Para Hills West Preschool is a small, stand-alone Department for Education and Child Development preschool within a diverse social and cultural community in Northern Adelaide Region (Montague Partnership). During 2014 the preschool was a category one deprivation ranked preschool, although the ranking was revised to a category 2 for 2015 based on the destination schools of children attending the preschool during 2014.

The preschool is a full time provision that offers morning, afternoon and full day places flexibly for up to 30 children per session. 2014 saw the introduction of new enrolment procedures in accordance with the DECD 'Same First Day' for preschools and schools protocols. The changes meant that children born prior to 30/4/2010 started at the preschool in Term One and those born after that date would not be enrolled until Term One 2015.

The number of children enrolled at the preschool and attendance during 2014 were relatively consistent and for most of the year the preschool ran at capacity, with periods when no vacancies were available so families wanting to enroll their children had to be directed towards other local services and provision.

The consistency achieved during 2014 in enrolments, staffing, service status, funding and leadership follows three years of consistency and stability for the Preschool. The development of continuity, trust, community partnerships, leadership, strategic planning, implementation and development of effective practice, management of budget and finances, vision and planning for quality and ongoing improvement have continued as a result of the consistency and security of staffing, leadership and service status.

The staffing and service provided was significantly impacted by an increase in the number and proportion of children attending the preschool during 2014 with a variety of significant additional needs or living in complex circumstances. Data from the Australian Early Development Index (2012) which measures children’s development across a range of domains shortly after entry to primary school indicates the increasing vulnerability of a number of children in the Para Hills West area which can indicate that these children will have additional challenges to life-long learning. Understanding of the 2014 cohort reflected this increase in vulnerability.

The program, provision, environment and resourcing had to be re-evaluated and adapted in order to meet the complex needs of a number of these children, particularly focusing on their social, emotional, self and language development. The associated allocation of support funding enabled staffing to be put in place to ensure that the needs of these children and the other children at the preschool were met. Furthermore, the practices that were implemented resulted in positive outcomes for all children in terms of their learning and achievement, social and emotional development and their readiness for school.

The following table illustrates the diverse and unique contexts, abilities and needs of the children attending Para Hills West Preschool during 2014 and the subsequent reflections, challenges and considerations presented to the staff as they sought to recognize and respond this diversity, meet the needs and interests of children, identify opportunities and provide high quality and inclusive learning experiences for all children. The table also serves to recognize the commitment of the staff team to equal opportunities and inclusive practices and their significant abilities, respect and be responsiveness to the needs, interests and potential of all children, and also their skills at working with numerous agencies to ensure the best possible outcomes for children.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children receiving DECD funding for additional support *</td>
<td>11</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Preschool funded support hours for children with additional needs (per term)*</td>
<td>44.95</td>
<td>37.8</td>
<td>36</td>
</tr>
<tr>
<td>Number of children with a home language other than English (eligible preschool year only)</td>
<td>14</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Total eligible ATSI Preschool enrolments</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Children under the Guardianship of the Minister(GOM)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total enrolments (eligible preschool year)</td>
<td>53</td>
<td>54</td>
<td>54</td>
</tr>
</tbody>
</table>
The preschool is co-located and works closely with the Kesters Road Childcare Centre which offers day care for children aged from 0 to 5 years, including offering wrap-around care for children attending the preschool. Staff from both sites work closely with one another to share information, practice, resources and shared use of the preschool site when not required by the preschool to ensure continuity, effective communication, good practice and responsiveness to best serve the children and families in the Preschool community.

The Early Years Learning Framework for Australia (EYLF) **Belonging, Being and Becoming** is the primary document used to develop the curriculum and practices. Principles of the Early Years Learning Framework:

- **Respect, integrity, caring, commitment and honesty**
- **Partnerships**
- **High expectations and equity**
- **Respect for diversity**
- **Ongoing learning**
- **Reflective Practice**

Para Hills West Preschool incorporates elements of ‘Reflect, Respect and Relate’, recognises, implements and contributes to local, partnership, DECD, state and national outcomes and priorities.

The preschool continues to reflect on practice, procedures, pedagogy and identify priorities for improvement in line with the National Quality Standards (NQS), including updating of policies, ensuring compliance with health and safety regulations, self – evaluation to inform the preschool Quality Improvement Plan, Attendance Improvement Plan and to meet the diverse needs of the children and families.

