



Riverview Preschool Centre 2018 annual report to the community



Government
of South Australia
Department for Education

Riverview Preschool Centre number: 2625

Partnership: Hollywood Lakes & Gardens

Name of preschool director:

Dawn Rayner

Name of preschool management committee chair:

Hayley Jurkowski

Date of endorsement:

13/02/2019

Context and highlights

Riverview Preschool is situated in Salisbury Downs, nestled between new housing developments and the Para river.

We are a medium size full-time site offering 62 places in the Northern suburbs of Adelaide ,offering both preschool sessions and Occasional Care for children U2 yrs and Over 2 yrs. Educators consist of a Director1.0, Teacher 1.0,UA Teacher0.4,ECW 2Occasional Care Worker 0.7,Preschool support worker,Bilingual worker and Early Childhood Worker, and in term 4 a Bilingual Playgroup .

The philosophy of Riverview Preschool is based on an image of the child as strong, capable and inquisitive. To realize the potential of all children we provide a nurturing, secure and stimulating learning environment, one that promotes happiness and a desire to learn in partnership between educators and families.

Children participated in various cultural celebrations including Chinese New Year, Shrove Tuesday, Harmony Day, Easter, Anzac Day, Reconciliation Week and Remembrance Day. Throughout the year children participated in a variety of special events and experiences including an weekly forest day , termly visits from the Salisbury Library. Incursions also included the Metropolitan Fire Service(MFS) and Police officers ,weekly visits from the YR R/1 class at Riverdale Primary School,transition visits to Riverdale PS Sports Day and participation in the Christmas Concert. Excursions included the Marine Discovery Unit .

Throughout 2018 our new Preschool Outdoor Learning Area(POLA) was constructed and completed, holding our Official Opening on 23 November, an amazing community celebration. This year we continued Reggio Emilia influences and small group project work, . In 2018 the preschool was involved in a Playful Literacies project with the Hollywood Lakes and Gardens Partnership focusing on Lisa Burman Bookmaking. It provided us with the opportunity to work alongside the junior primary staff at Riverdale, linking the impact of the learning between the students at both sites.

Report from the preschool management committee

Highlights for the governing council 2018

2018 was a very successful year for Riverview Preschool.

We partook in numerous fund-raising endeavors, including but not limited to, special persons day gift sale, a fate in which we had face painting, lucky dip, sausage sizzle and other activities which was open to current and former students, family and public to raise awareness of the school and the teachers, also we had personalized bricks in place in which family and students could have their name printed on a brick to be placed on the grounds.

We had a few activities as well, a trip to the Marine Discovery Centre which the students learned quite a lot, special persons day event for parents, grand parents or carers of the students that go to the preschool.

Also some highlights were Riverview winning a Math award for mud play which fits into the nature play curriculum and our first year teacher Sally Wilson having a key role in the school winning the award, The POLA opening of the playground in which we had some guest speakers including government officials and the team that oversaw the design and implementation of the new play grounds and the whole event was a great success.

We were lucky to have a welcome to the country presentation by a local indigenous member and the students performed Niina Marni, a traditional Kuarna greeting.

On behalf of the governing council I would like to thank, Dawn Rayner for all her amazing work, taking time to assist the council and making sure that she always made time for any questions we needed.

Also would like to thank all the amazing teachers for their hard work over the school year.

Finally I want the thank the other members of the governing council Nigel and Hayley for all the effort, hard work and time they put in.

I am looking forward to an amazing year in 2019 .

Quality improvement planning

Quality Area 1

- We continued our individual portfolios and prepared to begin our e-portfolios on miniMarkit ,small groups utilized drawing PASM ,Ann Baker Top4/5, STEM and literacy assessments (levels of questioning,concept of print). Numeracy indicators are continuing with a focus on nature.

- Pedagogical focus on Reggio influences and small group project work. Children's voice and deeper learning were our priorities. Children belonged to a small group for the year with educators changing every 5 weeks. We also focused on divergent thinking, and children developing individual inquiry questions that children worked on at home and kindergarten. -Playful Literacies saw children emerged in making their own books and sharing their stories with the group.

