BURTON PARK
PRESCHOOL
Brookfield Avenue
Burton, S.A. 5110
82806472

A place for learning and growing together ...
Dear Parents and Caregivers,

2012 has been an exciting, challenging and highly rewarding year for us. It has been one in which we have continued to consolidate the many learning programs implemented in 2011. These included:

- the Child Protection Curriculum,
- the Attendance Improvement Initiative
- Aboriginal Education strategy
- building literacy skills amongst all learners
- strategies associated with the Right Bite Guidelines, (a healthy eating program by DECS)
- developing staff professional learning, especially in the area of comprehension
- a strong partnership with Burton School campus, especially through our transition program from preschool to school, and
- bilingual and preschool support programs.

As a result, we celebrated many successes together, some of which are depicted in the photos throughout this report.

One of the most significant highlights was moving in to our new preschool. The dedicated staff team worked tirelessly throughout the January holidays to ensure that everything was ready for the children on day one of the new school year. This relocation project has been in the pipelines for five years – from the submission of the original brief, to the development of concept plans, design, construction, furnishing and landscaping. I believe that the finished building is a credit to everyone involved in the process. Not only was it completed ahead of schedule but to a high standard which will ultimately benefit our children. The partnerships that have been formed with regards to this project have strongly contributed to the successful completion of this wonderful community resource and have been shared with other Educational Planners and Architects across the state. The preschool has also been nominated for a number of awards throughout the year, receiving a ‘High Commendation’ Award at the Kidsafe 2012 Playsay Design Awards. We are all very excited about the learning opportunities that this relocation will foster in connection with Burton Primary School. The redevelopment of our early learning programs from 0 – 5 on to the school campus will facilitate continuity of learning and ultimately make the transition from preschool to school so much easier for our children and their families.

Celebrating the wonderful milestones that our children achieve is clearly evident when we acknowledge their learning journey at our preschool ‘graduations’. These celebrations have grown in significance within the community throughout the year and are attended by parents, grandparents, aunts, uncles and special friends. The children particularly look forward to this special event and we feel very proud of each of them.

We would like to take this opportunity in thanking you for the privilege in being a part of your child’s education. We look forward to continuing to foster our love of life long learning and celebrating your child’s successes – big and small – with you in the new year.

Kate Drew, Early Childhood Director
National and International research shows that taking a strategic focus on a small range of identified key priorities will achieve improved learner outcomes.* For this reason, we have deliberately chosen to focus our learning development in the area of comprehension for the period from 2010 - 2012, subject to informal, ongoing and structured annual reviews.

GOAL
Our goal is to improve the comprehension outcomes for all learners.

CONTEXT
Extensive research has shown that young children’s emergent literacy skills are the building blocks for later reading. From birth throughout the preschool years and into reception, children develop knowledge of oral language (vocabulary, grammatical skills and oral narrative skills), print knowledge (the letters of the alphabet and an understanding about the concepts of print) and phonological awareness (an awareness of the sound structures of language, including rhyme and patterns in words). These are the foundational skills that children require for later literacy success.

Upon the continuing analysis of our TROLL data from 2010 and 2011, the area of rhyme still seems to be a difficult concept for children to grasp. Our process of inquiry has shown that this is particularly so for our non English speaking children - NESB- for whom rhyme is not a cultural component of their literacy upbringing. As stated above, rhyme is an important skill in helping children develop phonemic awareness. This includes their ability to hear the rhythm, flow, sounds and patterns of English. For this reason, developing children’s capacity to recognise and reproduce rhymes will continue to be a primary area of focus in improving comprehension skills. In addition, results from Boehm testing highlight the difficulty our NESB children have in acquiring a understanding of basic concepts crucial in developing comprehension skills. The Boehm testing tool is one that we are using to compliment the tracking of individual progress in partnership with Burton School. It has been found to be extremely useful in evaluating student’s basic conceptual thinking, identifying children with low comprehension skills as well as isolating concepts not understood.

TARGETS
> all children will show individual distance travelled along the TROLL (Teaching Rating of Oral Language and Literacy) continuum by their last term at preschool;
> collective results from the TROLL data will show an improvement in children’s use of rhyme;
> collective results from the Boehm test will continue to show an improvement in children’s understanding of the mathematical concepts key to comprehending basic instructions (data to be collected from children in their transition term to school);
> NESB children will show distance travelled in their results of the Boehm test.