The children’s learning is at the centre of everything we do at Para Hills West Preschool. In accordance with the DECD commitment: ‘Children and young people are at the centre of everything we do’

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**DECD Strategic Plan 2014-2017 and Building a High Performing System: Collective action**

A focus for DECD during 2014 has been consultation on and the implementation of the vision, values and priorities of the DECD Strategic Plan which includes 13 change priorities for DECD and the DECD business plan ‘Building a High Performing System’ which has involved the restructuring of a number of areas of the department, including the move from a regional organizational structure to a locality partnership structure. Para Hills West Preschool is a member of the Montague Partnership which during 2015 was under the guidance of Gerri Walker (Education Director).

‘The partnership of preschools and schools working together with the local community will provide new opportunities to strengthen collective capabilities by providing skills, expertise and shared resources to carry out professional responsibilities and new tasks directed at raising standards and improving teaching and learning’

Site leaders representing the Montague Partnership have met regularly to establish practices, protocols and plans for the partnership in order for it to work effectively.

‘The Montague Partnership works to develop GLOBALLY CONNECTED LEARNERS who have a strong sense of belonging and authentic connections to their peers, colleagues, local neighbourhood, wider community and whom share their learning and work with the world.’

Para Hills West Preschool has benefitted from membership of the partnership in a variety of ways, including access and engagement in professional learning the sharing and access to expertise, ideas, information and resources. The director is also an active member of a professional learning community (PLC) focusing on differentiation for learning.

**DECD Change Priority Team: ICT (education information and administration management system for schools and preschools)**

The Preschool director: Kerry Wood, was selected during 2014 to represent preschool directors on a DECD Change Priority Team focusing on the development of a new information administration system for schools and preschools to replace existing outdated and often unsatisfactory systems (EDSAS and EYS). The team has gained awareness of a number of systems and implementation processes of education management systems in a variety of states across Australia and in New Zealand and is using this information to inform the development of key and desirable features and user requirements to ensure that the right information is available to the right people at the right time to facilitate the effective management of schools and preschools and to support improved outcomes for all children.

**Literacy and Numeracy Strategy**
During 2014 Para Hills West Preschool was selected to be a trial site for the DECD Literacy Indicators. The director and one teacher attended a workshop, used and reported back on the draft indicator materials and engaged in consultation and feedback on the effectiveness of the tools in order to support the development of the final materials.

**Education for Twenty-First Century Learners**

A focus for the Montague Partnership has been professional learning and dialogue to explore and deepen understanding of learning in the twenty-first century and how the connectedness and interconnectedness of the contemporary world requires a different approach to learning and teaching, and therefore the pedagogies, practices and approaches that are needed to facilitate changes that will enable all students and staff to be competent and capable learners of the present and for the future.

The key to this is **pedagogies** that…..

- Make learning engaging
- Support learners to learn how to learn
- Co-manage learning with young people
- Stretch learners – enable them to inquire and go further
- Engage learners in big rich authentic learning tasks and solve real and complex problems
- Enable young people to create, innovate and problem solve

The Montague Partnership vision statement articulates the common commitment to focusing on the empowering learners and processes of learning needed to be successful in the 21C:

*The Montague Partnership provides safe and dynamic 21C learning environments that activate and deepen learners’ and educators’ capacities and understandings.*

**Empowering everyone to be the best learner they can be**

**Quality Improvement Plan**

A Quality Improvement Plan was developed for 2014 which highlighted the strengths and priorities for development for the year across seven quality areas:

- Quality Area One: Educational Program and Practices
- Quality Area Two: Children’s Health and Safety
- Quality Area Three: Physical Environment
- Quality Area Four: Staffing Arrangements
- Quality Area Five: Relationships with Children
- Quality Area Six: Collaborative Partnerships with Families and Communities
- Quality Area Seven: Leadership and Service Management

Progress towards the intended outcomes of the QIP has been according to expectations and designated timelines for most aspects of the plan and outcomes were beyond expectations and extended further in some elements, particularly in terms of securing positive outcomes for children and in the development of new reporting processes and procedures to include the child’s voice. Additional attention was given to ensuring health and safety requirements and also to supporting the needs of children to achieve positive outcomes: not only for learning but also in terms of their social and emotional wellbeing.

