



# West Lakes Kgtn & Early Childhood Centre 2017 Annual Report to the Community



West Lakes Kgtn & Early Childhood Centre Preschool Number: 5653

Partnership: Western Adelaide Shores

Name of Preschool Director:

Barbara Evans

Name of Governing Council Chair:

Jane Thomas

Date of Endorsement:

9/3/2018

## Context and Highlights

2017 was an engaging, successful and enjoyable year for the children, staff and the educators at our centre. 2017 was a year that saw our centre progress our Quality Improvement Plan from 2016 and build on practices of teaching and learning to support children with their development and learning.

Together with the families we provided many engaging experiences which the children and families thoroughly enjoyed! These included family events such as the Art Show and Sports Morning, visits to the West Lakes Library and Grange Primary School, dress-up day, Parent's Job Week, visits from the fire service and end of year celebration.

We involved the children in our program and planning by including the children's thoughts and opinions through the Children's Wonder Wall and the children's individual learning projects. We also involved the parents in planning and the program through the parent committee, Parent/Teacher Chats, Individual Learning Plans, surveys and suggestions.

Our centre supported a local charity SA Backpacks for Kids for children in need. The families worked together to donate backpacks full of necessities for children in need. Our Community Project supported children to learn about diversity and being connected and contribute to the world.

To support the continual improvement of our educational program and practice, we supported children to be engaged with their numeracy and literacy skills/concepts (Literacy and Numeracy Strategy) and we provided a wide range of experiences and play-based learning throughout our curriculum.

This included providing literacy and numeracy activities across our program and having a focus on the literacy and numeracy learning processes. We supported children to expand their creativity and extend their intellectual stretch by expanding our STEM program to STEAM and incorporate the Arts through our Art Studio and increase in resources.

The educators worked collaboratively on Learning Design, Assessment and Reflection (LDAM/R) to support pedagogy, critical reflections and reflective practice. We used the RRR - Reflect, Respect, Relate Scales to reflect on our teaching and learning and extend highlighted areas.

We supported children's transition to school through sharing information with parents and the children's school, through the Statement of Learning and visits from the reception teachers.

2017 was an enjoyable year and a wonderful way for children to create happy memories and develop their learning!

## Report from the Governing Council

This year at West Lakes Kindergarten, we have been fortunate to have a large and active Parent Committee that has offered their time, ideas and skills to support the kindergarten and its staff.

The Committee met regularly and as a group we planned and approved term plans, we contributed to decision making in regard to policies, quality improvement plans and national quality standards, we also helped plan future goals of the kindy.

The parent committee during term 1 took part in the amazing Sports Morning and it was the first of our fundraisers for the year. Term 2 the children's focus was on "Our Community Project - Back Packs for SA Kids". The children made puppets to contribute to the back packs and the families donated a range of goods suitable to the recipients of the back packs. During term 3 the children had the opportunity to showcase their painted self portrait on the last day of term at the Art Show.

The year finished on a high note with the Family Show to celebrate the children's successful year at kindergarten. I would like to extend a sincere thank-you to my fellow committee members for working well together as a team and making participating on the committee an enjoyable experience.

Thank you to Barbara Evans and her amazing staff, in making the kindy a welcoming and nurturing educational environment for both the children and their families.

We have all watched our children flourish this year through the guidance, teaching and support of all of the Staff at our Kindy and we are confident that our children have been given the best start to their educational journey due to the time that they have spent at the West Lakes Kindy.

Jane Hidson

## Quality Improvement Planning

After a successful and engaging 2017, the staff team along with the parents and children, reviewed our program and practices to inform our Quality Improvement Plan for 2018. These goals incorporate the DECD strategic plan, the Western Adelaide Shores Partnership, National Quality Standards and centre goals.

### Quality Area 1 - Educational Program and Practice

All children have access to quality literacy and numeracy activities and experiences to support their learning by supporting children's oral language and early foundation of mathematics. We will do this through:

- lead educators accessing training and resources in the areas of numeracy and literacy,
- by educators unpacking DECD Numeracy and Literacy Indicators to gain a deeper understanding of what they look like in play,
- 'The Bridge' program will be embedded into our centre, to support building continuity of learning across the Western Adelaide Shores Partnership in the early years. To support children with their wellbeing and with transition to their local school, we will provide activities and experiences found in both preschool and the school setting and foster links with local schools, to share information and practice that supports children's transition.

