



# West Lakes Kindergarten and Early Childhood Centre

## West Lakes Kgtn & Early Childhood Centre

### 2021 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:

Jane Hidson

Date of endorsement:

18 March 2022



Government  
of South Australia

Department for Education

## Context and highlights

Throughout 2021, there were many wonderful highlights, including the children engaging in new experiences and activities, building upon their learning and dispositions, and creating many happy memories. It was also the year where the world COVID pandemic continued and saw our community come together once again through resilience, positivity, and perseverance. It is humbling to see our community remain flexible, positive and continue to support children's wellbeing and create wonderful and happy memories for children to keep with them.

We started the year supporting children to settle into their new environment with our smooth transition program to build their sense of belonging and identity, build friendships and experience new engaging activities. Throughout the year the children enjoyed a range of activities including Radicool Reptiles visiting Kindy, celebrating different cultures and diversity through Lunar New Year, Easter and Diwali, we experimented as scientist, Library visits, Fire Trucks and Ambulance visits, we celebrated Harmony Day, saw and patted farm animals with Old MacDonald's Farm and finished the year with walks to the playground, the Road Safety School excursion, virtual links-ups with Grange Primary School and an end of year event for the children.

We focused on supporting our continual improvement of our program through supporting children with their literacy skills, gathering information to support children's learning in literacy and sharing this information with their families and feeder schools to support their next steps in education. We continued to share children's learning with their parents and families through the online program of Class Dojo and from parent comments this showed an increase in children's literacy learning and phonological awareness between preschool and home.

At the end of term 2 we saw the pandemic increase and a lockdown enforced. The kindergarten pivoted to ensure that children's learning could continue at home, through At Home Learning Packs and learning activities online. It was wonderful to see children engaged with the kindergarten program at home and share it with the kindergarten educators.

It was with much excitement that we also saw the redevelopment of our play yard due to the development of the apartment complex on the adjacent land with two new kindergarten storage sheds, new play spaces, swings, paths and vegetable gardens. A new and wonderful place for children to explore and enjoy!

## Governing council report

Throughout 2021, the parent committee supported the centre in a range of ways including volunteering time, Mother's/Father's Day activities, Easter baskets/raffle, watering the vegetable garden, volunteering on excursions, caring for the centre pets in the holidays, supporting our recycled art mural, helping the centre to support our charity - Treasure Boxes, through donations, accessing resources and helping to plan a wonderful program for the children. The committee supported the kindergarten to continuously improve through the Preschool Quality Improvement Plan (PQIP) and having a focus on literacy, phonological awareness, and children's learning.

The committee was also part of decision making for the redevelopment of the land including approving the use of the Common Seal of West Lakes Kindergarten and ECC for the community division and passed a resolution requesting the Minister of Education become the Lessee of the land.

A big thank you to the wonderful parent committee who supported the centre through the pandemic, lockdown and redevelopment of the site and supporting all children to have fun, safe and enjoyable times at their kindy!

# Preschool quality improvement planning

2021 saw the educators intentionally, with thoughtful and purposeful planning, support all children with their learning with a focus on literacy and phonological awareness.

Our goal for 2021 - Increase children's ability to understand and use language to connect with their peers and adults.

Our Challenge of Practice – If we develop and implement a consistent approach to emergent literacy, with a systematic approach to phonological awareness, then we will increase children's ability to understand and use the language to connect with their peers.

Our actions included building educator's capacity through deepening their knowledge of assessment of literacy through professional learning and training, using the Phonological Awareness Skills Mapping (PASM) tool to inform our planning for children and their areas of need, all educators developed their IT skills and used new programs to meet the needs of children, share with families, document data and embed this in educator practice. Educators planned for all children through observations, analysis of learning, used data to plan, program, provide activities that were engaging, meeting children's needs and through reflections and evaluation inform the next steps.

At the end of the year we saw children's PASM results improve with 100% of children making growth in the areas of phonological awareness.

