West Beach Kindergarten

Annual Report

2015

‘Building a Learning Community’
Hello and welcome to the West Beach Kindergarten 2015 Annual Report.

The Annual Report is designed to inform you of outcomes achieved at the kindergarten in 2015. This includes curriculum highlights and Quality Improvement Plan priorities. Connections continue to remain strong with families and the broader community and in particular with West Beach Primary School where 39% of our children transition to. What has continued to increase this year is a higher number of children transitioning to other neighbouring public schools as well as non-government schools.

**Partnership- Western Adelaide Shores** 2015 continued the governing structure in the Department which commenced in 2014. We are part of the Western Adelaide Shores Partnership which is a local network of public education Preschools, Primary and High Schools. The role of the Partnership is to have strategic oversight and coordination of Partnership Plan priorities which incorporates-improved learner achievement, improved child/student health and wellbeing, parent and community engagement, improved service provision and coordinating professional learning for staff.

**Long Day Model (Universal Access- 15hrs)** We continued to operate successfully in a 2 group structure - Group A Monday/Wednesday and Group B Tuesday/Thursday. The two groups follow the same program but with their own individual child-centred focus and dedicated teaching staff. The Long Day Model continued in 2015 and will also operate in 2016 with hours of operation from 8:30-4:00 thus supporting parents’ needs with a strong focus on reflection and review to ensure children’s wellbeing.

At West Beach Kindergarten in 2015 we continue to experience a wonderful broadening of cultures at the centre which has enriched and extended our program. These families originate from Bosnia, Columbia, Egypt, England, India, Iran, Pakistan, Iran, Russia, South Africa and Venezuela. By accessing the DECD Bilingual Support Program for our Non-English Speaking Children we were able to support these children and families and enrich our program. We continued to support children with identified special needs as well as initiate staff referrals to DECD Support Services for speech and language and psychologist referrals. We would like to acknowledge and thank the Western Adelaide Region Integrated Support Services Team for their support along with the support agencies many of whom regularly attend the Kindergarten for in session therapy. In Term 3 and 4 Early Entry sessions were held in Group A for children of Non-English Speaking Backgrounds as well as children with additional needs. In 2015 the Kindergarten transitioned from a Category 2 to a Category 3 Disadvantaged site reflecting the changing nature of our community. We thank our Kindergarten community for continuing to be an inclusive and supportive learning environment for all children and families. Finally we would like to thank our families that volunteer their time whether it is Governing Council, during session and/or on excursions or extra duties at the kindergarten. We also wish to thank our dedicated Staff team and volunteers as well as Foodland at West Beach who donate fruit and vegetables for our healthy afternoon snacks and Chemplus West Beach for their sunscreen donations to support our SunSafe Policy.

Kind Regards

Rosa Pryor/Bronwyn Ruciak
More than 75 children have spent 2015 growing and learning under the watchful eye of the staff at West Beach Kindergarten. Over the year they’ve enjoyed a series of incursions and excursions to the beach, the maritime museum, to the Come Out Festival and the Botanic Gardens. They’ve shared important information about themselves through the identify box and in the latter half of the year, worked on their questioning and critical thinking skills through the use of the SCUMPS box.

The learning environment at the centre was refreshed during 2015 with some minor works to replace the carpet and paint the walls. Of most excitement for the children however was the revamp of the concrete sandpit during the term two holidays. The children returned from their break to a transformed sand play area where dinosaurs and other pretend play toys quickly took up residence. The children’s imaginations ran wild within this more natural and creative setting.

The parent community was active this year with a good number of parents helping at the end of Term Two working bee and attending events such as the welcome picnic, Dad’s day, the Biggest Afternoon Tea fundraiser and the Rainbow Disco. More than families attended the disco with the cake stand, gold coin entry and BBQ raising $500 which the families decided to donate to the Women’s and Children’s Hospital Foundation. The Kindergarten also hosted a series of parent workshops providing parents with the opportunity to hear information from practitioners on the themes “Listen so kids will talk, talk so kids will listen” and “Managing children’s Anger”. While the sessions could have been better attended, I hope these types of activities continue within the Western Adelaide Shores Partnership in future years.

