The staff team use these surveys to look at areas of strength and areas for improvement. The survey questions relate to the 7 Quality Areas of the National Quality Standards.

Relevant history screening

All Early Childhood workers and Volunteers have a current Working with Children Check. Teaching staff have current criminal history clearances through their Teacher Registration. Other people who have had a screening this year include regular volunteers, the accountant, contractors, support staff, and University students. We receive a reminder email when a staff member's clearance is due to be renewed to ensure that they do not lapse.

Financial statement

Funding Source	Amount
Grants: State	\$443,569
Grants: Commonwealth	\$0
Parent Contributions	\$26,596
Other	\$1,686

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	Children's learning has been assessed every term and summary has been provided to parents in Term 1 and 4. All children have shown growth across the year.	This funding allows the site to purchase new books and resources to create small worlds and resources that support small and large inquiries (literacy and numeracy links). Allowed for additional time to be allocated to educators off the floor for deeper observations of children's engagement in these areas of learning.
Inclusive Education Support Program	This year 4 children received Preschool Support funding for a variety of reasons. All of these children have personalised goals that were worked on in this time. We have accessed support and guidance from the Special Educator, psychologist, speech pathologist and any private therapists the families have arranged.	All children receiving support display growth in different areas of development, identified as their individual goals.
Improved outcomes for non-English speaking children who received bilingual support	We did not have any funding that supported bi-lingual children this year.	We did not have any funding that supported bi-lingual children this year.

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