The Preschool undertook a number of works to ensure the safety of children at the Preschool and to improve the indoor and outdoor environments. The Preschool was deemed to meet all the requirements of a DECD Spotless site health and safety compliance audit, but in June 2014 the Preschool was subject to an unannounced visit by NQS compliance officers who noted a concern and gave a non-compliance notice regarding the provision for changing nappies at the preschool given that nappies need to be changed in the office area as there is no designated or available space at the preschool for this purpose. The Preschool was able to provide evidence of processes, procedures, policies and practices that were able to satisfy the NQS Compliance department and to adequately meet compliance requirements.

**Highlights and Achievements**

The staff made a significant difference to the potential outcomes for children, in particular for a number of children with complex needs by further developing and demonstrating their skills, expertise and confidence in meeting the diversity of needs with a particular focus on supporting the children’s social and emotional awareness, intelligence, development and competence; oral language skills; wellbeing and self-esteem; strategies to support self-regulation and executive functions; sense of achievement; readiness for school and sense of belonging, being and becoming. The staff engaged in shared conversations about children’s learning and development and also their progress in order to inform the program for individuals, groups and the site; approaches to learning and the organization of routines, environment, resources and practices and to effectively plan and
implement interventions, assessments and support. The staff also worked effectively with staff and people from a range of agencies, departments and with families to secure very positive outcomes for the children.

The staff team attended a range of professional development opportunities and training. The director continued with and successfully completed a Bachelor of Early Childhood Education studies (external course through Uni SA), All of the Early Childhood Workers (ECWs) at the site embarked on studies towards a Diploma in Early Childhood Education and Care (Gowrie Education and Training Centre) which is deepening their understanding of the Early Years Learning Framework, The National Quality Standards and child development to inform their understanding, confidence, planning, reflection and practice with and for children. Staff members also engaged in a range of other professional development including health and safety representative training, merit selection, responding to allegations of abuse, CPR updates and training to support and extend understanding of the curriculum, learning and child development, including one ECW attending and recommending a ‘Move to Learn’ workshop. A detailed list of the professional development attended by staff is provided in this report.

A great deal of energy was given to developing children's self-awareness, self-regulation and independence. At the beginning of the year a significant number of children were not toilet trained which caused a variety of issues, particularly relating to time, staffing, strategies to support consistency of approach (home/ preschool) and the physical environment. During the year, a number of children did become independent in their self-care. Children’s independence and wellbeing significantly developed during the year, with children who were unable to self-regulate their reactions to stimuli developing greater awareness and control and being able to access and benefit from the Preschool program.

Children’s language and communication skills continued to be a priority during 2014, particularly with the significant needs of a number of children for whom were non-verbal or for whom communication was a significant issue and required additional strategies for them to be able to organise their thoughts, behaviours and to communicate their needs, wants and feelings (greater use of picture cues such as Boardmaker and the use of PECS was utilised).

A staff training day and staff meeting (support and extending children’s oral language, with a particular focus on building children’s vocabulary in order for them to express their needs, feelings, ideas and opinions more competently and to underpin and form the foundations of further learning. The staff team then developed and utilised new collaborative systems to discuss, identify, monitor and develop awareness and responsiveness to children’s level, confidence and independence (identification according to whether children’s skills and competence were early, developing, proficient and also if they were reluctant or requiring support) at recognizing and managing their emotions, social and interaction skills and their use of vocabulary and oral language. The information from the shared dialogue and process provided information to support the planning, organization, targeting and implementation of interventions, support, enhancements, environments and contexts to promote improved outcomes for children. The Preschool also focused on developing children’s Tier One (basic) and Tier Two and Three (more complex and specialist) vocabulary, identifying vocabulary for each program area, inquiry and relating to particular texts and foci for learning. The improvements in children’s oral language and use of vocabulary contributed to children being able to articulate and respond to their feelings and needs more effectively, to the development of confidence, self-esteem, social competence and to their overall learning and development. The improvements in children’s social, emotional and oral language skills are identified within this report.

The Preschool was selected by DECD to be part of a trial of draft Literacy and Numeracy Indicators for Preschools. Para Hills West Preschool was selected to focus on trialing, using and reflecting on the documents and indicators for literacy. The director and the 0.4FTE teacher represented and coordinated the site for the trial. The Preschool used the trial to reflect on practice, what literacy within the preschool looks like, to audit and monitor the environment and provision (breadth and depth) of literacy rich learning opportunities and how we communicate children’s literacy learning (dispositions, learning processes, development) with parents. The use of learning stories continued to evolve during 2014 with reference made to both the EYLF outcomes and the literacy indicators and with greater noting of future possible lines of direction or next steps for learning noted on observations by all staff as part of a reflective process and planning cycle. The Preschool gave evidence of the use of the indicators and a number of suggestions regarding the use and usefulness, ideas and refinements to the indicators to DECD to inform the evaluation of the trial and the development of the indicators and the support materials.