### Quality Area 2 - Children's Health and Safety

Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. We will ensure that all children will have observations from a range of educators, each week, which will inform our practice, support children's learning needs and be efficient.

To ensure children's health and safety, we will:

- update our sleep and rest policy to meet the National Quality Standards and we will consult with the centre's families and access recent research to inform our policy and procedures.
- collect immunisation records for all children and notify families of an outbreak of an illness for children who are not immunised.
- All staff will complete the Responding to Abuse and Neglect update for 2018.

### Quality Area 3 - Physical Environment

To ensure the outdoor learning space is engaging, challenging and suitable, the storage shed will be relocated and a nature play space will be constructed.

All children will have access to quality experiences in both built and natural environments. We will do this by expanding our S.T.E.A.M. (Science, Technology, Engineering, Arts and Mathematics) activities and experiences into the outdoor area, with a play-based focus.

### Quality Area 4 - Staffing Arrangements

To ensure professional practice and safety, all staff will update their first aid certificate – HLTAID004 Provide an emergency first aid response in an education and care setting.

### Quality Area 6 - Collaborative Partnerships with Families and Communities

Parents and families will have access to relevant, up-to-date, information. We will do this through purchasing, designing and sharing information via our own West Lakes Kindergarten App that allows for notifications, newsletters, alerts and it is efficient for staff and useful for parents.

### Quality Area 7 - Leadership and Service Management

To expand our self-review process, we will

- implement the DECD Performance Management Policy and procedures
- Work collaboratively with the Western Adelaide Shore Partnership to embed the DECD Performance Management Policy
- Use the Reflect, Respect, Relate document – Active Learning scale, to assess our practices and highlight areas for improvement.



## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	66	66	65	65
2016	55	58	54	54
2017	50	50	49	

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

## Enrolment Comment

The centre's enrolments this year remain at 50 children and this is reflective of the centre's DECD staffing ratios and the Kindergartens now reduced catchment area.

The catchment area has been adjusted in line with DECD Kindergarten catchment areas and Priority of Access and enrolment procedures that are now mandated across the state.

This has allowed for a high quality learning environment for all children including children with highlighted additional needs.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	91.6%	92.6%	87.1%	88.3%
2016 Centre	87.6%	88.2%	84.9%	87.6%
2017 Centre	92.9%	90.4%	86.0%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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.

## Attendance Comment

From the data collection for the first two weeks of term 3, our Kindergarten's attendance is on average 89.76% which is an increase from the previous year of 85%. This is above the state level of 88.7%

Our attendance rate is reflective of the families who have taken overseas and interstate holidays that extend on from the children's school holidays, children who are sick and have a medical condition, children who attend hospital appointments due to their diagnosed medical conditions, appointments with practitioners from NDIS, Occupational Therapists, Psychologist and Speech Pathologist and family requirements.

## Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0177 - Henley Beach Primary School	4.2%	2.0%	2.2%
0219 - Largs Bay School	0.0%	6.1%	2.2%
0221 - Le Fevre Peninsula Primary School	0.0%	2.0%	0.0%
0473 - Allenby Gardens Primary School	0.0%	2.0%	0.0%
0911 - Lockleys North Primary School	0.0%	0.0%	2.2%
0934 - Fulham Gardens Primary School	0.0%	2.0%	0.0%
0996 - Kidman Park Primary School	0.0%	0.0%	2.2%
1022 - Grange Primary School	50.0%	40.8%	50.0%
1166 - Fulham North Primary School	2.1%	0.0%	4.4%
1246 - West Lakes Shore School R-7	8.3%	14.3%	2.2%
6015 - St Michael's College: Jnr School	6.3%	2.0%	2.2%
8026 - Immanuel Primary School	0.0%	2.0%	0.0%
8210 - Christian Brothers' College - Senior	2.1%	0.0%	0.0%
8222 - Dominican School	2.1%	4.1%	0.0%
8280 - Nazareth Cath Col Primary Campus	4.2%	2.0%	4.4%
8313 - St Dominic's Priory College	0.0%	2.0%	2.2%
8362 - St Mary's College	2.1%	0.0%	2.2%
8370 - Star of the Sea School	10.4%	12.2%	15.2%
8373 - Saint Michael's College	2.1%	0.0%	0.0%
9005 - Our Lady Queen of Peace School	4.2%	0.0%	2.2%
9033 - Nazareth Catholic College	2.1%	0.0%	0.0%
9040 - St Francis School	0.0%	6.1%	0.0%
9081 - Our Lady of the Visitation School	0.0%	0.0%	2.2%
9089 - Whitefriars School	0.0%	0.0%	2.2%
9096 - St Michael's Lutheran Primary School	0.0%	0.0%	2.2%
Total	100%	100%	100%

