



West Lakes Kindergarten & Early Childhood Centre

2020 annual report to the community

West Lakes Kgtn & Early Childhood Centre Number: 5653

Partnership: Western Adelaide Shores

Signature

Preschool director:

Ms Barbara Evans

Governing council chair:

Ms Kelly Mackeddie

Date of endorsement:

16 March 2021



Government
of South Australia
Department for Education

Context and highlights

2020 was a year like no other but in the mists of a world pandemic the children at our Kindergarten thrived, made friends, experienced new and engaging learning, built upon their resilience and developed their learning dispositions. It was wonderful to see how the children found joy in all their adventures at Kindergarten and how supportive the families were for the children, our centre, staff and our community.

In response to the COVID-19 pandemic, the Kindergarten remained flexible and pivoted to create our 'Learning at Home' program. This included home delivery of learning packs, activities and interaction with the Kindergarten children and their families through online program - Class Dojo, and families recorded themselves at home and shared stories and storybooks with the children. The Kindergarten received wonderful responses and comments from children and their families. Connecting with families online was an engaging way of sharing learning between Kindy and home and building upon children's learning. This is something we will continue to build upon next year.

Throughout the year we focused on supporting and extending children's literacy and phonological awareness through a range of activities and experiences including through music. We had engaging workshops about music, instruments and finding the beat to support literacy skills including syllables, alliteration, initial sounds and rhyme. Educators participated in professional learning to further enhance their skills of literacy learning in a play-based learning environment.

There were many highlights throughout the year, even though the year had many changes. Our families and educators remained flexible and created wonderful memories and activities for children's learning including a community walk to our local playground, special visitors such as the Police and Dentist, art workshops that concluded with special individual Art Displays and Graduation presentations, celebrating Mother's and Father's Day and Harmony Day. We became Pen Pals with the foundation children at Grange Primary School and sent and received letters and drawings to foster a link between Kindergarten and school. We also had an online link-up with our local school and virtual tour to support children's transition to school.

From a year that was not expected, there were many wonderful memories, children built upon their learning dispositions including their resilience and the Kindergarten thrived through new learning in the area of online communication and building relationships with children and their families through the learning at home program.

Governing council report

"The parent committee for 2020 had volunteers prior to the start of the kindy year and little did we know what lay ahead. We had a couple of meetings to assign roles, agree pupil free days, brain storm fund raising ideas and review activities to support the children and their families. Then we found ourselves in a pandemic.

Email and conversations were our means of communication but it still allowed us (social distancing requirements accounted for) to host a meet and greet sessions at a local cafe, the children to participate in activities deemed successful in previous years such as art show, road safety, park excursion and an end of year party. The graduations for each child made especially personal made by way of individual presentations.

Throughout this time we were able to assist with quality improvement plan and use the challenging times to review policies and procedures.

Ever lasting thanks from all the parent committee go to Barbara for keeping kindergarten open. Our children are all the more worldly wise because of the support from Barbara and her supporting staff."

Kelly McKeddie
Chairperson - Parent Committee

Improvement planning - review and evaluate

Our Kindergarten has a strong focus of quality improvement as we believe that we need to continually improve to provide the best learning and outcomes for all of our children. To do this we had a quality improvement goal, challenge to our practices and range of actions that resulted in improved experiences and learning for children.

Our Goal: Increased the children's ability to understand and use language to connect with their world.

Our Challenge of Practice: If we develop and implement a whole site approach to emergent literacy, with a focus on phonological awareness, then we will increase children's ability to understand and use the language in their world.

Our Actions: we provided a range of improvements to support children's learning including;

Our Educators expanded their knowledge of literacy and current pedagogies through attending professional learning- Literacy through Play - Developing children's Phonological Awareness and Music, Intentionality in the Early Years and Music and Literacy. We analysed children's pedagogical documentation to inform our understanding about children's learning, educator practices and our program, we focused on phonological awareness through play-based learning with an emphasis on syllables, alliteration and rhyme. We supported children's early writing and mark making through book making and shared used a range of tiered words to expand children's vocabulary to increase their communication skills.

We completed formative assessment (Pedological Documentation) for all children and analysed their learning to inform our educator practice, our program and support children's next steps in learning.

Our learning environment provided a stimulating and engaging range of resources to support children's learning in a language rich environment through access to books, music, take home literacy packs, online resources and especially our Learning at Home program that supported families with children's during COVID but also this continued for the rest of the year to support our partnership with families through Class Dojo, parent's virtual story time and online link-ups with our local school.