The educational strategy used across the campus will be one of inquiry, enhanced by professional learning communities that facilitate disciplined dialogue for improved learning outcomes for children and regular analysis of data.
A variety of strategies were implemented to meet our site targets. These included:

- specific resourcing in the budget;
- developing staff capacity;
- explicit teaching through small/large group times;
- the use of compics and ICT resources;
- literacy practice audit
- intervention programs
- excursions and ‘in house’ workshops;
- continuing to build partnerships with families;
- a play based learning curriculum that engages and motivates children in the learning process;

Data was collected through children’s Learning Journey Booklets, individual Portfolio Books, the TROLL continuum, the Boehm test, anecdotal records, observations and summative reports.

**Burton Park Preschool**

... Annual Report for 2012 ...

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**What have we achieved?**

Children were formally assessed throughout 2012 using the TROLL and Boehm tests. Data and analysis of the evidence collected from these tests showed the following ...

### TROLL

<table>
<thead>
<tr>
<th></th>
<th>Accomplished</th>
<th>Well developed</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>27%</td>
<td>50%</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>2011</td>
<td>27%</td>
<td>43%</td>
<td>26%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Special notes...

- 75% received bilingual and/or preschool support
- 100% received bilingual and/or preschool support

- children are tested in their first and last term at preschool using TROLL and of these, ALL children showed distance travelled in oral language development during their time at preschool;

- the literacy area where the majority of children least perform, continues to be in the area relating to recognising and reproducing rhyme. One reason we have found for this is that many of the traditional nursery rhymes are not recognised across cultures. Thus, the concept of rhyme is unfamiliar to many of our non-english speaking children when they start preschool;

- the literacy area where children perform the highest relates to being able to understand and follow instructions. A comparison of TROLL and Boehm data shows a correlation between children’s oral language competency and how well they are able to understand basic mathematical concepts and follow instructions. This is a significant finding, as we have found that these areas of speech heavily impact on comprehension skills and act as an indicator of independent and successful learners, especially as children move in to the school setting;

### BOEHM

The Boehm test was used to assess the children's understanding of basis mathematical concepts. These concepts have shown to be essential in order for children to be able to comprehend and respond to questions/instructions.

<table>
<thead>
<tr>
<th></th>
<th>5 years and above</th>
<th>4-5 years</th>
<th>3-4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>57%</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>Non English Speaking Backgrounds (NESB)</td>
<td>16%</td>
<td>45%</td>
<td>87%</td>
</tr>
</tbody>
</table>

As with the TROLL data, our research has highlighted that a significant number of children who fall below the mean are from NESB, although, all of our NESB children did show distance travelled in their understanding of Boehm concepts over the 4 terms they spent at preschool (as per target 4 of our Literacy Improvement Plan). This has long been an area of concern in our community and the data highlights this. One of the difficulties we face in collecting the required information is that many of these children start with NO english language at all or have very limited skills and therefore choose not to converse whilst at preschool. It is also hard to diagnose any potential learning/speech difficulties as current assessment practices require ESL children to be exposed to an english speaking environment for at least a 2 year period before formal support programs are implemented. Because of these concerns, this area of literacy development (comprehension skills) must continue to be a priority for improvement in 2013 and will therefore be reflected in the site learning plan next year, along with exploring further strategies as a whole campus to address this area of disadvantage.
Attendance

2012 attendance figures have fluctuated greatly, ranging between 77-92 %, with an average attendance rate of 85%.

An analysis of this data shows that this is an improvement on 2011 figures, when attendance rates ranged between 80 - 84 % and from 2010 figures which ranged between 74-78%.

Site based research shows that 90% of absenteeism was due to one or more of the following:-
... sickness,
... extenuating family reasons,
... overseas/extended holidays to country of cultural background,
... separation anxiety
... extreme weather conditions (many families do not have transport)
... pupil free days at the school (a number of families chose to keep their preschooler home on such days along with their school aged children).

The Preschool recognises the importance that regular attendance has on the learning outcomes of children and therefore supports the Department for Education and Child Development (DECD)'s aim to improve the rate of attendance to 95% by the end of 2016. For our site, this will certainly be a challenge due to the many varying circumstances that relate specifically to our community and thus make achieving this level of improvement a significant task for us.

In order to help us strive towards this goal, our Preschool has received an Attendance Improvement Initiative Grant which will be used to help promote regular attendance patterns.

Strategies identified in our Attendance Improvement Plan include:-
... increasing staffing levels to help nurture positive, one to one relationships with individual children and their families, especially with those children who experience separation anxiety;
... exploring ways to improve communication processes with parents;
... developing resources that support a full day preschool program, such as relaxation activities;
... additional staffing to follow up administration related procedures, such as phone calls to parents, translations, tracking data; ’hurry back soon’ packs; and
... advertising campaigns (local and regional)to raise awareness of the importance of establishing regular attendance patterns in the early years which will build the foundation for success in the child’s later years at school.

