West Beach Kindergarten
Annual Report
2014

‘Building a Learning Community’

Kaurna Greeting

Resource based learning on the Ipad

Socio-dramatic play in the block corner

National Tree Day – hug your favourite tree
Hello and welcome to the West Beach Kindergarten 2014 Annual Report.

The Annual Report is designed to inform you of outcomes achieved at the kindergarten in 2014. This includes curriculum highlights and Quality Improvement priorities. Connections continue to remain strong with families and the broader community and continue to do so with West Beach Primary School where approximately 38% of our children transition to. What has increased this year is a higher number of children transitioning to other neighbouring public schools as well as non-government schools.

**Partnership- Western Adelaide Shores** 2014 began a new governing structure in the Department. We are now part of the Western Adelaide Shores Partnership which is a local network of public education schools and preschools. 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 which has worked extremely well. 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 2014 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 2014 we continue to experience a wonderful broadening of cultures at the centre which has enriched and extended our program. These families originate from England, China, Holland, India, South Korea, Pakistan, Venezuela, Spain, Iran, Italy, Bosnia, Sweden and South Africa. 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 Support Services Team for their support along with the support agencies many of whom regularly attend the Kindergarten. In 2014 the Kindergarten continued to be a Category 2 Disadvantaged as a reflection of our diverse community. We thank our Kindergarten community for continuing to be an inclusive and supportive learning environment for 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

Co-Directors Rosa Pryor/Bronwyn Ruciak
2014 was another busy year at West Beach Kindergarten. Thanks must first go to the wonderful staff that have made our children feel safe and secure and created a unique learning environment while forming close relationships with the families attending. Thanks also to all the Governing Council members for their commitment and support throughout the year.

The year was filled with so many meaningful learning experiences for the children. Each week the Letter of the Week brought out incredibly creative items starting with that letter of the alphabet whilst The Identity Box has been a way for children to share a bit about themselves with the rest of their group. The children have loved the many visits of animal friends from the Nature Education Centre Exhibits throughout the year and learning about animals and nature. They also saw the eggs hatch into little chicks and watched the silk worms spinning their cocoons.

In term 3 there were excursions for Book Week, Dress- Up Days and the highlight of the year, the Rainbow Disco. Many families joined us for a fun filled evening while raising money to support our kindy. There was a bbq, cake stall, face painting and even fairy floss and the children performed 2 dances they had been rehearsing. It was a fantastic evening with monies raised going towards new indoor and outdoor furniture.

Other memorable activities include Funtastics, where children completed different activities focussing on movement skills/literacy/numeracy. Also Dad’s Day and the Mystery Box program, asking children to place an item inside the box and getting the other children to ask questions to work out what is in the box.

The end of the 2014 kindy year was celebrated with a Christmas concert, shared picnic and farewells and each child was presented with their own learning folders documenting the children’s journey at West Beach Kindergarten.

With my youngest now starting school my time at West Beach Kindergarten has come to an end. I am sad to say goodbye to such a wonderful kindy where both my children grew, learned and developed so much in preparing them for school.

I wish the new Governing Council all the best for 2015. Being involved in the Governing Council has been a rewarding experience which has given me the opportunity to be involved and contribute towards my children’s learning. I encourage every parent to become part of the Governing Council and collaborate with the staff in decision making, implementing of policies and fundraising for your child’s kindy.

Margot White
2014 Governing Council Chairperson
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 2014 outlined our strengths –

- Successful implementation of new Early Years Curriculum Framework EYLF
- Building strong and successful relationships with our community
- Programming and Assessment

![Our Emergent Program Board on display in the Kindergarten](image)

Our 2014 Site Self Review resulted in the following findings

- Extension strategies needed for children aged 5+ (Challenges program introduction and targeted Staff Development)
- Consultation with parents at parent/teacher interview to form the basis for Individual Learning Plans. Interviews had options for out of hours attendance and rosters varied accordingly. Very high attendance rates at interviews.
- Strengthening the effectiveness and relevance of the Partnership Model by committing to networks within the Partnership (Early Years Network) and an agreed focus on Powerful and Engaged Learners across sectors.
- Assessment of indoor assessment of furniture and air-conditioning resulted in major upgrades/replacement. Outdoor assessments of children’s play resulted in increased engagement and creativity when natural resources are incorporated into the outdoor environment.
Partnership - Western Adelaide Shores

Inquiry Question

To develop powerful and engaged learners through partnership investigation of the following Inquiry Questions which will be undertaken term 1 2015

- What do we understand as powerful and engaged learners?
- What do powerful and engaged learners look like at Early Years?
- How can we use data to further develop powerful and engaged learners?
- How can we build parent and community understandings?

In 2014 at West Beach Kindergarten we identified some of the dispositions we most identified with a Powerful and Engaged Learner using the Respect, Reflect, Relate assessment tool.

- Creativity
- Collaborative
- Inquiring mind
- Persistence

Confident and Involved Learners

Engaged in sorting tiny things - concentrating, focused, bending forward, sustained activity, careful attention, excited discussion.
Engaged in a tea party - attending closely to the activity, controlled movement, eyes and posture directed towards activity, responsive to materials and each other, not easily distracted.