Parent's feedback - Parent comments from survey

- "Our child enjoyed learning about syllables and when sounding out words, she uses this to help her"
- "She has enjoyed learning about rhyming and syllables and keen to demonstrate her learning at home."
- "Our child loved rhyming and syllables and learning to say big words"
- "Our child is now keen to write and orally rhyme words"
- "sounds out more words, can recognise letters and enjoys book making"
- "I was just making up my pictures with rhyming words"
- "loved the rhyming game, we also loved watching and listening at home all the kindy stories you were telling us."
- "Our child's literacy has definitely come along"

We are looking forward to next year expanding our continual improvement focus with children's learning in the area of numeracy and mathematics.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	52	52	53	50
2019	45	45	40	40
2020	42	N/A	38	39
2021	33	33	29	29

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.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	93.1%	87.3%	83.7%	93.7%
2019 centre	95.1%	88.6%	85.6%	84.3%
2020 centre	93.5%		94.7%	92.4%
2021 centre	90.0%	98.1%	91.6%	94.4%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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 report from term 4 2021 our attendance figures are 94.4% which is above the state average and is an increase from last year of 92.3%.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
473 - Allenby Gardens Primary School	0.0%	2.6%	0.0%	11.1%
1166 - Fulham North Primary School	0.0%	5.1%	2.8%	11.1%
177 - Henley Beach Primary School	3.0%	5.1%	8.3%	11.1%
996 - Kidman Park Primary School	3.0%	5.1%	2.8%	11.1%
911 - Lockleys North Primary School	0.0%	0.0%	0.0%	11.1%
8370 - Star of the Sea School	3.0%	20.5%	11.1%	44.4%

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 2021 collection.

## Destination schools comment

The children at our centre transition to 11 different schools which is an increase from last year, which was 8. This was due to the children in the Speech and Language Program accessing schools to support their needs and due to our catchment area. 51% of our children moved onto Grange Primary School and the remaining to a range of public and private schools.

## Family opinion survey summary

We received such wonderful results and comments from our families for our 2021 survey! From 15 respondents of the 2021 survey, 95.1% of families strongly agreed and 4.8% agreed with the centre meeting the needs of the children and the EYLF. The comments below are from our families 2021 survey results.

"Our child has thoroughly enjoyed kindy this year. We love the term calendar to see what is coming up."

"Our child has flourished here at West Lakes Kindy. I have always heard good things of all the staff here and I am so glad our child got to be here and soak it all up like a sponge... thank you all!"

"The support, dedication and loving teachers supportive learning focusing on different children's needs. We loved everything about kindy and will miss it when it ends. So grateful for our time here."

My child loved the songs, rhyming words, community visits ie police, learning about safety. She loves talking about what she did what she made, who she played with and the educators."

"The caring nature of all the teachers to help our child settle in and feel confident. Thank you for making it an enjoyable year ...she loves it!"

"Thanks for a lovely year. Evie always speaks so highly of her teachers. We have really loved experiencing our child's developments and her gaining in confidence."

"A truly transformative experience! She's grown so much, and we have seen a HUGE improvement in both skills and confidence. She always expresses her love for Kindy!"

## 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	\$416,722
Grants: Commonwealth	\$0
Parent Contributions	\$20,578
Other	\$3,939

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	During 2021 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 documentaion and the anlysis of children's learning and the cycle of planning for all children.	All children's literacy and numeracy abilities have increased evident in children's use of language, parent comments, pedagogical documentation and data from PASM.
Inclusive Education Support Program	Funding was allocated and used to support all children's education through providing a range of developmentally appropriate activities, experiences and support. Funding and the IESP program was used to support children's educational, developmental needs and special rights including all children having an Individual Learning Plan that supported their areas of strengths, areas of support and needs. Funds were budgeted and used to support children with special rights including children with needs in the areas of speech and language, behaviour, self-regulation, sensory needs and diagnosed needs.	All children's education and development needs was supported and children with needs and special rights were supported to access the program and reach their goals.
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.