We are looking forward to 2021 where we will be further building educator capacity in Literacy through shifting our pedagogy with the Phonological Awareness Skill Mapping, analysis of pedagogical documentation and enhancing our cultural diversity and online presence with families.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	48	50	49	49
2018	52	52	53	50
2019	45	45	40	40
2020	42	N/A	38	39

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.

Enrolment comment

The centre's enrolments for 2020 started with 42 children in term 1 with 39 children in term 4. 3 children moved on to independent/catholic schools at the beginning of term 3.

The catchment area of our Kindergarten includes a small section of surrounding suburbs including Grange, Tennyson, Seaton and West Lakes and aligns with our Priority of Access Policy and meets the 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

	Term 1	Term 2	Term 3	Term 4
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%	84.3%
2020 centre	93.5%	N/A	94.7%	92.3%
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%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

From the data collection from term 4 2020, our kindergarten's attendance was 92.3% which is above the state average of 86.3%.

Our attendance rate is reflective of the families who have children who are sick and have a medical conditions, 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)	2017	2018	2019	2020
1022 - Grange Primary School	50.0%	51.0%	56.4%	63.9%
177 - Henley Beach Primary School	2.0%	3.0%	5.1%	8.3%
6015 - St Michael's College: Jnr School	2.0%	3.0%	0.0%	5.6%
8370 - Star of the Sea School	15.0%	3.0%	20.5%	11.1%

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 2020 collection.

Destination schools comment

As at the end of term 4 2020, destination data showed that children transitioned to 8 different feeder schools (and at the end of term 4 2019 it was 5 schools) which is a increase from the previous year. This is due to our catchment areas and children in the Speech and Language program transitioning to local schools.

80.6% of children moved onto a DfE schools including Grange Primary (63.9%), Henley Beach Primary (8.3%), West Lakes Shore Primary (2.8%) Fulham North Primary (2.8%) and Kidman Park Primary (2.8%) which is an increase from last year of 71.74%. 19.5% of the children moved onto private/independent schooling.

Client opinion summary

Of the 23 respondents of the 2020 survey, 99.1% of families strongly agreed or agreed with the centre meeting the needs of their children and the EYLF. The comments below are from our families from 2020.

"What a wonderful year of growth, discovery and fun for our child - at Kindy and for his life."

"Our child has thrived in the nurturing and positive environment that you have all created for our little ones." "Each week our child proudly explains what he learns about at kindy. He has developed a really positive outlook towards learning and trying new things which has made him look forward to school next year. We are so pleased and grateful for the experiences Kindy has provided to him. Thank you so much for helping him grow this year"

"What a wonderful year we have had being part of the West Lakes Kindergarten family. It has been so beautiful to watch our child build confidence and relationships with his friends and teachers. We are so grateful for the support we have had to overcome challenges. Highlights for us this year have been our lovely walks. Our child's favourite memories are of playing with friends, making things and learning interesting things about the environment. We are excited for starting school but we will all miss West Lakes Kindy and the beautiful staff. Thank you for everything"

"2020 has thrown many challenges to the world and many exciting activities were cancelled but we are so glad that our child was able to experience some wonderful opportunities through kindy. She has developed and progressed more than we had hoped."

"There are too many things to list. Our child has thrived at West Lakes Kindy. We know that has to do a lot with all the wonderful teachers!"

"Our child has had a great year at kindy and is always happy to attend. It has been a tough year with trying to manage COVID but seeing her learning improvements and how she is happy to attend, reflects what a good and positive environment the kindy has maintained throughout the pandemic."

Relevant history screening

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

Financial statement

Funding Source	Amount
Grants: State	\$400,055
Grants: Commonwealth	\$0
Parent Contributions	\$27,938
Other	\$1,938

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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 funding was used to build upon children's learning in literacy and numeracy through the allocation of funds to increase resources, professional learning for educators, time allocation for pedagogical documentation and the analysis of children's learning and the cycle of planning for individual children.	All children's literacy and numeracy abilities have increased, evident in children's use of language and in pedagogical documentation.
Improved ECD and parenting outcomes (children's centres only)	Funding was allocated and used to support children education through providing a range of activities and experiences to support children's educational, developmental needs and special rights including all children having Individual Learning Plans that supported their areas of strength, areas of support and parenting.	All children's education, development and parenting needs was supported and improved.
Inclusive Education Support Program	Funds were budgeted and used to support children with special rights including children with needs in the area of speech and language, behaviour, self-regulation and sensory needs.	Children with special rights or with needs received support to further their learning, areas of support and access to the program.
Improved outcomes for non-English speaking children who received bilingual support	n/a	n/a

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