A significant change for the West Beach Kindergarten community was the introduction of the Skoolbag app. The app is an easy way for the Kindergarten to provide information such as newsletters and diary dates straight to parent’s phones, reducing paperwork and benefiting the environment.

Thank you to the staff and the remainder of the governing council for their commitment to the children and the kindergarten this year. The governing council provides an opportunity for parents to be involved in the decision making and policy development of the Kindergarten which has been a part of the community for more than 48 years.

I wish the children, staff and the incoming governing council all the best for 2016.

Krista St John
Chair
2015 Governing Council
Quality Improvement Plan

NATIONAL QUALITY STANDARDS

The NQS is the regulatory and rating system for children’s service nationwide. Our Quality Improvement Plan ‘QIP’ for 2015 outlined our strengths –

- QUALITY AREA 1 Educational Program and Practice
- QUALITY AREA 5 Relationships with Children
- QUALITY AREA 6 Collaborative partnerships with families and communities

Our Emergent Program Board on display in the Kindergarten

Our 2015 Site Self Review resulted in the following outcomes

- Educator-to-Child Ratios are higher than required by National Quality Standards to ensure children’s safety and engagement QA 4
- Outdoor Physical Environment Stage 1: Consultation process and redevelopment and construction of the sandpit area using sustainable materials to facilitate creative play. Governing Council initiated Working Bee for additional improvements to the outdoor environment QA 3
- Strengthening the effectiveness and relevance of the Partnership Model by Leaders committing to Portfolios within the Partnership QA 7
- Improvements to Indoor Learning Environment – replacement of all carpeting/painting to interior and exterior/purchase of Front row to Go sound system to support children’s listening/hearing needs QA 3
- Implemented Skoolbag App to support real time digital communication and supporting our sustainability by reducing our paper usage QA 6
QIP recommendations for 2016

- Partnership wide commitment to improving literacy and numeracy outcomes in all children to be guided in the Early Years by the literacy and numeracy indicators
- In response to Respect, Reflect, Relate research in 2015 a focus on scaffolding complexity and creativity in all children in particular their numeracy learning
- Whole site commitment to Professional Development in numeracy from Primary Mathematics Association involving Staff Training and Parent/Child Workshops
- Continuing consultation process to improve the Outdoor Physical environment to support children’s creative and complex play.

Partnership–Western Adelaide Shores

Inquiry Question – RRR 2015

The collection of data in the Early Years investigated the frequency and quality of Involvement indicators observed in children’s play across a snapshot of a day in a preschool. Concentration, Energy, Complexity and Creativity and Persistence are the four essential signals which must be present for sustained, intense involvement and engaged learning. West Beach Kindergarten received a mean score of 3.9/5 which was above the 3.5 benchmark.

Across all Early Years sites in the Partnership Energy and Concentration rated the highest Complexity and Creativity rated the lowest.

This provided the Partnership with our insight to further focus our inquiry to enact change towards powerful learning in 2016:

‘How do we design learning experiences with complexity and creativity in mind?’

Portfolio- ‘Parent and Community Involvement’

Rosa and Bronwyn participated in the Parent and Community portfolio. The aim of the portfolio was to bring the community together by developing parent engagement within the Partnership.

This was done by:

- Partnership Governing Council Meetings- We helped to facilitate 2 combined Governing Council Meetings in February and August
- Partnership Staff Meetings- The Early Years whole sites met in term 1 and term 4
- Shore Start community Learning- To engage and inform parents, we offered 20 Parent-Talk workshops across the Partnership
- Transition workshop ‘Journey from Preschool to School’- We helped to facilitate the workshop held at Henley Primary School
Quality Area 1- Meeting children’s literacy needs

Literacy Indicators guide and supports our focus on Learning Processes such as Encoding and Decoding text for a range of purposes eg. Understanding the conventions of text and represent ideas and convey meaning as we observe children recording their experiences as they reflect critically on the Come Out excursion ‘Collage Me’ in our kindy Floor Book. West Beach Kindergarten is a literacy rich environment incorporated in all areas of our curriculum.