New assessment and reporting processes and documents were developed and implemented during 2014 to facilitate communication and partnership with parents and to ensure the child’s voice in the reflections of learning, progress and planning for future learning and development. The new reports (Term 2 and Term 4) were positively received by parents.

Partnership with parents was a significant feature of the work of the Preschool during 2014, particularly support for parents and carers of children through the assessment of special needs and the special options process. The work with families and carers to benefit the children was recognized by nominations by a child’s carer for the Australian Early Childhood Education Awards for both Caroline Travis and Kerry Wood. Kerry Wood was a finalist in the ‘Australian Director of the Year 2014’ category.
The Preschool continued to use the website and Facebook to communicate with parents and organized a variety of other events and opportunities to engage and work in partnership with families, including a number of parents bringing in their pets to show and share with the children, parents making and donating resources, time and energy to enhance the environment (donating plants, making resources) and involvement in Preschool events such as the sponsored splash, the Art Show, Salisbury Pageant and the end of year celebration incorporating a Graduation event.

The Preschool continued to build on the successful relationships established with the childcare centre. Staff at the preschool now share resources, ideas and engage in shared events with the childcare centre, staff now read and share practice regularly to children at one another’s site and children from the childcare centre regularly attend the Preschool ‘Stay and Play’ session. The Preschool continues to make the site available for use by the childcare centre during the school holidays.

The establishment of the DECD Montague Partnership created new opportunities for the Preschool to work with leaders and staff from other DECD sites in the local area to develop new learning, implement new ideas and strategies to improve outcomes for all children. A major focus of the Partnership has been on the use of technology to support twenty-first century learners which led to the preschool considering and confirming the place of play and playful pedagogies at the Preschool to empower children to be active, competent, resilient, creative and connected learners. The reflections have supported the Preschool commitment to play based learning, social connections and effective staff interactions as being key to facilitating the dispositions, skills, understandings and processes needed for life-long learning in the twenty-first century. The Preschool had hoped to move ahead with the use of technology but as yet, the site has not been provided with wi-fi capability so the use and accessibility of technology as a tool for learning continued to be limited during 2014. The relationships formed at the Partnership level have also resulted in greater sharing between sites with Ingle Farm Primary School donating some ‘new to us’ computers, working with other preschools in the area to share practice and consideration on how the Youth Education Centre can engage in practical work such as making resources to support the work of the Preschool.

The learning environment was adapted to ensure the meeting of health and safety requirements, to make it more inspiring and as a result of reflection and recognition of the needs of the children. The children were involved in further developing the native/sensory garden and a group of Indigenous children worked with an Indigenous artist to create an Aboriginal mural for the garden that depicts the story of the community coming together at the Preschool to sing and to dance. The Preschool was finally decorated and had new blinds installed as per the 2013 Maintenance Grant and a new concrete surface was applied to the veranda to improve the aesthetics and freshen up the preschool so that the environment more closely reflects the quality of the provision at the Preschool.

Additional funding for children with additional needs enabled staffing levels to remain consistent. The stability of staffing provided continuity for the children, some of whom the preschool was one of the only places of stability in their lives, and allowed the shared beliefs, vision and philosophy of the Preschool to become embedded.

Performance management discussions were implemented during 2014 and used to inform practice, professional development and to allocate responsibilities whilst serving to recognize skills, talents, potential and possibilities for the future.

**Possible Next Steps/ Recommendations:**

Children’s communication, language and literacy development will continue to be a priority during 2015, particularly children’s oral language development including vocabulary which underpins and supports so much of children’s future learning. By supporting children as talkers (effective communicators) the Preschool is fostering the development of social and interaction skills, executive functions, reading, comprehension and self-esteem that are required to be successful across all aspects and domains of learning in school and for life.

