



Mawson Lakes Preschool

2022 annual report to the community

Mawson Lakes Preschool Number: 4163
Partnership: Hollywood Lakes & Gardens

Signature

Preschool director:

Ms Sandra Cattel

Governing council chair:

Nicole Files

Date of endorsement:

21 February 2023



Government
of South Australia
Department for Education

Context and highlights

Mawson Lakes Preschool is located in Adelaide's northern suburbs & considered a desirable location attracting many young families. We are a Category 2 site & in 2022 provided a preschool program for over 120 preschool children.

In 2022 our preschool cohort comprised;

121 total enrolments

2.5% of our children/families identified as ATSI.

Just over 1.5% of children were under care of the Minister.

55% of our children had English as a second (or third) language. In 2022 18% of this cohort received bilingual or preschool support for delays in their home language/English.

25% of our children identified as having special rights. This means they need extra support to be able to access & participate in the curriculum successfully.

In 2022 5 children received extensive needs support (8 hours or more per week) due to developmental or behavioural needs. Applications for five children were submitted for alternative school options & it is pleasing to note that all children were successful in gaining a place in either a Disability Unit or Special Class.

The other children in this cohort also received support - some in a cluster for speech needs while others were supported 1:1 for up to 7 hours a week. One Plans were completed for all children who had identified needs, identified as ATSI or under care.

Our AEDC data indicates that we have the lowest percentage of children with a developmental vulnerability in the portfolio & partnership & the highest level of children who are on track in the 5 domains in our partnership/portfolio. Our AEDC data also indicates that we have nearly 7% of children who are developmentally vulnerable in both the language & cognitive skills domain & the communication skills & general knowledge domain.

2022 provided us with a number of new challenges & opportunities. At the end of 2021 our staffing cap was reduced to 121. This meant a restructure of our team as we lost 0.5 teacher. At the beginning of the year Margie Standen returned in a 0.8 teaching role after a year away on LSL, while Kimberly Bryant returned to preschool in Term 2 after being away for a year on Maternity Leave. In Term 2 & 3 Hannah Tipping took on the challenge of the Director's role as Sandra took LSL then a role as ECL in the Para Hills 1 portfolio. It is a testament to the strength of the team & Hannah's leadership that children's learning wasn't compromised in any way.

Our beginning to the year was disrupted due to the staggered start and concern around COVID. Some families chose to delay their child's start to preschool. This disruption meant that nearly every week during first term new children were beginning preschool which made it harder to settle the groups. During the year a number of families left the preschool & community, mostly due to taking up job opportunities elsewhere.

While COVID continued to provide us with some challenges we tried to be innovative in our approach to connect with families - through Class Dojo communications. Our Class Dojo has proved to be an effective way of communicating with parents - we have been able to share class stories including photos of the children engaged in learning each day as well as a weekly kindy update to share other news and information. Class Dojo has also allowed us to communicate more quickly with families. By the end of the year only 2 families had not joined our Class Dojo app. It was also pleasing to see families slowly re-join preschool life by attending our Welcome Night & End of Year celebrations as well as volunteering to help on excursions & library visits during the year.

The team took on new learning during the year including implementing the Kimochis Curriculum with both groups & undertaking Diabetes training to support a vulnerable child.

In 2022 our team continued to be responsive to changing situations while still offering a high quality preschool program. Thank you to our preschool, school & childcare community for your ongoing support.

Governing council report

Like recent years, 2022 was an exciting year that also had a few hurdles to overcome with restrictions faced due to COVID-19 and staff changes. However, Sandra, Hannah, the teachers, and support staff handled each hurdle with ease. The preschool team kept parents informed about COVID-19 updates, adapted events to meet the restrictions in place and managed staff changes.

In term 3 Sandra stepped away from her director's role to take on an ECL role, while the current ECL was on leave. Hannah stepped up to take on the director's role, doing a fantastic job at leading the preschool team. It was wonderful to get to know both Sandra and Hannah during governing council meetings. A highlight for me was reading and listening to the directors' report at each meeting and finding out about what had been going on within the preschool both with the children and behind the scenes.

