



West Lakes Kgtn & Early Childhood Centre

2019 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:

Jane Hidson

Date of endorsement:

25/2/2020

Context and highlights

2019 was a fabulous year, with the children, families and educators working closely together to design a centre full of intentional learning opportunities for children to engage in, develop and flourish.

We started the year with a fresh new revamp to inspire learning, foster encounters and encourage communication and relationships, create environments filled with light and invite children to delve deeper and investigate, create and enjoy.

Term 1 the children celebrated the cultures of our centre and Harmony Day, made pizza with a Chef, investigated experiments, explored their early years writing and published their own books, contributed to the centre's Wonder Wall with their own 'wonderings' and made new friends and memories.

Term 2 we celebrated our mothers, learnt more about our bodies, had visit from our local dentist and scientist, enjoyed an afternoon at kindergarten with 'Our Friend-athon' with Grandparents and Special Friends and celebrated World Environment Week with a nature walk.

Term 3 we enjoyed learning more about trees with National Tree Week, expanded our artist skills with Art Workshops, celebrated Book Week and Father's Day, learnt more about our community with Parent's Job Week and enjoyed seeing chickens hatch from eggs. We finished the term with our Annual Spectacular Art Show!

Term 4 we went on an excursion to our local school to support children transition to school from kindergarten and to the Road Safety School and the children organised visits from the fire service and police to investigate what they do and how. We finished the year with our end of year celebration with a family events with special guests – The Amazing Drumming Monkeys!

Our year was highly successful as we started the year with a refined philosophy - our collective vision forward and our Quality Improvement Plan outlined our areas to focus including three goals - to improve children's identity as communicators and literacy skills in early mark making, documentation evidences children's learning across time and to extend children's learning by providing a rich learning environment that stimulates and challenges each child.

A big thank you to all the children, families, educators and our community for making West Lakes Kindergarten such a wonderful place for children to thrive, expand their identity, strengthen their well-being and have lots of fun!

Report from the preschool management committee

2019 at the West Lakes Kindergarten, bought together a small, but active Parent Committee that 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 was especially dedicated towards successfully organising fundraising opportunities and supporting the kindergarten staff throughout the year. This included:

- Support and development of our play space with a nature focus
- Friend-athon - Grandparents visit, sausage sizzle, nature hunt
- Art workshops and Our Art Show
- Tea Towels Fundraiser, Entertainment Books and Gift Cards
- Mothers and Father's Day Activities
- Recipe Book
- End of year event with the Amazing Drumming Monkeys
- Director's position (Congratulations Barbara Evans on your appointment of Director for another 5 years)

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.

To Barbara Evans and all the kindy staff, I would like to offer a heart-felt thank you for your wonderful dedication to all our children. We are privileged to have such quality educators offering an amazing program and creating such a wonderful environment in which all our children have flourished in through the year, preparing them for school.

Our children have enjoyed a memorable year and we couldn't have asked for a better start to their educational journey.

Jane Hidson - Chairperson

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 2019 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 reflections, practices, planning, actions and evaluations. 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 our Inquiry Question - 'Is critical reflection embedded throughout our centre?' and used evidenced-based research to guide our practices. From this we reviewed and updated 'Our Philosophy' and we did this collaboratively with the children, their families and our educators.

Our Quality Improvement Plan (QIP) focussed on three goals including:

- To improve children's identity as communicators and literacy skills in early mark making
- Documentation evidences children's learning across time.
- Extend children's learning by providing a rich learning environment that stimulates and challenges each child.

There were many successes and celebrations throughout the year, as the centre worked towards achieving our goals. These included:

- The children's Wonder Wall evolved to include children's prior knowledge, their wonderings (questions and interests), their activities, their thoughts, opinions and language and their new learning- to make learning visible, support children's agency and interests, recognise and build upon children's prior knowledge, embed the Numeracy and Literacy Indicators, to build a program through emerging curriculum.
- All staff completed a Performance Development Plan that included the three goals from our QIP and individual goals to support staff with their roles and responsibilities and to support the centre meet the QIP.
- Used the Indicators of Preschool Numeracy and Literacy to recognise and describe children's numeracy and literacy understandings and learnings, plan for each child's numeracy and literacy learning, monitor, assess and identify children's numeracy and literacy learning, share and report on observations of children's numeracy and literacy development and as educators, reflect and improve our pedagogy.
- The Early Years Writing - Bookmaking approach has been very successful with children, families and the educators and is embedded in our program.
- Using the Reflect, Respect, Relate scales, to gather information about the learning environment, children's well-being and educator practices - to inform our planning, practices and support children's learning and well-being.
- The upgrade of our indoor space including Atelier, painting, carpet, distinct learning spaces, access to IT/technology and sensory space.
- The outdoor redevelopment begun with the installation of decking, native gardens, loose parts play, screening and landscaping.