Progress updates will continue to be monitored throughout 2013 with staff, Governing Council and the Northern Adelaide Region as is the requirement of DECD.

Enrolments

Preschool:
The following table represents preschool numbers throughout 2012. As indicated, our numbers have increased from 2011 as a result of an increase in our site capacity (from 90 to 110). We believe that the change to full day sessions as well as the beautiful new facilities have attributed to the increase in our numbers.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Term 2</td>
<td>78</td>
<td>104</td>
</tr>
<tr>
<td>Term 3</td>
<td>78</td>
<td>108</td>
</tr>
<tr>
<td>Term 4</td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>

Occasional Care:
Currently we are funded for 5 sessions per week for under 2's and 8 sessions per week for 2 - 4 year olds. Enrolments for these sessions have increased throughout the year, with a waiting list needing to be established to cater for community demand. However, in 2013, we will continue to provide 8 sessions for over 2's but will only be able to offer two sessions for under 2 year olds due to State Government funding cuts. This is a reduction of 3 Occasional Care sessions.

Universal Access

Burton Park Preschool has been a universal access site for the past three years, offering children 15 hours of preschool each week. We continue to operate Monday to Friday but changed to full day sessions at the beginning of this year instead of the traditional morning and afternoon group times. This was in response to a combination of low attendance rates and parent requests. This means that children now are able to access 30 hours of preschool over a fortnightly cycle. Unfortunately and with much regret, we were not able to continue to offer our pre-entry and early-entry programs from term 3 due to site capacity issues. We are exploring ways that we can redress this need in the new year as these initiatives are highly valued by our community for the educational benefits they offer to our children and their family.
Burton Park Preschool
...Annual Report for 2012...

Governing Council
Burton Park Preschool and School hold a combined Governing Council meeting on the second Tuesday of each month. Members include Brenton Natt (overseeing chairperson), Tracey Skitt (preschool chairperson), Trevor Woods (vice chairperson), Julie Pickles (minutes secretary), Shirley Faulkner (correspondence secretary), Carmen Natt (treasurer), Paula Woods, Damon Woods, Shirlene King, Shane Mudge, Kate Drew, Wayne Dobbins, Maxine Winkley, Ros Harrison, Jackie Greenwood, Michelle Victory, Len Williams, Lina Lucana, Sharon Clinton, Kelly Warmus, Lee Woodman, Belinda Dickson, Renee Danikov, Olga Lane, Chris Harford and Greg Lane.

Specifically related to the preschool, Governing Council provided oversight with the following:
> guidance in the relocation process of the new preschool, especially with issue relating to car-parking;
> the review of 15 hours preschool for 4 year olds under the Universal Access project of the Federal Government – in particular, changes to session times and structures
> reviewing Occasional Care sessions in preparation for a reduction to the number of sessions we will be able to provide for community in 2013;
> exploring ways to address the gap that the loss of preschool and Occasional Care programs, such as pre-entry has created due to state/national cuts to funding in the early years;
> monitoring attendance patterns as highlighted in our Attendance Improvement Initiative Plan;
> supporting staff professional learning through endorsement of pupil free days in the area of literacy development and the National Quality Agenda; and
> supporting fundraising ventures;

A combined Annual General Meeting will be held in March, 2013

Aboriginal Education and Employment Strategy
In meeting our aim of building a strong sense of identity for all children, we have employed Aboriginal elders/artists to support preschool programs. Budget resourcing targeted staff professional learning and built upon the variety and quality of resources for children to engage with. We also celebrated cultural events, reflected throughout our curriculum. In addition, a number of special measures were implemented to ensure maximum participation in preschool programs for those children with an indigenous background - up to 6 children throughout the year - including additional staffing and early enrolment. In 2013, we would like to continue to build partnerships with support and specialist services, in order to strengthen our strategic approach to Aboriginal Education at our centre.

Parent Opinion Survey
This year we continued to send parent surveys out to the families of children who were starting school the following term. This process works well, with us receiving almost twice as many responses than annual data collections have in the past. Feedback from these Parent Surveys indicate that there was overwhelming confirmation that the preschool rated well in the four areas surveyed – Quality of Teaching and Learning, Support of Learning, Relationships and Communication, Leadership and Decision Making – and that all surveyed received the quality of service delivery that they required. The area that received some neutral feedback related to communicating children’s progress. Hence, strategies to provide more ongoing information about children’s achievement will continue to be explored and implemented by staff in 2013, especially for families with little English or whom we see infrequently because of work commitments.

