



West Lakes Kgtn & Early Childhood Centre

2018 annual report to the community



Government
of South Australia
Department for Education

West Lakes Kgtn & Early Childhood Centre number: 5653

Partnership: Western Adelaide Shores

Name of preschool director:

Barbara Evans

Name of preschool management committee chair:

Elba Saleh

Date of endorsement:

5/3/2019

Context and highlights

2018 was an amazing year full of engaging teaching and learning. It was a very successful and enjoyable year for the children, families and the educators at our centre. We all collaborated together to provide a range of activities and experiences, that were driven by the children, to develop, support and extend on from children's prior knowledge, skills and understanding. We had a range of family events including a Sports morning, Our Spectacular Art Show, Scientific Bubble Show and our Dazzling End of Year Family Event!

The children in our centre were involved in designing our program of activities and events through the Children's Wonder Wall, planning activities around children's interests, strengths and support and the children designing their learning space and their 'leaders program'. Our parents of our centre were involved also involved in our program and decision making through the parent committee, parent/teacher chats, Individual Learning Plans, Statement of Learning, surveys and suggestions.

This year the children, families, extended families and educators worked together for our 'Kindness Project' and support a local charity 'Treasure Boxes' for children in need. The children thought and decided how they wanted to help children in need and they asked families to donate toys, clothes, books and other necessities to give to children less fortunate than ourselves. Our Community Project supported children to learn about diversity, being connected and contribute to the world.

Children in the DFE Speech and Language program at our centre made pleasing progress with their speech and language needs and their families worked closely with the speech and language teacher, speech pathologist and the teachers of the Kindergarten to support and extend children speech and language needs.

We supported children's transition to school through sharing information with parents and the children's school, through the Statement of Learning, visiting our local Feeder School – Grange Primary and welcomed local reception teachers to meet with the children before starting school.

2018 was an enjoyable year with a focus on our teaching and learning to support children with a high quality kindergarten program.

Report from the preschool management committee

The year of 2018 at West Lakes Kindergarten, brought together an active & energetic Parent Committee. The Parent Committee dedicated their time, support & idea's to the kindergarten & its staff, preparing for the year & future goals for the kindy. The Committee planned & approved term plans as well as contributing to decision making regarding policies, quality improvement plans & national quality standards.

Term 1 began with the first Fundraiser -Sports Morning. Term 2 the children had the opportunity to display their painted self-portrait art work. Term 3 was the "incredible scientific bubble show" with the committee providing scones & popcorn for the event. Term 4 was "D" day. Kindy's Dazzling End of Year Celebration, which also included Grandparents/special friend for afternoon tea visit. The year finished off with ta family event with the Amazing Drumming Monkeys and the kindness Donation box. The kids were encouraged to donate their own toys from home to a local charity.

I would like to offer my gratitude to Barbara Evans and her amazing staff for their tremendous care, guidance, teaching and support to all the kindy kids & their parents. We have watched our children grow & blossom through the year with confidences, generosity and knowledge from the exquisite teaching qualities of the kindy Staff. You have guided our children with great values, so I thank you. Thank you for making the children's transition to kindergarten memorable and preparing them for their next journey and steps to education. 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.

"The school may have found a teacher in you, but our children have found role models in West Lakes Kindy Staff"

Quality improvement planning

At West Lakes Kindergarten and Early Childhood Centre we believe in continuously improving our program, our practices and our facilities/resources to support children's learning and to provide a high quality educational program.

Throughout 2018 the educators, children, parent committee and our families worked collaboratively with our continuous self-review cycle that we implemented to identify our strengths, our achievements, challenges and areas of improvement.

Over the course of the year, we took time to gather information to support our reflection, practices, planning, actions and evaluation. We completed this in a range of ways including educators critically reflecting against the National Quality Standards, families completing surveys guided by the Early Years Learning Framework, completing inquiry questions that use information gathered from evidenced-based research and we include the children through conversation and involvement.

During 2018 our centre was involved in the Department For Education - Learning, Design and Reflective Practice professional learning and this has embed reflective practice within our centre and our practices. Our educators wanted to ensure that we were providing the best possible learning environment for children at our centre and at the beginning of term 3 2018, we decided upon undertaking an inquiry question "Is critical reflection embedded throughout our centre?"

As the educators began unpacking our inquiry question and critically reflecting, we documented our strengths and areas that we needed to improve. This was informed by completing a site self-review, researching information from a range of local and international research, unpacking mandated documentation, evidence and sources, looking at current research and practices, co-constructing our new philosophy with families, children and educators and gathering thoughts and opinions from our families and children through surveys and questions.

When this research was compiled and analysed it clearly identified our 2019 goals, challenge of practice and provided clear vision forward for our centre. To continue to provide a high quality Kindergarten, we needed to refresh and revamp our learning environment, extend our intentional teaching and learning, develop our pedagogies, access resources to support our learning environment and include the children, their families and educator's to co-design our learning environment as the third teacher.

For 2019, we are focussing on creating our learning environment with inspirations from Reggio Emilia's approach to provide wider possibilities of learning for all children, to deepen our understanding of literacy and pre-writing for children in the early years and to provide pedagogical documentation that supports children's learning through analysing children learning in play and to include children's voices and reflections.

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	49
2018	52	52	53	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

The centre's enrolments this year are on average 52 children and this is reflective of the centre's Department For Education's staffing ratios and the kindergarten's catchment area.