We continued to utilize the Talking Literacy Oral Language Recording Framework to assess children’s outcomes in the three key oral language domains. Explicit learning opportunities around ‘show and tell’ and sharing take home ‘Identity Box’ gave us the opportunity to record and collect data to inform our practice. Outcomes were assessed in the areas of Vocabulary, Recount/Recall, Sentence Structure

Literacy Indicator – ‘I use language to connect with my world’ eg use language appropriate to purpose that *describes experiences and express ideas *maintain a reciprocal shared conversation *uses increasingly sophisticated language to connect and communicate

Staff observed that through practice and continual modelling in front of group children:

- Increased their eagerness to participate and share using reciprocal shared conversation
- Practiced ‘Kaurna greeting’, and ‘Kindy Promise’ confidently understanding it’s purpose
- Developed and extended recall skills and were challenged when ‘question time’ asked them to delve deeper into their knowledge and vocabulary.
A highlight of our Literacy Learning was our **Letter of the Week**. Children brought from home an object that started with the corresponding letter. All children participated in the program with some children bringing in as many as five objects to share at Large Group Time. Children had opportunities to label their work and the particular letter was embedded into all the programming for example E week included making Elephant masks, using Egg shakers in a music activity and Ella proudly presenting herself as the Letter of the Week item! This program also complements other ‘home-learning’ literacy and numeracy activities that were completed throughout the year.

**Numeracy**

**Quality Area 1- Meeting Children’s numeracy needs** meeting the need for extension in the 5-6yr old age group was a focus at West Beach Kindergarten as we link in our Partnership priority of Powerful and Engaged Learners with a Growth Mindset focus. The way in which we achieved this is through creative and complex challenges through our ‘Challenge Basket’ where children had the opportunity to ‘Create their own spider web’, ‘Create their own ‘dance’, ‘How many window at kindy’, ‘Make your own kindy map’. We observed children’s shift in their understanding of themselves as ‘learners’ and developed ‘I haven’t got it YET’ attitude of practise and persistence in their learning which will support the increased development and understanding of numeracy skills such as number recognition, value of number, recognising and naming attributes to objects eg. size, shape, colour, using descriptors of volume, capacity and understanding grouping and classification.

We also utilised an oral language activity in the form of our purple **SCUMPS** box with an object brought from home. Other children are asked to identify an object chosen by the child by asking SCUMP mathematical enquiry questions –Size, Colour, Uses, Materials, Parts, Shapes and the child thought about clues they could give to reveal the object.

Children participated in small group learning with intentionally taught numeracy concepts/language and processes.
West Beach Kindergarten continues to have a focus on a play based curriculum. As a Long Day Preschool we are able to offer children extended periods of time for their play. Coupled with this is the ability to offer several large group and small group activities with a focus on intentional teaching throughout their day. Peer modelling and learning is also a focus and this is visibly demonstrated through our Star Helper program. The Star Helper leads the learning throughout the day assisting with cues for routines, gathering the groups together, ordering line-ups, the 5 Ls of learning cue sheet, the Kaurna greeting and the Kindy Promise. The Star Helper also helps to prepare the tables for lunch – involving simple cleaning duties and lunchbox sorting. The Star Helper also feeds our Nature Education Exhibit visitor – animals ranging from hermit crabs to zebra finches. Once a week the Star Helper and a friend go fruit and vegetable shopping at our local Foodland shops. All the children have at least two opportunities to be the Star Helper throughout the year and it is a sought after position!

This year we continued to utilise our Kindy Promise. Drawing on our core values from our Philosophy Statement that was a set of values nominated by our parent community we devised a simple Kindy Promise that the children recite each day in Morning Large Group Time. The focus is on being safe, fair and friendly, having a go and helping to take care of the Kindergarten together.

We also have a strong Social Problem Solving Program. Children are intentionally taught five strategies that can be used. The Social Problem Solving Program provides positive outcomes for children to function effectively in a group setting. When a problem arises between children they are directed to the Problem solving Emoticon board where they

- Identify their own feelings
- State what happened
- Nominate whether it was safe/unsafe ... fair/unfair
- State a strategy they could have used
An adjunct to the Social Problem Solving Program are behavioural strategies such as Stop, Think and Do and the Zones – Red/Yellow/Green. These are also intentionally taught to the children and embedded in the daily program. Children have responded positively to these programs which incorporate learnings and strategies from Marta Meo and Play is the Way pedagogies.