Parent responses continued to affirm high quality teaching practices in an environment where their children were happy and felt motivated to learn. This was evident in comments such as ‘very happy to have sent my 3 children to Burton Preschool’ or ‘will highly recommend Burton Preschool to others and feel a bit sad that my child’s time there is coming to an end but he has a great preparation for school’.

Financial Report
A break even budget, as measured using the Global Budget Management Tool, was planned and implemented for 2012. This was endorsed by Governing Council.

The area of human resourcing continued to be heavily funded in order to support individual learning programs, transition processes and financial management/administration practices. Updating and resourcing preschool equipment was in line with our site learning priorities and Quality Improvement Plan. The move in to our new preschool also required financial support – this was to supplement the relocation grant that was part of the Education Works project as certain items did not meet the criteria, such as curtains/blinds.

Grant money from ARTSsmart has continued to be carried over and will be rolled over in to the 2012 budget, as per our balance sheet. This money has been held in order to resource a commemorative piece of art in new the preschool.
The Quality Improvement Plan (QIP) is a requirement by law of all early childhood services. It identifies strengths of the service as well as any key areas for improvement. We have included highlights and strengths of our Preschool throughout the 2012 Annual Report and provided a summary of the areas that were specifically targeted for improvement in the grid below. The areas for improvement have been prioritised as a result of this self-assessment process. The QIP uses The National Quality Framework as its reference point, including the regulations, standards and EYLF and forms a significant part of our ongoing cycle of planning and evaluating quality improvement.

<table>
<thead>
<tr>
<th>Standard &amp; Element</th>
<th>Goal/Outcome</th>
<th>Priority</th>
<th>Success Measure</th>
<th>Timeline</th>
<th>Rating</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The Early Years Learning Framework (EYLF) is embedded in all educational programs and practices</td>
<td>M</td>
<td>Evidence through displays, conversations, portfolio books, summative reports</td>
<td>Ongoing</td>
<td>On-going</td>
<td>The EYLF is the National Curriculum for preschool education and as such will continue as a focus for our site in 2013. The assessment tool, Respect, Reflect, Relate will be developed further in 2013 to support reflective practices of EYLF and to continue to improve learning outcomes for children.</td>
</tr>
<tr>
<td>1.1.1</td>
<td>To improve comprehension outcomes for all children</td>
<td>H</td>
<td>distanced travelled using TROLL and Boehm tests</td>
<td>End of each child's 4th term at preschool</td>
<td>On-going</td>
<td>Refer to Literacy Improvement Plan and analysis of data</td>
</tr>
<tr>
<td>1.1.4</td>
<td>Parents are informed about their child's progress whilst at preschool</td>
<td>M</td>
<td>Feedback affirms effective communication processes</td>
<td>Review Dec 2012</td>
<td>8</td>
<td>Refer to the Parent Opinion Survey</td>
</tr>
<tr>
<td>2.1</td>
<td>Compliance with required policies and procedures as identified by the NQF</td>
<td>M/H</td>
<td>Published policies and procedures that meet National Law and Regulations</td>
<td>End 2012</td>
<td>5</td>
<td>Specific site policies have been reviewed and modified to reflect changes due to our relocation and to meet new national Standards. The next phase is for these policies to be endorsed at Governing Council in 2013.</td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Completion of all minor works, defects and modifications associated with new preschool</td>
<td>H</td>
<td>All work completed prior to end of one year warranty</td>
<td>Dec 1, 2012</td>
<td>As they arise</td>
<td>All minor works have been completed. A Preventative Maintenance Plan will need to be developed through SAMIS (Strategic Asset Management Information System Plan) in 2013.</td>
</tr>
<tr>
<td>3.2.2</td>
<td>To develop outdoor learning area in regards to plantings/shade</td>
<td>M/H</td>
<td>A more developed outdoor teaching and learning area</td>
<td>Stage 1- Dec 2012 Stage 2- Dec '13</td>
<td>7</td>
<td>Stage 1 has seen trees planted along the verandah and additional plant pods incorporated in the kitchen garden. Stage 2 will look more specifically at shading Occasional Care and the platform area in the main preschool yard. Fundraising ventures on 2013 will be put support resourcing this</td>
</tr>
<tr>
<td>4.1</td>
<td>Responsibilities of all parties in relation to one another, children and families are clearly outlined</td>
<td>M/H</td>
<td>An operational Code of Conduct Policy</td>
<td>Term 3, 2012</td>
<td>4</td>
<td>The DECD Code Of Conduct Policy is enforced within the Preschool setting.</td>
</tr>
<tr>
<td>5.1</td>
<td>Policies/procedures relating to interactions with children with documented</td>
<td>M/H</td>
<td>Published policy/procedures as required under regulation 168</td>
<td>Term 3, 2012</td>
<td>5</td>
<td>Policy/procedures still need to be endorsed by Governing Council in 2013</td>
</tr>
<tr>
<td>5.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.1</td>
<td>Vacancies are available for children in the Burton area</td>
<td>H</td>
<td>Enrolment policy that supports NAR guidelines</td>
<td>May 2012</td>
<td>1</td>
<td>Geographic boundaries have been established and the preschool operates according to the Northern Adelaide Region's Priority of Access Guidelines</td>
</tr>
<tr>
<td>6.1.3</td>
<td>Families are able to access information about our preschool electronically</td>
<td>M</td>
<td>Updated website</td>
<td>August 2012</td>
<td>3</td>
<td>The Preschool is continuing to liaise with Michael Ho in DECD to ensure information is current for the 2013 school year.</td>
</tr>
<tr>
<td>6.3</td>
<td>Continuity of teaching and Learning programs from preschool to school</td>
<td>M</td>
<td>Strong, respectful partnerships are established between the preschool and school</td>
<td>Ongoing</td>
<td>6</td>
<td>Strategies to develop campus partnerships was explored throughout the year and documented as a work in progress. In 2013, the focus of this needs to centre around liking pedagogy between the EYLF and the Australian Curriculum in order to attain high learning outcomes for all students.</td>
</tr>
<tr>
<td>7.2</td>
<td>Required policies under Quality Area 7 are reviewed and any changes are communicated to community</td>
<td>H</td>
<td>Complaint Resolution available on website</td>
<td>Term 2, 2012</td>
<td>2</td>
<td>Complaint Resolution Procedures are set out in our Parent Induction Package - which will also be available on our website in 2013 - and are discussed at Parent Induction meetings for new new families</td>
</tr>
</tbody>
</table>
Directions for 2013
Based on the analysis of data presented in this report, along with perceived needs of the community, the Northern Adelaide Region Improvement Plan, DECS curriculum requirements and the National Quality Framework, our main focus areas for 2013 will centre around …