The catchment areas include a small section of surrounding suburbs including Grange, Tennyson, Seaton and West Lakes and our Priority of Access Policy and enrolment procedures include families living within our catchment areas.

Children who access the DFE Speech and Language program are selected through a panel process and may come from outside the catchment area. 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%	88.5%
2018 centre	92.6%	87.3%		
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%	87.7%
2018 state	90.8%	88.7%		

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.

Attendance comment

From the data collection for the first two terms of 2018, our kindergarten's attendance is on average 89.95% which is a slight increase from the previous year of 89.75%. This is a slight increase when compared to the state level of 89.75%.

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, speech pathologist and family requirements.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0120 - Gilles Street Primary School	0.0%	0.0%	1.0%
0177 - Henley Beach Primary School	2.0%	2.0%	3.0%
0219 - Largs Bay School	6.0%	2.0%	0.0%
0221 - Le Fevre Peninsula Primary School	2.0%	0.0%	1.0%
0473 - Allenby Gardens Primary School	2.0%	0.0%	0.0%
0497 - Woodville Primary School	0.0%	0.0%	1.0%
0911 - Lockleys North Primary School	0.0%	2.0%	0.0%
0934 - Fulham Gardens Primary School	2.0%	0.0%	3.0%
0996 - Kidman Park Primary School	0.0%	2.0%	3.0%
1022 - Grange Primary School	40.0%	50.0%	51.0%
1166 - Fulham North Primary School	0.0%	4.0%	0.0%
1246 - West Lakes Shore School R-7	14.0%	2.0%	9.0%
6015 - St Michael's College: Jnr School	2.0%	2.0%	3.0%
6026 - Christian Brothers College - Junior	0.0%	0.0%	1.0%
8026 - Immanuel Primary School	2.0%	0.0%	0.0%
8202 - Trinity College Gawler River School	0.0%	0.0%	1.0%
8222 - Dominican School	4.0%	0.0%	0.0%
8280 - Nazareth Cath Col Primary Campus	2.0%	4.0%	1.0%
8313 - St Dominic's Priory College	2.0%	2.0%	0.0%
8362 - St Mary's College	0.0%	2.0%	0.0%
8370 - Star of the Sea School	12.0%	15.0%	3.0%
8373 - Saint Michael's College	0.0%	0.0%	1.0%
9005 - Our Lady Queen of Peace School	0.0%	2.0%	3.0%
9040 - St Francis School	6.0%	0.0%	0.0%
9081 - Our Lady of the Visitation School	0.0%	2.0%	0.0%
9089 - Whitefriars School	0.0%	2.0%	1.0%
9096 - St Michael's Lutheran Primary School	0.0%	2.0%	0.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

Our kindergarten program transitions children to 16 different feeder schools which is the same as the previous year. This is reflective of having the DFE Speech and Language program at our site and children attending from our catchment area.

72% of children move onto a DFE school including Grange Schools, West Lakes Shore School, Henley Beach School which is an increase from last year of 65.4%.

51% of children moved onto Grange Schools which is a slight increase from 50% which is due to our enrolment catchment area.

14% moved onto private/independent schooling which is a decrease from 34.6% for the previous year.

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 well-being, 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 well-being.

A random selection of parent comments from the 2018 In Review - parents thoughts and opinions include:

"B...has really enjoyed his time at kindy this year - particularly exploring the garden areas and the recent excursions. He has developed connections with the wonderful educators- thank you!"

"Y loves going to kindy. He always rushed to it. He respects all his teachers. We appreciate great experiences he has like watching the chickens, meeting community members, going on excursions etc."

"V... has adored her time at West Lakes Kindy. The terms have been very well planned and activities varied and exciting. The staff are caring and approachable. We will be back in one year with our second born."

"We absolutely love the staff at West Lakes Kindy. Throughout the year each educator has helped make J feel safe, comfortable and happy."

"J... absolutely loved his time at Kindy. He loved all the different activities, adventures and 'special days'. I am truly grateful to have been able to send J... to such a amazing kindy!"

Relevant history screening

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

Financial statement

	Funding Source	Amount
1.	Grants: State	\$412,861
2.	Grants: Commonwealth	nil
3.	Parent Contributions	\$36,192
4.	Other	\$3,909

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	The educators of the centre participated in the Learning, Design and Reflective Practice (LDARP) program to support critical reflection of pedagogy and children's progress. This enable us to reflect on our teaching and learning in the areas numeracy and highlight areas for continual improvement. 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. Funding was used to release staff for professional learning and resources, in the area of LDARP and to embed the Numeracy and Literacy Indicators into our practice.	All children experienced intentional teaching and learning in a play-based environment, in literacy and numeracy to build, support or extend their learning.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	All children at our centre had an Individual Learning Plan that documented their strengths and areas of support, need or disability. Children with severe speech and language (panel selection) accessed the Department For Education Speech and Language Program and children with a diagnosis/additional needs received Pre-School Support funding or funded through the centre. We also referred children for support from DFE support services to support children with additional needs.	All children with disabilities received timely intervention and support for their areas of support or need.
Improved outcomes for non-English speaking children who received bilingual support	The children with an additional language or dialect were 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 and translators.	All children with an additional language or dialect are able to access the kindergarten program successfully.

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