



# West Beach Kindergarten

## 2022 annual report to the community

West Beach Kindergarten Number: 5652

Partnership: Western Adelaide Shores

Signature

Preschool director:

Mrs Deb Martin

Governing council chair:

N/A

Date of endorsement:

26 March 2023



Government  
of South Australia  
Department for Education



## Context and highlights

From the beginning on term 1 2022 Covid-19 had a huge impact on the service, staff worked hard to ensure our preschool program ran as smoothly as possible. Our numbers were still generally high throughout the pandemic. Not being able to bring families or children into our kindy room was challenging. Staff supported families and children best we could to ensure drop off time ran as smoothly as possible.

However with all these challenges, focus was on building connection with families and our new children and some of our highlights included:

Term 1: Clean up Australia day at our local beach, Library van visits 3 times per term, harmony celebrations and a program through Flinders Uni – Healthy connections visit our playgroup for 5 weeks.

Term 2: we had a uni student for the first 5 weeks, we held a Biggest morning tea and combine this with National simultaneous story time, Dancify came 5 times per group, excursion to the Botanical gardens, Penny Penny chicken visited for 2 weeks and we ran our rainbow food program for 4 weeks.

Term 3: week one we have a visit from Matt Cowdrey and John Gardner, Kindy Olympics was held, another

excursion to the Road safety centre, book week celebrating occurs with combining with West Beach Primary school

Term 4: transition visits occurred, and staff attend some of these where possible, Kindy disco occurred at the West Beach Primary school hall. We held a one visit for each of our 2023 groups and was able to have a family information session the new families.

Each term week four we practise our emergency procedures. We have been working with the children to develop risk assessment for activities and provocation set up by educator or by themselves.

We started the year with two main 0.6 teacher one for each group and on Friday's they were able to conduct their extra duties requirements. As the year went on, we have several ECW staffing changes. We trial using OneNote to collect all our children's observations. This was very successful. This year we introduced Seesaw as a communication tool for families.

We have one 3year old who will attend kindy again next year and all the others went onto a school.

## Governing council report

Unfortunately, our Governing Council ended up as informal chat with 2/3 different families at various time throughout the year. Several attempts we made to 'get' more people involved but it did not occur. This process was very time consuming, and the time spent on trying to coordinate this exhausting. Our Families are mainly working families and they are busy. We connected families in various ways through surveys, notes near the sign in area and informal conversations.

Some of the events that our families were involved in was the kindy Olympics. Money raised from this was used to help purchase new outdoor equipment. Families were able to help run and we were able to be onsite for this event. We offered picture plates for families to purchase as we have done for a few years now. Term 3 we cater for a Victorian high school that comes to Adelaide for their school camp and stay at the local caravan park. Our families provide food for the feeding this school dinner. Some parents were able to help serve the food.

## Preschool quality improvement planning

Educators have started to use the new guide books as a resource for supporting our Literacy and numeracy programs offered.

3 educators attended West Beach Primary school family 'Initial Lit' session to get a feel for what happened at school.

Goal 1: To improve children's understanding and knowledge of number sense.

Most of our educators were able to attend professional development held by Lisa – Jane O'Conner with the focus being on numeracy to strengthen children's numeracy understanding and ability to develop shared sustained thinking about numeracy concepts in play. We also had a go at developing our own numeracy tool to collect data on children's numeracy comprehension. This was reviewed a few times through the year and we think we have a simple tool we can use from term 1 2023.

Goal 2: Increase children's phonological awareness as foundational literacy learning:

PASM was used for every child to collect base line data so staff could support children's understanding of phonological development. All educators deepen their understanding of PASM and children's oral development.

National Quality area priorities:

Embed a comprehensive approach to transition to processes that supports each child coming into kindy and leaving the kindy environment: The relationship we have with West Beach Primary school has strengthened each year. We also supported other transition programs especially with two boys who have additional needs and were enrolled at a local special small class.

Effectively and systematically continue to ensure the Child protection is embedded in our practice: this program is embedded in our program and our everyday interactions with children

Staff to develop strategies for all children to self-regulate their behaviours and emotions: to help regulate children's behaviours we introduced interoception activities, A or B choices, you can do it program and zone of regulations. These were also strongly encouraged by the support team for one particular boy with additional needs.

## Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	60	63	65	66
2020	66	66	66	64
2021	57	55	54	55
2022	59	63	60	60

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
2019 centre	95.0%	91.2%	94.6%	90.3%
2020 centre	95.8%	89.2%	92.4%	93.8%
2021 centre	94.7%	98.0%	97.6%	95.0%
2022 centre	93.1%	90.0%	92.4%	90%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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

Preschool attendance was impacted by Covid-19 and at various times throughout the year we had a number of families choose to keep their child at home. Generally, our attendance numbers are always very high. We offer two full days (Group A – Monday and Wednesday and Group B – Tuesday and Thursday) for children to access their 15 hours. This has occurred for many years and works for the community. If a child is going away, we ask families to let us know in advance where possible and if the child is sick we ask them to contact to let us know why the child is sick. If we have not heard from a child's family within 3 kindy days we make contact with the family. Late term two, we have one family leave to move overseas, and another family decided to travel around Australia for the remainder of the year. 3 Children left kindy to begin private school from term 3.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1166 - Fulham North Primary School	12.3%	16.1%	12.2%	7.8%
177 - Henley Beach Primary School	18.5%	22.6%	28.6%	15.7%
9040 - St Francis School	12.3%	12.9%	0.0%	7.8%
8370 - Star of the Sea School	6.2%	0.0%	20.4%	11.8%
1004 - West Beach Primary School	126.2%	106.5%	126.5%	152.9%

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 2022 collection.

## Destination schools comment

Over half of our children to go to the local public primary school – West Beach Primary School. Each year the number moving onto West Beach Primary School is on the increase. One family was enrolled at a Private school but after the West Beach Primary school tour they decided that this school would be best suited to their child and they have very happy with their decision. We do have a wide variety of schools both public and private that our other children will move onto. We endeavored to contact each feeder school in term 4 to discuss each child. Two children had supported transition to special small school which a staff member from preschool also attended. The three transition visit to West Beach Primary school are also supported by our educators.

A Statement of Learning was completed for all children and forwarded to their public school at the end of Term 4.

## Family opinion survey summary

Our preschool parent survey was given to all our families via our seesaw app, reminders were given, hard copies were available for families and we only had one family completed the survey. This survey is very complicated for some families to understand. We have tried to develop strong relationship with our cohort of families to ensure a mutual respect and open communication is developed. I preferred to gather parents thought and ideas through other methods. This includes at our family chat, informal chats with families, our seesaw app and end of the year in the Christmas card we receive from families. We have received some very positive comments and even a few months later I have had several families say their children want to come back to kindy. Families have commented on the 'behind the scenes' work done to ensure the program offered for children is on a high standard.

## Relevant history screening

Relevant history screening for all staff, relief staff, visiting providers, allied support teams plus University students who were on site has copies of all their relevant documentation kept on site. These were check that they we update as required.

All parents involved in excursion this year were attending alongside their own child did not require history screening.

## Financial statement

Funding Source	Amount
Grants: State	\$503,781
Grants: Commonwealth	\$0
Parent Contributions	\$40,000
Other	\$100

## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	Our PIQIP goals are focus on Literacy and Numeracy. This year we used the PASM as a tool to gather base line data on all our children. This data was collected twice through the year. The portfolio focus was on Numeracy with Lisa – Jane workshops that most our staff were able to attend.	As a team we have developed process for both Literacy and Numeracy procedures at West Beach Kindy. This focus will continue in 2023. 3 teachers will also attend ORBIS Preschool literacy program in 2023
Inclusive Education Support Program	Our funding bucket was used up very quickly, we have two boys will high needs attend. After consultation with the IESP review team we did receive increase in our funding. This money was used to have a worker be with the two boys to ensure they participated in the program . I completed the excel spread sheet termly and sent to the IESP team letting us know our situation. This money had to stretch to other children who required speech and language support, plus another boy who has I high level of support required on a daily basis. Our preschool did have to put a significant amount into staffing to ensure our group of children we supported in t	Supporting the children, we had in 2022 was a very complicated. The two main boys we supported has Significant needs and are not eligible to any NDIS funds as the families are not Australian residence. With a wonderful team we did the best we could for these boys. They both we offered a place at special small class which was their best option for them.
Improved outcomes for non-English speaking children who received bilingual support	We did not receive bilingual support in 2022.	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.