Interventions used during 2014 to support children’s emotional intelligence and executive functions will continue to be implemented as appropriate in 2015 but staff were aware of children who, despite achieving benchmarks at various specialist screening and assessments, continued to concern staff in regard to some behaviours, movements, traits and mannerisms. One of the ECWs at the site attended a workshop for bi-lingual workers on a program called ‘Move to Learn’ that focuses on working with children to integrate their primitive reflexes to support children’s holistic development. The program is a highly regarded evidence based program that may support the children’s development, particularly those who fall between the gaps of standard assessments, therefore the Preschool has committed to embark on training and to implement ‘Move to Learn’ during 2015.

The use of technology as a tool for learning needs to be further embedded through regular use and familiarity with the technology (possibilities and use). The Preschool would benefit from the provision of a new laptop from which the interactive projector can be used and the provision of wi-fi will assist and enhance the provision in this aspect.
The Preschool will continue to implement and work with the Preschool Literacy Indicators and will also implement the Numeracy Indicators and perform audits, reviews and prioritise numeracy learning during 2015 in collaboration with other preschools in the Montague Partnership. A focus of this work will be on the development of pedagogies to support and extend learning, for example, possible use of floor books and staff engagement with children in sustained shared thinking to support and document conversations and deep level learning. Staff will attend training and professional development relating to numeracy in the early years. Furthermore, the Preschool will engage in DECD numeracy training modules and will liaise with the Australian Curriculum Coordinator for the Montague Partnership to enhance educator awareness of the foundation standards of the Australian Curriculum areas and the expectations for children at the end of their Reception year regarding ‘running records’. The work relating to the Australian Curriculum will support staff to understand more about the content, context and the expectations for learning; the dispositions and processes for learning that will support success and will prompt conversations, shared understandings and understanding of the data and evidence of children’s achievements and progress used in the Preschool and in primary schools.

The Preschool is beginning to consider AEDC (Australian Early Development Census) data which is collected by Reception teachers during children’s first few weeks in school as the starting point of discussions during 2015 regarding children’s development and their vulnerability in particular developmental domains. The Preschool is to explore what the domains mean in the Preschool context and to consider any potential implications or interventions that may lead to improved outcomes for children. The domains of the AEDC relate to children’s physical health and wellbeing; social competence and wellbeing; emotional maturity; language and cognitive skills; communication and general knowledge.

The Montague Partnership is continuing to look at transition and continuity of learning as a focus for their work. The Preschool director has volunteered to join a working party within the Partnership to focus on developing strategies and agreements to support shared understandings and smoother transition processes for children to enable continuity of learning. The DECD Partnership system will provide opportunities for greater collaboration and awareness of the need for effective and inclusive partnerships. It is hoped that shared closure days across the Montague Partnership and shared/ common transition days will enable some of the Preschool educators to attend and support some transition sessions with children and will build communication and dialogue with schools so that the transition experience for children and families is as smooth as possible and build on children’s preschool experiences.

The staff team will continue to reflect on and explore strategies to support two-way communication and sharing of information about children’s learning, interests, skills, progress and achievements with parents and carers. The Preschool will commit to sending out information early in Term One to communicate with parents about how the children are settling in and to offer the opportunity to meet with parents and to communicate and share information and ideas and will look to a variety of ideas to involve the children and families in the planning of the program. The Preschool staff are to meet regularly with staff from the childcare centre to share planning, programming ideas and to discuss and plan for and support continuity of experience for children who use both services.

The Preschool will continue to reflect on practice and seek opportunities to develop and strive for quality improvement. The Preschool Statement of Philosophy, some policies, practices and procedures will be reviewed as appropriate during 2015, in line with DECD and national recommendations and requirements, in line with staff pedagogy and the Preschool context and in response to children and families’ needs and circumstances.

Performance management procedures will continue to be implemented and align more closely with the National Professional Standards for Teachers. Expectations and responsibilities will be clarified for all staff, including leadership of projects and developments, additional responsibilities, accountability and the role of all staff in contributing to personal, site, partnership and DECD outcomes and priorities.

Health and safety will continue to be a priority during 2015. Cheryl will continue in the role of the site Health and Safety representative. Staff will attend and implement practices and procedures as appropriate in accordance with local and national regulations and good practice guidelines.

**Report from Governing Council**

A significant achievement for the Governing Council during 2014 was the advocating for a 3 year tenure for the position of the Preschool Director to begin at the end of the current tenured position (ending January 2015). The Governing Council were able to successfully select and recruit a Preschool Director to the position using agreed DECD procedures for merit selection. The successful candidate was the incumbent Preschool Director so consistency of staffing, vision and continued progress in the development of the service was achieved.

