



Riverview Preschool

Learning together

Riverview Preschool Centre

2022 annual report to the community

Riverview Preschool Centre Number: 2625

Partnership: Hollywood Lakes & Gardens

Signature

Preschool director:

Mr Corey Battersby

Governing council chair:

James Cowie

Date of endorsement:

22 March 2023



Government
of South Australia
Department for Education

Context and highlights

Riverview Preschool is a full-time category 1 centre located in Salisbury Downs in the Northern Adelaide Region. In 2022 we had 49 children of which over 50% received Preschool Support for various additional needs ranging from Speech and language difficulties, Autism Spectrum Disorder, Global Developmental Delay, specific medical conditions and Behavioural Needs. Children who are identified as having these additional needs are provided support through the Preschool Support Program. Outside agencies are also involved in the decision making and support process if necessary. Over 35% of our children are Bilingual, many with their home language as their first language. We provide both a Bilingual Support Program and Additional Language support for children who are highlighted as requiring additional support for the use of English in the Preschool Environment. In 2022 we implemented additional bilingual support for languages including Persian, Farsi, Dari and Hazaragi.

Riverview Preschool provides two full day sessions per group (8:30am - 3:15pm) and an alternating half day on odd week Fridays (8:30am - 11:30am or 12:15pm-3:15pm). In 2022 Our staff team consists of a full time Director, 1.0 teacher, 0.7 teacher and a 0.6 ECW and a 0.4 ECW 2 Occasional Care program coordinator. We also provide additional Preschool Support and Bilingual support.

We offer an integrated Occasional Care program which runs a morning and an afternoon session on both Wednesdays and Thursdays each week for Over 2's. The Occasional Care program allows children to attend a short session prior to attending Preschool to develop familiarity with the staff, routines and learning environment. Our focus for 2022 was developing our children's ability to become proficient communicators through the explicit teaching of language, vocabulary and literacy skills. We implemented our literacy program through the Jolly Phonics, Heggerty and Book-based learning approaches and programs. We monitored the communication levels of each child and provided differentiated learning for individual needs. We also engaged in Ann Baker's 4 Top 5 of Numeracy to develop the children's understanding of a range of mathematical concepts.

Another focus for 2023 and beyond is the Continuity of Learning between Preschool and School. We believe it is important for children to feel safe and supported through their transition to School therefore we have created a Plan which details the steps taken for a more successful transition. We are consistently communicating, visiting and engaging with Riverdale School including; walks, library visits, joint/aligned Professional Development and joint 'special' days such as Sports Days and Easter Parades. We also are involved in projects and Junior Primary assemblies.

Governing council report

As we end our term as a governing council for the year 2022, I'd like to revisit the things we did for the past year.

We set-up a governing council email as another means to reach out for parents alike who have concerns that they want acted upon or just to give notice. I am not sure if people use it though but I encourage new members of our preschool to use it as your input will be of great help to shape the environment of our little people. The governing council will take all the matters seriously and will discuss it during meetings.

We've reviewed and approved a couple of school policies that significantly benefitted our little ones on their day-to-day life inside the preschool like sun and hot weather policy, toileting and nappy changing policy, and sleep, rest and relaxation policy and more.

The preschool had a couple of minor fixes done e.g. locks for the entry gate which don't shut automatically anymore and major works were noted and in process e.g. the outdoor soft fall area and nappy changing area.

With covid around, our preschool was not spared with someone who became a close contact but with the preschool's efficient response, no transmission is reported. As Covid 19 restriction eased, we successfully held events within the school grounds attended by parents, grandparents and carers like disco, family day, and dress-up parade during book week.

Our little people met Inspector Hector with his entertaining show on introducing them to healthy eating habits as well as important police visit with discussion about safety and emergencies. Also, our little ones have a memorable excursion to Handorf Farm Barn and Gorge Wildlife Park. They also have a couple of incursions with road safety and walks around the local creek.

We also successfully raised money through our cookie dough fundraising which will benefit this school year kids. We haven't decided yet on what to spend it on so feel free to give your suggestions.