The governing council learnt about and endorsed the preschools PQIP. The PQIP includes the preschools strengths in the 7 Quality Areas, and looks at three elements, embedded practice, critical reflection and consultation with parents and community. The PQIP also includes a learning goal for the year. The goal for 2022 has a focus on mark making and early writing and extending children to become confident mark makers. We also learned about the preschools other priorities, including creating a sustainability policy, continuing to work with the school to build our Reconciliation Plan and building children's emotional understanding through the Kimochis Curriculum program.

The policies that the governing council reviewed and endorsed included, Interactions with Children, Performance Development, Parent Concerns and Complaints, Healthy Eating, Head Lice, UV and Hot Weather, Sustainability, and ICT / social media.

The governing council discussed and supported the planning of preschool events including the welcome night, and graduation. Governing council was also able to give feedback about these events and give feedback about the introduction of using class dojo to communicate important updates, the week's summary and photos as well as comments about the learning and experiences the children engaged in during the week. The governing council also reviewed the preschool's budget, accepted finance reports, and endorsed the 2023 preschool budget. During the first half of the year, the governing council discussed the new fencing plan and progress and later approved the new fencing quote, with the new fence being completed during the holidays at the end of term 3.

It has been a pleasure to serve as the chairperson for the Mawson Lakes Preschool governing council for 2022. When my son started preschool, I was very keen to find out from him what activities and experiences he had engaged in throughout the day. However, often my questions of "what did you do today?" were answered with a shrug of the shoulders or an "I don't know." This became a funny but very common interaction I'm sure many parents can relate to.

Being on governing council allowed me to find out more about the learning experiences my son was having at preschool. I was also able to get to know the amazing preschool teachers and learn more about how the preschool is run. I was able to provide my opinion on decisions that were being made regarding policies, events and the preschools budget. Being a member of governing council also allowed me to meet and get to know a lovely group of parents that were also on the preschool journey with their children.

Overall, the experience of being a member of governing council made me feel like I was making a positive contribution to my son's education, the preschool and the wider community.

Warm regards,
Nicole Files

Preschool quality improvement planning

By the end of 2021 our current goal had become embedded practice. We had seen;
a huge improvement in children's vocabulary
children confident to engage in conversations
a growing ability to play with language
Children's growing interest in mark making
Our reflections, observations & data led us to thinking about a goal based on mark making and writing & we developed our 2022 goal
'To strengthen children's capacity to represent their thinking through mark making/early writing'

Our challenge of practice

If educators provide intentional teaching, learning experiences and opportunities for purposeful engagement with mark making/early writing then we will strengthen children's abilities to represent their thinking.

Our Actions & analysis/evidence of impact

Planning for and intentionally teaching phonological awareness skills to help children make the connections between speech and print

We use two sets of data, The Yakka Tracker and PASM, to track and monitor our children throughout the year. The Yakka Tracker looks at children's communication in 4 categories - early communicators, reluctant communicators, developing communicators or proficient communicators. Yakka Tracker data is collected mid-way through each term (4x per year)

2022 Yakka Tracker data revealed;

79% of children were Proficient Communicators
13% of children were Developing Communicators
3% of children were Early Communicators
5% of children were Reluctant Communicators

PASM – Phonological Awareness Skills Mapping looks at children's skills in the following areas

- o Syllable segmentation
- o Rhyme matching
- o Rhyme production
- o Initial sound identification

By the end of a child's preschool year it is expected that a preschool aged child will be in the upper two levels (level 3 or 4) for syllable segmentation and rhyme matching. The other skills (rhyme production and initial sound identification are end of reception (EOR) skills)

2022 PASM data found

59% scored 4 in all areas (compared to 23% in 2021)
77% scored 4 in syllable segmentation and rhyme matching (compared to 80% in 2021)
13% scored 4 in blends (EOR skill) (compared to 11% in 2021)
12% scored 4 in 3 sound segments (EOR skill)
45% scored 4 in first sound identification (EOR skill)

Staff comments

"Our planning and teaching around phonological awareness caters for all children including the children who need extra support and the children who need extending."