The Governing Council considered and agreed plans and priorities for the preschool, including the preschool QIP and plans to improve the indoor and outdoor environment with a particular attention to Health and Safety requirements. The Council were
supportive of site plans and strategies to overcome a NQS compliance issue relating to the provision for nappy changing at the site.

Consideration and made decisions were made regarding the cleaning contract for the preschool, deciding to change from an existing agreement with a cleaner who did not promptly provide necessary documents to a new company. The council monitored the quality of the cleaning, that all necessary documentation was in place in accordance with good practice guidelines and made suggestions that have now led to improvements.

The 2014 year saw the Governing Council support the Preschool develop a positive account balance that enabled various works to be carried out. The Finance Committee monitored and approved the budget, spending and statements and received positive feedback from a financial audit.

Various fundraising initiatives were planned and supported by the Governing Council including a Sponsored Splash (in Muddy Puddles); organizing and preparing for raffles and prize draws; catering, supporting preparations and volunteering at the Art Show and the End of Year Graduation Show and they were actively involved in social events such as the Salisbury Pageant.

### Intervention and Support Programs

The preschool provided a number of intervention and support programs during 2014 and liaised with a variety of specialist support agencies during the year in order to secure positive outcomes for the children. Preschool early-entry sessions were offered to support the needs of children with additional needs and those under the guardianship of the Minister. The preschool also offered additional targeted support and interventions for children with special educational needs and a bilingual program for children for whom English is not their first language.

**Intervention and support programs during 2014:**

- 11 enrolled children were eligible and received funded preschool support (DECD funding was not allocated to children with low level needs, including mild-moderate speech and language due to funding restrictions). The level of need of these children was high due to a range of factors and needs including diagnosed needs such as autism, ocular albinism, cerebral palsy, epilepsy (requiring administration of intrusive medication) chromosomal abnormalities and other needs including global development delays, language disorders, trauma induced and other emotional and behavioural needs. A number of the children were also incontinent. Of the children receiving preschool support, 4 were allocated special options school placements and others were allocated high levels of support in mainstream school settings.

During 2014 the Preschool had 4 Aboriginal or Torres Strait Islander (ATSI) children enrolled, 3 children under the guardianship of the Minister (GOM), 16 children who speak a language other than English as a first language with more than 11 different languages represented.

Staff training and professional development attended during 2014 included:

- Bi-lingual and cultural awareness workshops and meetings, PECS training, one ECW (bilingual support role) attended ‘Move to Learn’

### Events and projects during 2014 (included):

#### Term 1
- Chinese New Year celebrations and dancing
- Footsteps Dance Company: Kimochi puppet demonstration
- Nature Education
- Visit by SAPOL
- Harmony Day
- Adelaide Cup
- Living Eggs: chicks/ lifecycles
- Easter

#### Term 2
- Mother’s Day
- Life Education Centre

### Agencies worked with to support children with additional needs during 2014 included:

- Kilparin, Novita, Disability Services, Families SA, Herdercare, DECD support services (psychology, speech and language and disability), Womens and Children’s Hospital and Lyell McEwin Hospital paediatric departments, Child Development Unit, Women and Children’s Health Network, Uni SA physiotherapy department
Being Healthy: exercise, hygiene, diet
Science and nature
The native, sensory garden
Sponsored Splash
Our bodies, skeletons

**Term 3**

Maritime Museum visit with dolphin cruise
Patch Theatre performance: The Cranky Bear
Yoga (fortnightly sessions)
Literacy Week
Photographer
Weather
Father’s Day
The Royal Adelaide Show: including ‘Show Day’
Eid celebration (Mendhi hand painting)
Mural painting with Indigenous artist
Art Show
Gardening: the native/ sensory garden

**Term 4**
The veggie patch (planting, designing)
Christmas
Involvement in the Salisbury Pageant
Transition visits
Ballet at Liberman Kindergarten: ‘Charlie and the Chocolate Factory’
End of year concert
End of year ‘afternoon tea’
Children’s graduation event

During 2014 the Preschool also hosted a number of student placements, including assessment visits by Physiotherapy students, a third year Early Childhood student teacher placement (University of South Australia), school work experience placements

**Student Data**

**Enrolments**

**Total Enrolments 2012 - 2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>50</td>
<td>54</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>2013</td>
<td>42</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>53</td>
<td>49</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems

**Attendance**

**Attendance Percentages 2012 - 2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Centre</td>
<td>80.0</td>
<td>81.5</td>
<td>87.0</td>
<td>83.7</td>
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<td>2013 Centre</td>
<td>88.1</td>
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<tr>
<td>2014 Centre</td>
<td>86.8</td>
<td>93.9</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
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<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
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<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>
Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems

### Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0352 - Pooraka Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0474 - Trinity Gardens Primary School</td>
<td>Govt.</td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0632 - Keller Road Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.1</td>
</tr>
<tr>
<td>0835 - Para Hills School P-7</td>
<td>Govt.</td>
<td>5.9</td>
<td>3.1</td>
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<tr>
<td>0983 - Brahma Lodge Primary School</td>
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<tr>
<td>0987 - Mawson Lakes School</td>
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<tr>
<td>1045 - Para Hills West Primary School</td>
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<td>44.7</td>
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<tr>
<td>1090 - Redwood Park Primary School</td>
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<tr>
<td>1134 - East Para Primary School</td>
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<td>5.3</td>
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<td>1140 - Salisbury Park Primary School</td>
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<tr>
<td>1162 - Ingle Farm Primary School</td>
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<td></td>
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<tr>
<td>1183 - North Ingle School</td>
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<td>2.9</td>
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<tr>
<td>1201 - Gulfview Heights Primary School</td>
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<td>1210 - Modbury West School</td>
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<td>1213 - Magill School</td>
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<td>1325 - Para Hills Junior Primary School</td>
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<td>8006 - St Francis Xavier’s Regionl Cath Sch</td>
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<td>8205 - Blackfriars Priory School</td>
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<td>8226 - Golden Grove Lutheran Primary School</td>
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<td>8250 - Loreto College</td>
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<tr>
<td>364 - St Paul’s College</td>
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<td>2.9</td>
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<tr>
<td>8399 - Holy Family Catholic School</td>
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<td>8423 - Craigmore Christian School</td>
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<tr>
<td>8424 - Bethany Christian School Inc</td>
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<td></td>
<td></td>
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<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td>5.9</td>
<td>3.1</td>
</tr>
<tr>
<td>9016 - St Gabriel’s School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>3.1</td>
</tr>
<tr>
<td>9116 - St Paul Lutheran School</td>
<td>Non-Govt.</td>
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<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>99.8</td>
<td>99.7</td>
<td>99.8</td>
</tr>
</tbody>
</table>

Curriculum

Para Hills West Preschool provides an inclusive play based curriculum using the Early Years Learning Framework for Australia (EYLF: Belonging, Being and Becoming) to support children’s development towards achieving learning outcomes in collaboration with the children, families and other service providers (as appropriate). It is through play, secure relationships and interactions that children develop positive attitudes and dispositions for learning, effective communication, social competence, emotional wellbeing, physical competence, literacy and numeracy.

The Preschool also incorporates the DECD program ‘Reflect, Respect and Relate’ and ‘The Child Protection Curriculum for South Australian Schools and Preschools’ in to the curriculum provision and during 2014 the Literacy and Numeracy Indicators were also introduced to inform practice and the program to support children’s learning, development and to improve achievement.

During 2014 the preschool reflected carefully on the provision and practice in response to the needs of the children, in particular the significant number with additional needs, in order to provide an environment, program and conditions in which all children could thrive, be happy and make progress.

“I play, that’s how I learn. I sing and do new things”

(Sebastian, age 4yrs)
Children’s Learning and Progress

Analysis of data
Staff discussion during Terms One and Four informed decisions as to whether individual children were considered to be ‘early’, ‘developing’ or ‘proficient’ in the development of particular skills and dispositions across a number of priority domains. The staff also considered when children were reluctant ie could speak well but were reluctant to do so and also considered the gender, ESL and SEN status of the children to better understand the data and to inform the program, interventions and the organization of groups and the effectiveness of these was evaluated at the end of the year.

Analysis of the data demonstrates that fewer children were in the ‘early’ and ‘developing’ bands and more children were considered to be proficient by the end of the Preschool year. There were a small number of special needs children (with high level needs) who continued to be in the ‘early’ band, one child experienced some challenges at home that led to him losing confidence but overall the majority of children progressed at least one developmental proficiency band.