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

## Destination Schools Comment

Our Kindergarten Program transitions children to 16 different feeder schools which is an increase from 2016 from 14 feeder schools. This is reflective of having the DECD Speech and Language program at our site and children attending from the western districts.

65.4% of children move onto a DECD school including Grange Schools, West Lakes Shore School, Henley Beach School. 50% of children moved onto DECD Grange Schools which is an increase from 40.8% which is due to the change in our enrolment catchment area.

34.6% moved onto private/independent schooling which is a increase from 30.4% from 2016.

## Client Opinion Summary

To ensure we work in collaboration with families, children and educators and to continually provide a high quality program, we gather information from families and children in a range of ways.

One of these ways is our parent survey which is designed under The Early Years Learning Framework - Children have a strong sense of identity, children are connected and contribute to their world, children have a strong sense of wellbeing, children are confident and involved learners and children are effective communicators.

From the responses we received an overwhelming 100% (95.7% strongly agree and 4.3% agree) of parent surveys 19 returned, are extremely happy with the kindergarten in all 5 areas including the program, the staff, the facilities and their child's support, learning, safety and wellbeing.

A random selection of parent comments from the 2017 In Review - Parents thoughts and opinions include:

"As always we cannot say enough about this wonderful kindy. The level of support and teaching, far exceeds expectations. You all do a wonderful job!"

"Many thanks for a great service and education through the year. West Lakes Kindy is a wonderful centre and the staff are fantastic! Thank you!!"

"A very positive experience for our child at West Lakes Kindergarten. We have seen the changes throughout the year from the hard work and dedication from all the kindy staff. Thank you to all!"

"We are so grateful and have been very lucky to have all three children come to West Lakes Kindergarten. They have all been given a great start to their learning journey Thank you Barbara and the staff for a wonderful job you do!"

"A fantatsic year at Kindy with amazing staff, their support, encouragement and enthusiasm is second to none. THANK YOU!"



## DECD Relevant History Screening

All staff and educators at our centre have DECD relevant History Screening to ensure fit and proper persons are with the children. Other regular contractors such as the cleaning staff have a relevant history screening clearance. This is in line with the DECD requirements.

## Financial Statement

	Funding Source	Amount
1	Grants: State	\$419,095 (RES)
2	Grants: Commonwealth	Nil
3	Parent Contributions	\$32,877
4	Other	\$9,810

## 2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>The educators of the centre participated in the LDAM/R Strategy to support critical reflection of pedagogy and children's progress. This enable us to reflect on our teaching and learning in the areas of literacy and numeracy and highlight areas for continual improvement.</p> <p>We used the Preschool Numeracy and Literacy Indicators to underpin our practices, principles and outcomes and focus of the learning processes that underpin numeracy and literacy learning.</p> <p>Funding was used to release staff for professional learning and resources, in the area of LDAM/R and to embed the Numeracy and Literacy Indicators into our practice.</p>	<p>All children experienced intentional teaching and learning in a play-based environment in literacy, numeracy and STEAM.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	<p>All children had an Individual Learning Plan that documented their strengths and areas of support, need or disability. Children with severe Speech and Language received therapy and support through the DECD Speech and Language Program and children with a diagnosis received Pre-School Support. We also referred children for support from DECD support services to support children with additional needs.</p>	<p>All children with disabilities received timely intervention and support for their areas of support or need.</p>
Improved outcomes for children with additional language or dialect	<p>The children with an additional language or dialect was supported to access the centre, with activities and events and with individual support. These children were supported through the curriculum by using their home language in the program, displays of their home language and traditions around the centre and resources such as books in the home language made available to these children.</p>	<p>All children with an additional language or dialect are able to access the kindergarten program successfully.</p>

\* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.