



# Riverview Preschool Centre

## 2020 annual report to the community

Riverview Preschool Centre Number: 2625

Partnership: Hollywood Lakes & Gardens

Signature

Preschool director:

Ms Dawn Rayner

Governing council chair:

Carol Bower

Date of endorsement:

19 February 2021



Government  
of South Australia  
Department for Education

## 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 Over 2 yrs. Educators consist of a Director 1.0, Teacher 1.0, UEA Teacher 0.4, ECW 2 Occasional Care Worker 0.7, Preschool support worker, Bilingual worker and Early Childhood Worker.

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 a weekly forest day, visits from the R/1 class at Riverdale Primary School, transition visits to Riverdale PS, Sports Day. Providing us with the opportunity to work alongside the junior primary staff at Riverdale PS, linking the impact of the learning between the students at both sites. Excursion was held in term 4 to the Adelaide Botanical Gardens and Museum.

To support our Partnership work in improving numeracy outcomes for children in 2020 we committed to use our student free days to ensure all educators could attend training and development in the Lets Count program. Book Week was a highlight this year and the dress up parade continues to draw children in to books and reading.

Sustainability is important to us maintaining our own worm farm, veggie patch and installing our new native garden in the car park have provided us with opportunities to grow and develop our understanding and appreciation of the connectedness of everything in nature.

## Governing council report

### Governing Council 2020

2020 was a year full of challenges.

The pre-school introduced the use of class dojo as an additional way of communicating with families, along with emails and it worked well with most families being connected.

At the end of term 1 we saw the state go into lockdown due to covid-19 and I was impressed at how quickly the staff prepared take home learning packs for students. The staff were supportive of families during the learning from home time and were supportive of families who took longer to return to face to face learning.

Due to restrictions that were in place during the year we were unable to do very much fundraising or hold any events on site. Term 4 did see the children able to go to the botanic gardens for an excursion, a highlight for the children for such a difficult year.

Term 4 saw another lockdown, and not knowing how long it would last, I can say I was impressed at how quickly the staff put together a quick graduation for the students where they were presented with their work folders and certificates, in case graduation couldn't go ahead, and how well the situation was explained to students so that they came home calm about the latest lockdown.

It was great to see the introduction of individual trays for each student to help them learn to be more organized and to have some renovations take place in the playground.

Thank you to the members of the governing council who took time to attend the meetings.

Thank you to Dawn for your calm leadership through this challenging time.

Thank you to the staff at Riverview preschool for the way you handled the covid-19 situation with such young children. Watching the children become more independent and organized and how quickly they accepted the new procedures for drop off and pick up including having their temperatures taken and application of hand sanitizer. Well done for your amazing work in such challenging times.

Looking forward to a calmer 2021.

Carol Gower Chairperson 2020

# Improvement planning - review and evaluate

## Quality Area 1

- We continued our individual portfolios and e-portfolios on miniMarkit ,small groups utilized drawing PASM ,Ann Baker Top4/5, STEM and literacy assessments (levels of questioning, concept of print).
- Pedagogical focused on Reggio influences and small group project work. Children's voice and deeper learning were our priorities. We also focused on divergent thinking, and children developing individual inquiry questions that extended learning both at home and kindergarten.
- Whole staff team attended a 2 day Lets Count Program from the Smith Family.. This assisted to build teacher capacity.
- The Bishops 6 was used to record data and show progression through out 2020.

## Quality Area 2

- Improved communication as a staff team . Allowing professional dialogue, and recognition between all educators..
- 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 behaviours, body parts, everyone has the right to feel safe.
- Plan developed to coordinate Immunization details collection.
- Staff mentored each other during Learning at Home to develop programs of work and use ClassDoJo

## Quality Area 3

- Sustainability: Focus is embedded in the kindergarten,
- Term 3 saw a whole kindy project on veggie planting and recycling.

## Quality Area 4

- Staff wellbeing was positive although 2019 again saw a large turnover in staff.
- Staff participated in shared professional development in 2019 to align site /Partnership /DfE goals
- Staff attended One Plan training to be familiar with the process for 2020.
- Bookmaking was a Partnership focus and educators attended workshops along with educators from the school.

## 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.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	61	61	61	60
2018	48	52	51	51
2019	65	57	60	61
2020	61	N/A	56	53

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

2020 began with great enthusiasm from both the children and families with high attendance until in March COVID 19 began.Until the end of term 1 numbers remained low with many families taking up the options of Learning at Home.Term2 began with low numbers but by week 3 we had 95% of the children returning. Face to Face learning continued at this rate till the end of term 4.2020.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	90.7%	89.5%	80.3%	86.0%
2018 centre	87.1%	83.8%	84.7%	79.2%
2019 centre	84.3%	83.5%	83.2%	79.0%
2020 centre	79.7%	N/A	78.2%	84%
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

Attendance was high with most children attending regularly. Illnesses were reported by families if children unable to attend. With high attendances the children were able to develop strong friendships and fully engage in provocations within the indoor and outdoor learning environment.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
9155 - Garden College	0.0%	0.0%	0.0%	4.4%
8399 - Holy Family Catholic School	2.0%	2.0%	0.0%	4.4%
1427 - Riverdale Primary School	73.0%	84.0%	70.7%	58.7%
1194 - Salisbury Downs Primary School	0.0%	4.0%	4.9%	4.4%
1851 - Settlers Farm Campus R-7	0.0%	0.0%	2.4%	4.4%
9072 - St Augustine's Parish School	0.0%	2.0%	2.4%	4.4%
1777 - The Pines School	0.0%	0.0%	4.9%	6.5%

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), Term3 2020 collection.

## Destination schools comment

Riverview PS had the majority of children attending with seven other schools with a mix of public and private schools. We feed into eight Public schools, three Independent schools and four Catholic schools

## Client opinion summary

Parent Surveys were given out to 16 families. Only 4 surveys were returned online. This cohort include families from both groups and a mixture of English as another Language and mainstream families. Comments were positive with 50% or more in the agree or strongly agree section in all areas of the comments.

"I think Teacher are doing an amazing job in challenging times."

"The kindy has great facilities and play areas."

"It is great the children can go and visit the school library, playground and even the classes."

## Relevant history screening

All Educators at the site have relevant and up to date screening history as required by the Department for Education and site has sighted relevant documents before Educators begin employment.

## Financial statement

Funding Source	Amount
Grants: State	\$53,155,862
Grants: Commonwealth	\$0
Parent Contributions	\$2,940,714
Other	\$518,542

## 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	Funding was used for the whole staff team to attend "Lets Count" training through the Smith Family. This include two sessions.A further Professional Training was offered by Primary Maths Association on Data in Preschools which was attended by 4 Educators.	All Educators receives a pack of resource and these were used to create seven mathematical projects involving both children and family.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	IESP money was used to improve individual children's access to the curriculum and engagement in the curriculum .Engagement and involvement for individual children was achieved. IESP money was used to employ educators working on a 1-1 basis with three children , developing One Plans .	Outcomes achieved with 3 children receiving a place in Special Options.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual I Support was offered to seven children in their home languages of Mandarin, Dari, Spanish and Hindi. Educators worked both individually and in small groups with the children to achieve their goals.	Language and understanding of levels of questioning improved in all children allowing for greater involvement in the curriculum.

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