Quality Area 2

- Improved communication as a staff team . Allowed professional dialogue,and recognition between all educators..

- Business Manager tasks are 100% completed for 2018 .

- The Child Protection Curriculum: We explored aspects of the child protection curriculum at various points throughout the year. All educators felt the need to focus on core aspects of the CPC including feelings, trust networks, protective behaviors, body parts, everyone has the right to feel safe.

Quality Area 3

- Sustainability: Focus is embedded in the kindergarten, further development of our sustainability policy with Julian from NRM .We began our Round 4 POLA project in Term 2. Daily involvement has included the Architects ,staff, children and parents in decision making and ideas and engagement in the methods of construction and work on all areas .The Official Opening by Dennis Hood MP on 23 November.

Quality Area 4

- Staff wellbeing improved from 2017 in terms of workload stress, however it is an area for continual monitoring, as we have constant change in Staff again in 2018.

- Staff participated in shared professional development in 2018 to align site /Partnership /DECD goals The Director and teachers to participated in the International Early Childhood Symposium Conference in April 2018.

Quality Area 5

- We extended uninterrupted experiences and learning time ,allowing for an extended period of engagement in provocations offered to children in both the inside and outdoor learning environment.

Allowing for deeper learning, resulting in positive changes to learner wellbeing and improved learning outcomes.

Quality Area 6

- Staff numbers decreased with lower numbers.

-Special programs were offered, Nina Marni sang each morning with children leading the song .

- Strengthened our professional knowledge of other cultures at the center, and made relationships with families from non-English speaking backgrounds a priority.

-participated in Early Languages Learning Australia(ELLA)Japanese language program.

Quality Area 7

- Ensured the use of regular relief teachers to mitigate the impact on children and continuity of the curriculum.

- Conducted annual review of our site Statement of Philosophy. Individual educators Philosophy statements gathered and displayed.

Implemented a new Communication Plan, shared with families at enrollment.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	42	43	41	42
2016	54	60	50	47
2017	61	61	61	60
2018	48	52	51	47

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrollments were at an unexpected low for 2018 following on from our higher intake in 2017 Attendance was regular. A new housing development has assisted our increased enrollments for 2019. Numbers were equal across all sessions . Occasional Care session were also well attended with enrollments almost full by the end of the year , approximately 30 children will graduate to preschool in 2019. Whilst in the under 2 program were numbers fluctuated.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	88.8%	86.4%	90.9%	83.0%
2016 centre	76.8%	71.2%	71.8%	68.6%
2017 centre	90.1%	89.5%	80.3%	86.0%
2018 centre	86.1%	83.8%		
2015 state	92.4%	90.2%	87.8%	88.5%
2016 state	91.1%	89.6%	87.9%	87.9%
2017 state	90.6%	88.8%	86.7%	87.7%
2018 state	90.8%	88.7%		

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.

Attendance comment

2018 provided us with new challenges as our numbers increased/decreased constantly through out the year. Families attended regularly and absentees were recorded usually as sickness or family holidays. Children were able to consistently contribute to the program, develop friendships and experience deep learning opportunities with their educators, peers and families due to regular attendance.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0497 - Woodville Primary School	0.0%	0.0%	2.0%
0987 - Mawson Lakes School	0.0%	2.0%	0.0%
1099 - Paralowie School	0.0%	2.0%	0.0%
1135 - Karrendi Primary School	3.0%	4.0%	0.0%
1194 - Salisbury Downs Primary School	0.0%	0.0%	4.0%
1201 - Gulfview Heights Primary School	0.0%	2.0%	0.0%
1427 - Riverdale Primary School	75.0%	73.0%	84.0%
1430 - The Heights School	3.0%	0.0%	0.0%
1851 - Settlers Farm Campus R-7	3.0%	0.0%	0.0%
8164 - Trinity College South School	3.0%	0.0%	0.0%
8205 - Blackfriars Priory School	0.0%	0.0%	2.0%
8226 - Golden Grove Lutheran Primary School	0.0%	2.0%	0.0%
8399 - Holy Family Catholic School	0.0%	2.0%	2.0%
8419 - Good Shepherd Luth Sch - Para Vista	0.0%	2.0%	0.0%
8423 - Hope Christian College	0.0%	2.0%	0.0%
8424 - Bethany Christian School Inc	6.0%	4.0%	0.0%
9072 - St Augustine's Parish School	3.0%	0.0%	2.0%
9115 - Prescott Primary Northern	0.0%	0.0%	4.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