Each educator will analyse, monitor and assess children's growth in representing their thinking through mark making/early writing and use the data to plan intentional and strategic interventions and stretch

The team developed a matrix - the developmental stages of mark making to monitor children's growth in six areas from.

Our data found

10% of children made letter like formations in term 1 compared to 11% by the end of term 3
12% of children were making letter strings in term 1 compared to 43% by the end of term 3
less than 1% of children were using invented spelling and writing in term 1 compared to 3% by the end of term 3

Staff comments

"How are we going to extend children further ... What experiences can we offer?"

What are the next steps

- to continue our work building upon children's current abilities and knowledge to make marks, draw and explore emergent writing.
- ensuring we have a clear alignment between our actions, success criteria, challenge of practice and goal
- improving our data collection and how we analyse and reflect on this information
- how to include and build capacity in our families to understand what mark making is
- how to support our reluctant children to draw and write, while extending more confident children further

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	131	129	129	127
2020	128	128	127	125
2021	128	126	121	124
2022	121	120	117	118

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	89.2%	85.6%	89.0%	87.1%
2020 centre	86.5%	75.8%	83.6%	88.4%
2021 centre	88.1%	87.9%	87.7%	87.3%
2022 centre	76.2%	76.5%	81.9%	87.5%
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

Our average attendances in 2022 fluctuated during the year with our lowest attendance percentage since the beginning of the COVID pandemic occurring in Terms 1 and 2. This can be attributed to some families still feeling unsure about sending their child to preschool due to the ongoing effects of COVID. Attendances did pick up in the latter half of the year and reached levels similar to pre COVID attendances as many community restrictions began to ease and families began to feel more comfortable being out in the community.

We continue to have a large number of families who choose not to attend on Wednesday morning due to work and care commitments. We have surveyed our parent community and Governing Council about implementing longer days and eliminating half days however our parent community have rejected the idea due to conflicts with school pickup times and the impact on children's learning.

All absences are noted on the roll & in EYS, & absences with no notification are followed up by a phone call or email to families. Within our weekly email updates we continue to promote attendance at preschool with information about how poor attendance can affect learning.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8419 - Good Shepherd Luth Sch - Para Vista	3.6%	4.6%	0.0%	3.4%
987 - Mawson Lakes School	74.6%	80.0%	95.6%	83.2%
9116 - St Paul Lutheran School	1.8%	4.6%	2.2%	4.5%

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

While Mawson Lakes School continues to be the school of choice for most families exiting our preschool there has been a slide in the number of families choosing to enrol over the last two years. In 2022 60% of children enrolled at Mawson Lakes School, while in 2021 it was 70% and in 2020 over 80% of children moved from our preschool to Mawson Lakes School. This could be due to many families choosing private school options for secondary education and the pressure placed on families to also enroll in their feeder primary schools to guarantee placement later.

Of the families that didn't choose MLS as their preferred school 16% chose the private sector while 10% chose other schools in the public sector.

In 2022 we were able to successfully secure special options placements for five (4%) of our children. All of these alternative placements are in the public sector.

Family opinion survey summary

Our families are integral to everything we do. We work hard to provide services to meet the needs of our community. Information about how well – or not so well we are achieving this goal is actively sought both informally & formally. In 2022 118 surveys were distributed to families at the beginning of Term 3 with 20 being completed & returned, representing 17% of our parent community. The participation rate was markedly lower than last year (more than 10% reduction) and the lowest we have recorded in over 10 years. However the responses received continue to show consistently high satisfaction levels, with our approval ratings in all four domains high. Comments from families included:

All things are excellent. Keep it up

Couldn't be happier

My child loves preschool that is the most important thing

Thanks for working so hard to keep Mawson lakes preschool a high standard of teaching and a lovely environment to grow.