The zones and Stop/Think/DO incorporate visual cues and simple language to help children self-regulate their emotions and their behavioural responses and move from clear beginnings to clear endings. These are taught as an inclusive program and result in higher levels of both self-awareness and perspective taking of their peers.

**Sustainability** is embedded into the daily program. We have a vegetable garden that the children take care of and enjoy planting, harvesting and then tasting our vegetables. We also have separate sorting containers and bins for compostable/recyclable and non-recyclable materials for the children to distinguish. The animals on loan from the Nature Education Centre are also researched and provide opportunities for observational drawing and model making as well as graphing opportunities when we vote for the most popular name(s). Our Healthy Eating Policy is supported by a healthy fruit and vegetable snack every afternoon kindly donated by Foodland at West Beach.
Student Data

Enrolments

The centre is dedicated to growing our numbers. Due to a small decrease in enrolments in one group we were able to offer Early Entry sessions to 14 children with additional needs from Non-English Speaking Backgrounds.

![Figure 1: Enrolments by Term](image1)

Attendance

West Beach Kindergarten has seen an increase in levels of attendance. We attribute this partly due our Long Day Model as we receive positive feedback from parents in regards to supporting their work/study commitments. It will be a 2016 commitment to continue to communicate to parents the importance of attending preschool on a regular basis and why these practices support future continuity of learning. We believe the two long-day sessions for the children in two cohorts provides optimal learning opportunities for the children. West Beach Kindergarten offers continuity of learning and care by the Educators and an optimal social context for the children with one peer group.

![Figure 2: Attendance by Term](image2)
This year has seen a small increase in children enrolling in our local Feeder school West Beach Primary School and a larger increase to another of our Partnership schools Fulham North Primary School.

69% of our children enrol in Government Primary Schools.

### Feeder School Percentage Data

#### Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>0106 - Cowandilla Primary School</td>
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<td>0177 - Henley Beach Primary School</td>
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<tr>
<td>0699 - Burnside Primary School</td>
<td>Govt.</td>
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<td>0911 - Lockleys North Primary School</td>
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<td>0920 - Coober Pedy Area School</td>
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FINANCIAL STATEMENT

West Beach Kindergarten continues to maintain a strong financial record due to prudent financial management. In addition the centre self-funded additional Early Childhood Worker hours to sustain our commitment to higher than warranted staff:child ratios. A detailed Financial Report is available on request.

Parent Feedback

In 2015 we trialled the online Kinder Surveys Tool receiving a higher return rate than the previous year. The centre received ratings of 4 and above out of 5 in the following National Quality Areas

QA1: Educational Program and Practice  
QA3: Physical Environment  
QA4: Staffing Arrangements  
QA5: Relationship with children  
QA7: Leadership and Service Management

Parent Comments

The educational opportunities offered at West Beach were fantastic. The learning programs included many excursions which the children gain so much from. As my child was 5 and half by the end of year, we were looking at ways children were extended, like small group work, take home readers, home activities etc ... which West Beach did and more

Extremely focussed and strong learning program ... children belong

Great reporting with photos and work samples in reflection book – a wonderful record of their time at Kindy

Love the play spaces, inside and out... The structure and activities ... The learning outcomes

Great staff ... welcoming ... interesting space for the children to play and learn. Lots of variety of learning experiences over the year ... Supportive space for children to establish and develop friendships with peers.

Very happy with everything. My daughter looks forward to going every day. Thankyou.
Highlights of 2015

Building and maintaining strong connections with our West Beach Families and Community

Clean up Australia Beach Excursion

Ambulance visit by one of our parents

Excursion to Lil’ Sprouts at Botanic Gardens

Visit to Civic Library for Book Week

Rainbow Disco, see our Rainbow Serpent on the wall

Children’s Comments on their learning

I love a challenge ... you know what I did? I didn’t give up ... it’s ok, I did it, I didn’t give up, I persisted like Pete Persistence ... sharing is caring ... I’m learning how to be fair

What do you think you will learn at school?

How to be kind ... how to be nice...how to take care of each other