



West Lakes Kgtn & Early Childhood Centre

2022 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:

Cassandra Nixon

Date of endorsement:

14 April 2023



Government
of South Australia
Department for Education

Context and highlights

2022 was a year filled with wonder, fun, new experiences and activities, and children engaged in a range of learning. Even though the Covid pandemic continued, the children thrived, families came together, and children created many happy memories. Due to the pandemic, the year started a little differently but due to our smooth transition program, children settled into their new kindy environment with joy and lots of smiles!

Many of the highlights this year spread across a range of learning areas such as supporting children to build upon their identity through celebrating the diversity of families, celebrating our carers/families with Mother's/Father's Day/Special Person's Day, celebrating different cultures, traditions, and diversity with Harmony Day, celebrating each other through kindness day, learning different cultural songs and dance and learning about a growth mindset through the You Can Do It program.

To support literacy development, we learnt about bookmaking and early years writing and celebrated by making our own books and dressing up for Book Week. We enjoyed musical workshops with Alexandra so we could learn more about language and the beat (syllables) of words. We focused on Being Mathematicians and all children took home special 'Being a Mathematician' bags to continue their mathematical learning at home. We supported children with their mathematical and literacy skills and gathered information to support children's learning and shared 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 and mathematical learning.

The parent committee and kindy children and staff worked together for the Parents and Child High Tea, for the children to share special time with their families at kindy, we shared children's learning through parent/teacher chats, and we explored our community with pottery workshops with Pottering Around, visits from the Police Officer at kindy, we saw farm animals from Old MacDonald's Farm, were intrigued by the creatures at the 'Bugs n Slugs' workshop and went on an excursion to the Road Safety Centre.

When our Kindy community was going through hard times with Covid and having to isolate and could not come to Kindy, the Kindy created special activity bags and delivered them to the children and their families, to lift their mood and have some fun!

We learnt all about caring for our planet and our climate and how we could help out our land and nature. We learnt about recycling, planting seeds and looking after our vegetable garden, caring for our animals and pets, and had a guest environmental scientist come to give us a talk about how we could help. To support learning about our climate, our kindy completed a sustainability inquiry which resulted in our Sustainability Strategy.

"My child absolutely loved every minute of kindy and was excited to attend every time she went. I don't really have the words to express how thankful we are as parents. You really have gone above and beyond." (2022 Parent Survey)

The children in the intensive Speech and Language program flourished and made learning growth, with support from the Speech Pathologist and Speech and Language Teacher.

"The Speech and Language program had such a positive impact on my child's speech, language and social skills. It helped her understand the idea of belonging, being and becoming. As parents we are grateful for the support offered by every member of staff. Thank you very much." (2022 Parent Survey)

During term 4 we celebrated that every child is an artist and created clay sculptures, portraits, and a study of the artist Van Gogh and celebrated with our Spectacular Art Show, graduation and an end-of-year event.

A big thank you to the children, families, staff for creating a wonderful year!

Governing council report

I had the absolute pleasure of being part of the 2022 parent committee. We were a small team, but we were all passionate about helping to support the kindy staff to provide a quality, safe and fun environment for children to learn. The committee also supported the staff and the centre, through a tricky year with the Covid pandemic. Our committee members were flexible at having meetings online or in person, made time available for conversations, and helped our kindy in a range of ways including sourcing and donating our stick insects, helping with the vegetable garden, and watering our plants/ garden in the holidays.

They were also an integral part of the Kindergarten's Parent and Child High Tea - accessing donations, organising and sourcing materials and food (a big thank you to Cheap as Chips for supporting our Kindy).

The committee was also part of the Preschool Quality Improvement Planning, including contributing, reviewing and approving 'Our Philosophy', term plans, activities, events, making decisions, including finances, purchases, and pupil free days. We were also part of the new improvements to the centre including new verandas, and windows to improve ventilation and the Chairperson and the committee supported the process for the kindergarten to hand over the lease of the centre to the Department For Education and the new lease owners. The committee also organised fundraising activities including working with our local community businesses such as Drakes – Community Dollar Program and attending local excursions with the kindergarten including the Road Safety School.

Barbara and her team provide a wonderful introduction to schooling for the children, how lucky we all are to have such a fantastic Kindy in our community to set our little ones up for a big bright future!

Chairperson
Cassandra Nixon

Preschool quality improvement planning

To support our kindergarten to provide high-quality teaching and learning, meet the needs of the children/families, and meet our Quality Improvement Plan, we used a range of reflective practice and self-review processes. These included audits, self-assessments, collection of data, parent surveys, educator reflective questions, children's voice and agency. We involved the children, families, committee/community, and our staff to ensure we had a range of perspectives, supported our culture of inquiry, and self-review processes to support our next steps.

For 2022, our Quality Improvement Plan included a numeracy and a literacy goal. Having clear goals enabled us to be intentional, thoughtful, and purposeful with our planning to provide a program and curriculum that supported children's learning, play, and engagement.