Children’s learning is observed and documented using a variety of forms, including learning stories, and used to inform the program, interventions, environment, enrichments, discussions, as evidence of progress towards the outcomes of the Early Years Learning Framework for Australia (EYLF) and summarised in summative reports.

Parent Opinion Survey 2014

Parent Comments - Quality of Teaching and Learning
- Really appreciate the extra communication and help given by the preschool
- fabulous, wonderful and committed staff
- I am very satisfied with the staff at the preschool
- Great, enthusiastic teachers. My child loves to learn and talks at home about what he has learnt. He feels safe and the environment is conducive to learning. I am not aware of the learning program for writing and reading.
- I like that I can see what is happening on the Facebook page and in the letters in the parent pockets and my son is always talking about what he has learnt
The teachers work really hard to help all the children and to make the learning fun. They are really good with the children with special needs like my son who some people don't want to help or give time to and only see the things he can't do but here they tell me about the good things too and always make us feel welcome.

Parent Comments - Support of Learning
- My child loves coming to this preschool.
- My child has special needs and the preschool has helped fight for him since the very first day and always put his needs first.
- This preschool has a lot of different children with lots of cultures and special needs and all of them are treated fairly including the children with problems.
- Because my child is doing well, no learning difficulties etc I find that unless I specifically ask I am not always told how he is progressing and what he is achieving. However, any problems (ie another child hitting him) are dealt with promptly and we are advised appropriately. I am confident in staff's abilities and he feels safe and confident there. Just a little bit more feedback would be better but we do understand it is hard to talk to everyone.

Parent Comments - Leadership and Decision Making
- this is a great preschool that is well organised.
- fantastic leadership

Parent Comments - Other comments
- this is a great preschool that really tries hard to make the children happy and help all of them to learn and feel good about themselves
- I really like the reports at the end of Term 2
- doing a great job ladies!
- wonderful and fantastic preschool. Would love for the facilities to be upgraded.
- I am very happy that my son is at this preschool - he has learned lots and is very happy and the support and care for him has been really good.

Staff

Educator Qualifications
All teachers at this preschool are qualified and registered with the SA Teachers Registration Board. All ECWs are qualified or working towards a Certificate III in Children's Services. All ECWs are enrolled and are actively studying for Diploma qualifications and the Preschool director studied and completed a further Bachelor degree in Early Childhood Education during 2014.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Staff with Approved Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>3</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>1</td>
</tr>
<tr>
<td>Certificate III qualified</td>
<td>2</td>
</tr>
<tr>
<td>Working towards Certificate III</td>
<td>1</td>
</tr>
<tr>
<td>Working towards Diploma in Early Childhood Education</td>
<td>3</td>
</tr>
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</table>

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.4</td>
<td>1.6</td>
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<tr>
<td>Persons</td>
<td>1</td>
<td>2</td>
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</table>

2014 Staff Training included:
Kerry: Bachelor of Early Childhood (throughout 2014)
Caroline, Cheryl and Nicola: Diploma in Early Childhood Education (October onwards)

March – Cheryl HSR (5 day training); Kerry: ECW contracts, Lana: Leaders in Numeracy; Kerry: NQF seminar: Quality Area 2; Kerry: Merit selection training; Kerry: Managing Allegations of Sexual Abuse
April – whole staff: promoting and developing talk, conversation skills and language; Caroline: PECS
June – whole staff: children’s social and emotional development (inc interactions); Kerry: NQS seminar: Quality Area 3, Caroline: archiving training
September – Kerry and Lana: DECD Literacy Indicators trail
November – Caroline: ‘Move to Learn’ workshop
December - Kerry, Nina and Lana: CPR refresher
Income and expenditure statement and reports are endorsed by the preschool finance committee and are produced with the support of an accountant who visits the preschool each fortnight. Full reports are available which reports on the exact budget in terms of income and expenditure in a variety of budget categories.

<table>
<thead>
<tr>
<th>Total income:</th>
<th>$385,406.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expenses:</td>
<td>$331,576.84</td>
</tr>
<tr>
<td>Net profit:</td>
<td>$53,829.91</td>
</tr>
</tbody>
</table>

*A full profit and loss summary is available as an appendix to this report*

Comment from the School Accounting Officer following the 2014 Financial Audit:

“It has been an outstanding year for the kindergarten reporting a surplus… the surplus is brilliant. You have a beautifully run kindergarten…”