Lastly, I'd like to say

"Thank you" to our governing council officers and members for giving their time and support; for attending the meetings (despite sometimes we have to cancel the meeting because of not enough members present) and making important decisions for the benefit of our little preschool community.

"Thank you" as well to the staff and principal, Corey, we can't thank you enough for doing their best to implement the matters we've decided during the council meetings and, most importantly, for looking after our children and teaching them; allowing them to grow significantly while they are at school and all the learnings during their stay. Please know your effort and everything you do is greatly appreciated.

"Thank you to Sally, Emma, Ben, Tash, and Corey for guiding and assisting the Governing Council through the year.

Let me end this report with the quote "It takes a village to raise a child." Let this be an inspiration for our new parents, grandparents and carer to be involve with our little people journey within the preschool. Start it by being a part of the governing council, you don't have to be an officer; being a member is just as fine. As Corey said, the preschool is not allowed to operate without a governing council.

Preschool quality improvement planning

Throughout 2022, Riverview Preschool participated in massive curriculum change to align with the current practices and pedagogies of our site context. We reviewed previous years' curriculum and data to inform practice. In 2022, Riverview Preschool implemented the PQIP goal of improving children's capacity to use and understand vocabulary to communicate and express ideas in a range of contexts. We understand that children are able to deeply engage with a variety of learning experiences when given the tools required to communicate their thinking and understanding. Through explicitly teaching vocabulary and oral language skills to children, they are able to communicate to peers and adults.

We developed a rigorous preschool literacy program through book-based learning, PASM assessments and through structured learning groups. Our challenge of practice was to improve teacher and educator's ability to model and extend oral language. Children's vocabulary and oral language skills were documented throughout the year, with specific goals implemented for individual children. These goals were tracked across the year to ensure all children were achieving their oral language and vocabulary goals.

We incorporated elements of numeracy and mathematics in our curriculum through explicit teaching opportunities, and play-based learning opportunities in both the indoor and outdoor learning environment.

Our Preschool Quality Improvement plan was regularly monitored throughout the year including regular staff meeting and programming sessions, Pupil Free days and with professional development opportunities.

The PQIP was also developed in collaboration with the LET team and the Governing Council. The LET team lead targeted PQIP reviews with a focus on strengthening the differentiated learning opportunities for all children.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	65	57	60	61
2020	62	N/A	56	55
2021	38	39	40	42
2022	47	48	50	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	84.3%	83.5%	83.2%	79.0%
2020 centre	79.5%		78.2%	89.8%
2021 centre	87.2%	86.7%	91.0%	91.0%
2022 centre	69.5%	79.4%	77.7%	92.7%
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 varied throughout the year. COVID impacted many families who were concerned about the impact of COVID. In the beginning of the year, many families were absent from Preschool without informing the Preschool. Educators worked collaboratively with families to ensure families were informing the preschool if their child was absent, or would be late. The strong majority of families had high attendance numbers, with the minority having lower attendance records. These families were contacted by educators regularly to ensure that the child was safe and would be returning as soon as possible. The attendance percentage was significantly lower in the first 3 terms of 2022 due to a range of factors. Through close monitoring and regular family support, we were able to move our attendance levels into a high percentage of 92.7%.
 Many of our families had attendance above 90% which was excellent to see.
 Educators are responsible for ensuring all children are signed in and out of the preschool each day. This allows educators to monitor who is not attending each day, and monitor regular non-attendance.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1427 - Riverdale Primary School	141.5%	117.4%	173.9%	178.9%
1194 - Salisbury Downs Primary School	9.8%	8.7%	0.0%	10.5%
9031 - St Martin's Catholic Primary School	0.0%	0.0%	0.0%	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

In 2022, we had 89.5% of children go to the co-located Riverdale Primary School. Through the collaborative development of the Continuity of Learning plan between the Primary school and the Preschool, we are able to foster a wonderful connection for transition. Being co-located, we have the fantastic opportunity to attend regular community events, School events including sports day, Book week parade etc and a range of informal visits between sites. We also implemented informal transition visits in addition to the formal transition sessions in term 4. By familiarising the children with the environment, staff and Primary School children, we believe children are provided with the most successful opportunity to transition into Primary School.