Again Riverdale remains our main feeder school which allows us to develop and extend our Transition Program to begin in term 1 and continue until transition visits for school begin in Term 4. This year children explored new schools such as Woodville Primary School and Black friars Priory.

Client opinion summary

Overall Parent Opinion was positive and gathered during the year on several occasions e.g. we surveyed excursions, participation in the Special Persons Day, Preschool Outdoor Learning (POLA) project and the end of year celebrations and Official Opening day. Sessions were well attended by families from both preschool and Occasional Care. All families responded positively and engagement from all age levels was shown.

Quality of Teaching and learning 80% of responses were strongly agreeing

Teaching staff very approachable
I couldn't choose a better place for my children
All the teachers are amazing
We are so pleased with the teaching my child has had over the past 3 years

Support of Learning 90% of responses were strongly agreeing

I had concerns as my other children have special needs and I expressed this to them, and the staff had made some experiences to test my son straight away and would have done everything they could to help in anyway needed.
Thank you for helping my son shine
Riverview helped my son control his emotions

Relationships and communication 90% of responses were strongly agreeing

The staff are wonderful
My daughter loves Sally and Sally has made an amazing impression on her

Leadership and Decision Making 90% of responses were strongly agreeing

Very positive experience for a first-time kindy mum! Thank you for a great year
Wonderful and supportive staff
Dawn is an amazing director
Thank you for making my child feel welcomed
Perfect
Thank you!

Relevant history screening

All members of staff completed the 2018 Authority to Teach from DECD or permanent Teachers held current Teacher Registration with all Ancillary Staff / Uni SA Students working or volunteering on a daily, short term contract also held an Authority to Work issued by DECD 2018.

All members of the Governing Council and parent volunteers either held or applied for a relevant history screening prior to assisting on events, meetings or excursions.

Financial statement

	Funding Source	Amount
1.	Grants: State	538,135.12
2.	Grants: Commonwealth	Nil
3.	Parent Contributions	25,420.00
4.	Other	12614.30

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	Staff attended training with Lisa Burman on bookmaking staff were involved in the LDAR training sessions providing opportunities to reflect on our practice as a whole staff team, and develop outcomes to explore. Staff also undertook two training sessions on numeracy, the second exploring STEM in numeracy at the preschool delivered by Lisa Jane	As agreed in our partnership PASM and Ann Baker Top 4/5 data was recorded for all children and entered on Mini Markt. Data is transferred to local schools in our Partnership
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Funding was used to employ staff to work along side the children to enable participation as much as possible into the preschool activities. Individual programs were also developed to ensure individual priorities were met with the help of involved professionals e.g. speech therapists. Transition programs were developed to foster the individual needs of the child to ensure deeper involvement during school visits. Consultation with Families, schools and preschool educators began	All children showed progress within the individual program, with two applications for special Options, one being successful
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support was received for several Languages, unfortunately we were not able to employ workers for any individual language. Therefore all children received an individual program offered by a skilled ESL Bilingual Worker. ECW 2 level Bilingual Playgroup was funded to allow children beginning their preschool year in 2019 to attend, experience playgroup develop confidence and understanding of preschool.	Children's data was also recorded on PASM to show growth. Two parents have nominated to join our Governing Council in 2019.

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