Our numeracy goal was to improve children's understanding and the 'use of numbers to quantify'. As a result, children's numeracy skills improved through educators deepening their conceptual knowledge of numeracy to intentionally plan and provide activities that connected with the Numeracy Indicators and sense of numbers. To support children's transition to school, we researched, identified, and used a tool to capture children's numeracy learning and number sense, across time to share with families, provide learning support, and share children's literacy learning with schools.

Our literacy goal was to increase children's ability to understand and 'use language to connect with their peers and adults'. As a result, children's language improved, through educators providing a range of intentional literacy activities in children's play, building upon educators' phonological awareness knowledge and using the PASM (Phonological Awareness Skills Mapping) tool to inform our planning and guide our program. We gathered information about children's phonological awareness and shared this information with families, provided learning support, and shared this with each child's school, to support the continuity of literacy learning.

We also had a goal to improve our physical environment and support children to become environmentally responsible. To meet this goal we completed a self-assessment of the centre's sustainability strategy and practices, documented our progress with our Sustainability Learning Journal, and completed a Sustainability Audit to identify our goals and next steps. From this, we built educator knowledge on sustainability to support children's learning, updated Our Philosophy to support sustainability practices, and developed our outdoor learning spaces. We provided activities to support children to learn about sustainability and being environmentally responsible through being water-wise, reusing paper, growing food in our vegetable garden, having pets to care for including our worm farm, and our recycling, reusing, and repurposing program.

From our self-review, 2023 will see us continue with having a numeracy and literacy goal with an intentional focus on improving children's understanding of measurement and expanding on children's use of vocabulary to support their speaking and listening.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	45	45	40	40
2020	42	N/A	38	39
2021	33	33	29	29
2022	36	36	35	37

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	95.1%	88.6%	85.6%	84.3%
2020 centre	93.5%		94.7%	92.4%
2021 centre	90.0%	98.1%	91.6%	94.4%
2022 centre	90.8%	86.4%	83.2%	94%
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

From the data report from term 4 2022, our attendance figures are 94.4% which remains at the same high attendance rate as last year.

Throughout the year our attendance figures are consistently higher than the 2022 state average.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
473 - Allenby Gardens Primary School	5.1%	0.0%	22.2%	11.8%
670 - Hendon Primary School	0.0%	0.0%	0.0%	23.5%
8280 - Nazareth Cath Col Primary Campus	0.0%	5.6%	0.0%	11.8%
8039 - Saint Spyridon College	0.0%	0.0%	0.0%	11.8%
8311 - St Aloysius College	0.0%	0.0%	0.0%	11.8%
8220 - St Mary's Memorial School	0.0%	0.0%	0.0%	11.8%
8370 - Star of the Sea School	41.0%	22.2%	88.9%	82.4%
1246 - West Lakes Shore School	5.1%	5.6%	0.0%	11.8%
1904 - Woodville Gardens School Birth-6	0.0%	0.0%	0.0%	11.8%
497 - Woodville Primary School	0.0%	0.0%	0.0%	11.8%

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

The children at our centre transitioned to 10 different schools, which is a decrease from last year, which was 11. This was due to the children in the Speech and Language Program accessing schools to support their needs and due to our catchment area.

35% of our children moved onto Grange Primary School and the remaining to a range of public and private schools.

Family opinion survey summary

From our 2022 parent survey, we received such positive comments and wonderful results from our families! From the 11 survey respondents 90% of our families strongly agreed and 10% agreed with the centre meeting the needs of the children and the EYLF. The comments below are from our families 2022 survey results and parent comments.

"West Lakes Kindy exceeded our expectations! Would highly recommend to anyone."

"Consistent caring teachers and lots of fun activities at kindy. loved everything about kindy. Outdoor play in particular has been her highlight and stories, music, and excursions. Thank you for helping to nurture and develop all my 3 children over the last 4 years. We love Kindy!"

"My child loved learning about rhyming words and always shared new words in the car. He loved maths, counting, and learning about shapes".

"He loved pottery workshops, learning about recycling. compost, worms and having Fergus the Frog in the room."

"I loved Maths Stations - playing the marble run and playing in the boat"

"Thank you for taking the time to genuinely get to know my child and build a strong connection with him which has supported his overall wellbeing. Kindy has been a beautiful, positive experience and we are forever grateful for the love, care and nurturing support. Thank you!!"

"Thank you to the kindy staff for making this year so special!"

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	\$396,378
Grants: Commonwealth	\$0
Parent Contributions	\$29,391
Other	\$1,202

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	During 2022, funding was used to build upon children's learning in numeracy and literacy through the allocation of funds to increase resources, professional learning for educators, time allocation for pedagogical documentation, the analysis 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, data from PASM and mathematical observational tool.
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.