Family opinion survey summary

The parent opinion survey presented our families the opportunity to share their feedback on a wide range of preschool aspects. The 2022 Preschool parent opinion survey received 16 total responses from 49 families. More families were encouraged to complete the survey with limited results.

Within the Leadership and Decision-making section, we only had 4 response total in the disagree section. The remaining responses were in the neutral to strongly agree sections. A repeated response to the parent opinion survey was around parent involvement in the curriculum and program. Families identified their interest in being more involved in aspects of the preschool curriculum which have been assessed and implemented in 2023. The strongest positive response was within 'I believe there is effective leadership within the preschool' with 70% of responses indicating strongly agree, with the remaining amount within agree.

Within the Quality teaching and learning section, we only had 1 response in the strongly disagree section. This response was given without a supporting comment which makes it difficult for educators to respond to feedback. Similarly to the other section, we had 3 neutral responses relating to being involved in the process. The rest of the responses were very positive. In particular we received strongly agree responses to enthusiastic teachers, satisfaction with learning program and high expectations of children.

Communication with families received two disagree responses with the rest of the responses falling within neutral, to strongly agree. The strong majority of responses within the Relationships and Communication section fell in the strongly agree category. Key points within this section was 94% of families strongly agreeing to feeling comfortable talking to staff about their children, 88% of families strongly agree to feeling welcome at preschool and 75% of families strongly agreeing that all backgrounds and cultures are treated fairly.

Finally, we had 0 responses in the disagree and strongly disagree in the Support of Learning section. 81% of families strongly agree that their child feels happy at Preschool. 75% of families strongly agree that the Preschool provides a safe and supportive learning environment and 20% agree.

In the written comments, families commented on the high recommendation of this preschool to others, and the exceptional leadership being provided. Some families highlighted their frustration with half-day sessions due to work commitments interfering with drop off and pickup. Within quality of teaching and learning, families commented on the high-quality program being provided.

Relevant history screening

Each educator and the Preschool Director ensure their individual certificates and relevant screenings are up to date. All volunteers, pre-service teachers and staff are expected to share their history screenings prior to attending. Preschool Director also prints the certificate of interrogation for new staff. Riverview Preschool is extremely thorough when reviewing relevant history screenings to ensure the safety of all children and staff. Governing Council members are required to provide their relevant volunteer history screenings in the first GC meeting.

Financial statement

Funding Source	Amount
Grants: State	\$539,663
Grants: Commonwealth	\$0
Parent Contributions	\$25,108
Other	\$9,061

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	In 2022 we received grants for Literacy and Numeracy Outcomes. We implemented additional small group learning opportunities for children requiring further intensive support. An ECW was responsible for taking small group sessions with specific children to target literacy and numeracy outcomes.	Although Children's individual results showed progress in their outcomes, further funding may have been required to see growth for all children. In 2023, educators may look at using funding for whole site professional development to develop consistency across site.
Inclusive Education Support Program	In 2022, Riverview Preschool employed ECW support workers with specific skillsets for supporting children with additional needs. An informal application process was undertaken to ensure that children are provided with the most suitable ECW for their needs. Throughout the year we had children receiving different waves of intervention. Some children were identified as needing small group support, others were provided with 1:1 support for most of their preschool time.	Each child's development was discussed during planning and staff meetings. Educational Learning outcomes were reviewed to ensure that children are receiving adequate levels of IESP Support.
Improved outcomes for non-English speaking children who received bilingual support	Due to the wide range of Additional Languages, it was difficult to use the funding for all children. Children's language and vocabulary skills were assessed in the beginning of 2022 and sorted according to highest needs. We were able to provide additional support for Dari, Farsi and Hazaraghi. For children with Additional Languages with lower needs, we implemented additional language support through opportunities in small group learning.	Through assessments on language and vocabulary, all children were documented making progress in their oral language skills

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