… developing children’s literacy and numeracy skills;
> improving comprehension outcomes for all learners (as measured with the TROLL and Boehm testing tools);
> building site capacity in order to ensure that targeted groups, in particular our NESB children, achieve their potential ability in relation to comprehension;
> continue to collaboratively collect, analyse and act upon data so that we identify specific areas to support the different needs of children;
> continue to work collaboratively with Burton School campus in order to support the implementation of literacy and numeracy programs and explore avenues for supporting the continuity of learning, especially when bridging pedagogy between EYLF and the Australian Curriculum;
> strengthening our link with the wider Burton community to enhance and support the development of essential literacy skills from home to preschool to school eg: The Smith Family, Salisbury Library etc;

… improve student attendance As research has shown, regular attendance directly impacts on student learning as well as establishing good patterns of attendance for future schooling. In 2013, we will continue to monitor the shift to all day sessions in an attempt to improve attendance patterns and ensure children access the 15 hours preschool they are entitled to per week;

… continue to implement the national preschool curriculum, Early Years Learning Framework for Australia, entitled ‘Belonging, Being and Becoming’, to ensure that children have access to high quality teaching and learning programs and exploring effective ways to communicate student achievement to families;

… continue to implement the Federal Government’s Universal Access Plan of 15 hours preschool for all 4 year old children and to support staff in achieving the required teaching standards as set out by the Government - (ie: Bachelor of Education in Early Childhood Education for all teachers and level 3 in Child Care for all Early Childhood Workers (ECW’s));

… to support staff professional learning in the light of major national changes to education and to “strengthen collaboration and shared learning that are integral to our culture”*

...implementing the new National Quality Framework. This will include familiarisation with the National Standards and working more closely with supporting documents such as Respect, Reflect, Relate in order to assess and monitor student learning and support ongoing site based improvement planning;

… to build upon the wonderful, new Preschool facilities we have enjoyed in 2012 and to explore ways that we can extend the active learning environment in a way that facilitates authentic play-based contexts for student learning, development and wellbeing.

* Keith Bartley, Chief Executive Department of Education and Children’s Services