For 2020, our centre Quality Improvement Plan will focus on increasing children's ability to understand and use language to connect with their world, through developing and implementing a whole site approach to emergent literacy, with a focus on phonological awareness, to increase children's ability to understand and use language in their world.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	55	58	54	54
2017	48	50	49	49
2018	52	52	53	50
2019	45	45	40	

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 42.5 children and this is reflective of the centre's Department For Education's staffing and ratios and the kindergarten's catchment area. 5 children moved on to independent/catholic schools at the beginning of term 3.

The catchment areas include a small section of surrounding suburbs including Grange, Tennyson, Seaton and West Lakes and we updated our Priority of Access Policy to meet the new 2019 DfE enrolment policy and procedures.

Children who access the DfE Speech and Language program are selected through a panel process and may come from outside the catchment area.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	85.8%	88.2%	84.9%	87.6%
2017 centre	92.9%	90.4%	86.0%	88.5%
2018 centre	93.1%	87.3%	83.7%	93.7%
2019 centre	95.1%	88.6%	85.6%	
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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 three terms of 2019, our kindergarten's attendance is on average 89.8% which is above the state average of 87.8%.

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	2019
8222 - Dominican School	4.0%	0.0%	0.0%	0.0%
934 - Fulham Gardens Primary School	0.0%	0.0%	3.0%	0.0%
1166 - Fulham North Primary School	0.0%	4.0%	0.0%	5.1%
1022 - Grange Primary School	40.0%	50.0%	51.0%	56.4%
177 - Henley Beach Primary School	0.0%	0.0%	3.0%	5.1%
996 - Kidman Park Primary School	0.0%	0.0%	3.0%	5.1%
219 - Largs Bay School	6.0%	0.0%	0.0%	0.0%
8280 - Nazareth Cath Col Primary Campus	0.0%	4.0%	0.0%	0.0%
9005 - Our Lady Queen of Peace School	0.0%	0.0%	3.0%	0.0%
9040 - St Francis School	6.0%	0.0%	0.0%	0.0%
6015 - St Michael's College: Jnr School	0.0%	0.0%	3.0%	0.0%
8370 - Star of the Sea School	12.0%	15.0%	3.0%	20.5%
1246 - West Lakes Shore School R-7	14.0%	0.0%	9.0%	0.0%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

As at the end of term 3 2019, destination data showed that children transitioned to 5 different feeder schools (and at the end of term 4 2019 it was 8 schools) which is a decrease from 10 from the previous year. This is due to our catchment areas and children in the Speech and Language program transitioning to local schools. 71.74% of children moved onto a DfE schools including Grange Primary, Fulham North Primary, Henley Beach Primary and Kidman Park Primary which is an increase from last year of 60%. 20.5% of the children moved onto private/independent schooling.

Client opinion summary

We value the contributions of our children, families and community and use this information to ensure our program is of high quality, is continually improving and meeting the needs of our children. To do this, we capture a range of information including a 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 165 questions asked in the 11 responses, 100% of respondents strongly agreed (94.5.7% strongly agree, 3% agree and 2.4% not applicable) 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 2019 In Review - parents thoughts and opinions include:

*"All the staff at West Lakes Kindy have gone above and beyond their roles to provide our children with wonderful experiences and beginning of their educational journey. They have organised a vast range of activities and experiences that have allowed the children to explore and make sense of the world around them, helping them become independent learners ready for school."

* "You have been such a great Kindy and an educational step forward for C... I couldn't recommend you enough to others and you really have been so caring and nurturing. Its so nice to see you each week and you will be missed so much next year."

* "The Memory Book is a fantastic book to keep as a reminder of their Kindy year and a great documentation of their progress throughout the year."

* "EVERYDAY IS A FUN DAY @ KINDY!! We always look forward to seeing new areas set up for play. Of course making friends is enjoyable along with excursions."

Relevant history screening

All staff and educators at our centre have Working With Children Checks or DCSI Screening Clearance to ensure fit and proper persons are with the children. This is in line with the DfE requirements.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$400,124
2.	Grants: Commonwealth	nil
3.	Parent Contributions	\$28,971
4.	Other	\$2,724

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Using the IPNL to underpin our practices, embed numeracy and literacy learning throughout our program, and release educators for professional learning including pedagogical documentation and analysis of learning, purchase resources and monitor, assess and identify children's numeracy and literacy development.	All children experienced intentional teaching and learning, in a play-based environment, in numeracy/literacy to support their learning
Improved ECD and parenting outcomes (children's centres only)	n/a	
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 special rights were supported through Individual Education Support Program (IESP) funds to access the program, provide support or access specialised support services.	All children with special rights received timely intervention and support for their areas of need.
Improved outcomes for non-English speaking children who received bilingual support	The children with additional language or dialect were supported to access the centre, with activities, events and with individual support. These children were supported through the curriculum, displays in their home language and traditions around the centre and resources including 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.