Engaged in creating a giant web with streamers - eyes directed to the activity, mouth closed in determined expression, challenge requires thought and planning / awareness of surrounding space activity is sustained careful attention given.

Engaged in co-operative construction - eyes fixed on the shared activity, controlled movement in keeping with the task, challenging activity requires care and full attention for success.
Literacy

Quality Area 1- Meeting children’s literacy needs

A Literacy rich environment at West Beach Kindergarten is incorporated in all areas of our curriculum along a continuum of development from level 1 to level 4. Staff assessed all children throughout the year and recorded that a vast majority of children achieved Level 4 in the areas of Vocabulary, Sentence Structure, Recount/Narrative.

Engaged in teaching / learning a card game - facing each other, making eye contact, listening attentively, focused and not easily distracted.

Engaged in our vegetable garden - eyes focussed on the planting activity, leaning over, hands busy, talking and listening attentively.
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 against a

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 enquiry questions—Size, Colour, Uses, Materials, Parts, Shapes and the child thought about clues they could give to reveal the object—this promoted and extended children’s problem solving, language, questioning and listening skills.

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

- Increased their eagerness to participate and share
- Practiced ‘Kaurna greeting’, and ‘Kindy Promise’ confidently
- 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 (and sometimes from Nonna’s) 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 J week included making jelly and jumping challenges. This program also complements other ‘home-learning’ literacy and numeracy activities that were completed throughout the year.
Quality Area 1- Meeting Children’s numeracy needs meeting the need for extension in the 5-6yr old age group. We observed children’s 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 (empty/full) and understand grouping and classification.

Our term four Numeracy focus built on the strengths of our Letter of the Week Program by incorporating children bringing objects from home which corresponded to our fortnightly numeracy learning – children brought in objects such as birthday cards for number recognition, scales, tape measures and clocks for measurement all contributing to Meaningful Maths.
A day in the life …

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 saw the introduction of the 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
Stop, Think Do Traffic Lights  

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.

This year we continued with our Funtastics program which we ran once a fortnight from Term 3. Children are divided into small teams with targeted individual tasks to complete within an allotted time. The bell is rung and children move to the next station with their Staff Team Leader. The foci are: fine motor and gross motor skills with literacy and numeracy outcomes. This program illustrates our commitment to effective intentional teaching in small group formats and is a complement to our regular small group and large learning group times every session. **Quality Area 1: Educational program and practice 1.2.2**

This year saw the introduction of our Challenge Program in Term 3. Initially children chose a challenge from the Challenge Hat and then it progressed to children determining their own challenge – physical or mental/numeracy or literacy. Children often chose numeracy challenges incorporating data collection and recording. *I want a challenge!* became a familiar request in the afternoon play session demonstrating learners displaying resilience, persistence and intrinsically motivated to challenge themselves.
**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 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.

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**Student Data**

**Enrolments**

The centre is dedicated to growing our numbers and has seen an increase in enrolments over the past two years. We believe that our increase in numbers is due in part to our vision for the centre that we are able to communicate to the community. 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.
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 2015 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.
### Table 3: Feeder School Percentage Data 2012 – 2014

<table>
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<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>0106 - Cowandilla Primary 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 2014 we trialled the DECD Parent Opinion Online Survey in Term 3. Our highest rating occurred in the area of Quality of Teaching and Learning which is our core business at the Kindergarten. We rated 100% of responses stating Agree/Strongly Agree.

**Parent Comment** gathered from DECD Parent Opinion Survey/Parent Comments on Statements of Learning and throughout the year.

*From the first time I visited the preschool I could tell it was going to be a fun place for my child to grow and learn over the year. Every time he comes home he is so excited to tell me about his day, the preschool provides such a positive atmosphere, you can see the kids are having fun even whilst learning about things like routine and discipline.*

*It is of a high standard.*

*Everything here is an absolute yes. The teachers are all very friendly and are easy to talk to when we have questions or comments, and the regular newsletters and flyers we are always able to keep track of events going on.*

*... connecting our kids with the community in all sorts of ways*

*The playgroup allows the children to warm to the environment.*

*Highly agree with later starts ... for boys particularly.*

*... for a little boy that wasn’t ever keen to pick up a pen or pencil to write or draw, we now have home-made books being made regularly with pictures of his beloved trains and even his weekend activities with his name, letters and numbers appearing more and more in each edition.*

*It has been a great learning experience for us, being first time parents of a kindy student but we’ve thoroughly enjoyed it and getting to know lots of lovely families in our neighbourhood.*

*We are family!*
Highlights of 2014

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

Clean up Australia Beach Excursion

Making invitations for our Biggest Morning/Afternoon Tea Community Event

Making Pizzas with our Dads for Dad’s Day

Visit to Henley Library for Book Week
Our Rainbow Serpent which was a combined group project for Group A and B.

Rainbow Disco- West Beach Kindergarten’s major community/fundraising event