All I know they do their best for everyone.

My child has 2 disabilities and he receives extra help on a regular basis. I have no complaints and I feel the staff go above and beyond for my child.

Speech pathology help is wonderful.

All teachers and support staff are very helpful and are free to talk to when you need.

They are always so welcoming.

I just know them as a great team workers.

Really happy we had both our kids go to Mawson Lakes Preschool.

However there were some comments that showed families felt there was not enough communication. These comments included;

I think there should be a PTM every term or at least every 2nd term to know more about our child's progress
It would be nice to receive information on my child's development regularly I'm sure if I asked I would be told by teachers.

The above responses could be attributed to families not feeling comfortable about coming into preschool or participating in offered opportunities to speak with educators due to COVID restrictions. Some families have commented to educators that they thought they could not come into preschool and instead just relied on information provided through Class Dojo.

While in 2022 responses on the lower end were less than in previous years this could be mainly attributed to the lower survey participation rate and our challenge for 2023 is to re-engage with our parent community so they feel confident and comfortable about coming into preschool and speaking with any educator about their child and their learning.

Relevant history screening

All permanent & contract staff, volunteers, work experience/University students, or workplace providers are asked to provide a current screening certificate & credentials upon commencement of work at our preschool.

Relief staff are asked to provide their DfE authority to teach or authority to work on their first day of work.

All contract and permanent staff provided updated CPR/First aid certificates during 2022. All cleaning staff including COVID 19 cleaning contractors have provided Working with Children checks as requested. Contractors are asked to provide their clearances on their first day of work. All persons entering our site use check in processes in line with current DfE requirements. .

Financial statement

Funding Source	Amount
Grants: State	\$990,334
Grants: Commonwealth	\$0
Parent Contributions	\$71,995
Other	\$0

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	<p>The Preschool received grants totaling \$10531.36. Funding was used to ECW release for 10hours/week to collect & collate PASM data. Data is used to form small groups targeting the development of phonological awareness skills. All children participate in groups once a week</p> <p>ECW release twice a week to work with our Speech Pathologist on delivering targeted intervention via small group work with identified cohorts of children. These groups provide intensive vocab & comprehension support using a book based approach. Progress is tracked using pre/post testing of vocab sets & Yakka Tracker data.</p> <p>Collation of literacy & numeracy data sets T1/T4</p>	Data collection (PASM/Yakka Tracker/ 4 Top 5) shows all children demonstrating increased confidence & knowledge of Phonological Awareness, vocabulary & numeracy concepts.
Inclusive Education Support Program	<p>IESP grant funding = \$42716.25 Funding was used to support 30children (26%) throughout the year for needs including ASD, GDD, speech/language & behaviour.</p> <p>Support provided included, implementation of specialist programs, group/social skills, thinking/problem solving/persistence, self-help skills, 1:1 intervention & small group work & transition to school support. Five children received extensive needs funding \$82795.00 to support their inclusion and participation in the preschool program</p>	<p>Improvement for all children across EYLF & INL. Packages were submitted for four children with extensive needs to panels for alternative placement and were successfully placed in options including special class or disability units.</p> <p>One other child who was receiving IESP funding support was successful in gaining a special class placement. All other children who received support went onto mainstream schools with a completed One Plan.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Bilingual funding = \$13 208.40 which was significantly less than 2021.</p> <p>10 children (9%) accessed bilingual support during the year. Children were supported to develop English language skills through small group work and scaffolded play scenarios with a range of peers. Due to our bilingual funding being considerably less, many children who needed support accessed a combination of preschool support and bilingual support.</p> <p>Our BLA's support children by providing a link between their home language and English. Four children received both bilingual and preschool support due to communication difficulties in both their home language and English.</p>	All children made progress in their English understanding and use as evidenced by increased social and verbal interactions and use of relevant data sets (Yakka Tracker/PASM)

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