

Annual Report

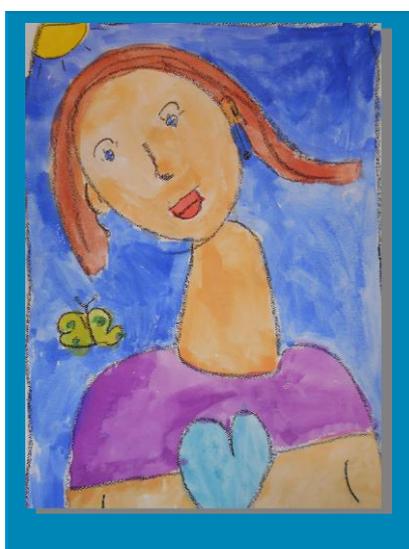
2015



Creating a learning culture, a community of learners



Move to Learn Program



Celebrating individuality



Exploring our creativity



Engaged in learning in our outdoor environment.



Exploring nature stimulates a sense of wonderment and curiosity.



Context

Our Vision: At Frieda Corpe Kindergarten we strive for best practices to support children and families in lifelong learning.

Preschool Name: Frieda Corpe Kindergarten **Preschool Number:** 3632

Preschool Director: Kerry Warner **Region:** Southern Adelaide

Frieda Corpe Kindergarten is situated in Port Noarlunga. It is a stand-alone centre to which children then attend Port Noarlunga P.S., Christies Beach P.S. & a wide variety of private schools in the southern area. Parents are strongly involved throughout their children's learning at Kindy by sharing about their child's interests and experiences, which staff members incorporate into the well-known child-initiated curriculum learning program. Families from a variety of socio-economic backgrounds and various family compositions attend the centre and we have a slow increasing number of families from various cultural backgrounds. We have second and now third generations of families coming back through the centre. Through our dedication to provide the best possible education and care through current innovative practices our site is highly recommended from within the community. We have an extremely dedicated staff team which hopes to remain stable for years to come.

Quality Improvement Plan

Quality Area 1: Educational program and practice

The year began with a closure day early in the term so that the staff team could all participate in professional development: Educating for the 21st Century, Developing powerful learners with Martin Westwell. This was part of our River Hub Partnership agreement for 2015 in aligning site priorities to those of our River Hub Partnership so that we (the whole partnership) would have consistent priorities across sites to support our community of learners.

Our focus for 2015 linked literacy and numeracy goals with developing children's resilience and positive growth mindset. Children were engaged in a curriculum that supported them as powerful learners by educators reflecting on their own pedagogical practice to support the intellectual stretch of all of our learners. To further our understanding and practices in stretching all of our children's learning to what is referred to as "results plus" resources were allocated to enable staff to attend the Reggio Emilia Biennial conference "Landscapes of Imagination" in Melbourne. Educators also toured other early childhood sites to extend on their knowledge and share good practice.

2015 was the second year of the single intake and educators on reflection enjoyed the consistency of working with the children and families together over a joint full year. The staff team comprised of Kerry, Annette, Julie, Fiona, Karen and Lisa. By utilizing our universal access money we were able to employ Julie to come in and work with the children enabling Kerry to have administration time.

Outcomes: Reggio Emilia inspired practices became more evident throughout teachers pedagogy and the curriculum and environment reflected this. Changes were made to the environment including how and what was displayed, more natural open ended learning experiences were provided for the children which encouraged them to express and communicate their ideas in a multiple of ways and then revisit their learning to reflect and then further their understandings. Learning experiences were provided for longer amounts of time to support deep embedded learning. Intentional teaching with a focus on developing positive habits of mind was a consistent approach for learning for all of our children. Children were challenged and stretched as learners through open ended materials with educators who scaffolded the learning.

The indoor environment including furniture, resources and displays were intentionally changed to reflect the beauty of nature, instill calmness, provide inspiration and provoke curiosity.

Where to next? Working towards a consistent practice with all staff that challenges and stretches individual learners, as next year we will have some new staff members again. Providing more experiences in the outdoors that have a more natural flow across the indoor and outdoor environments that further children's sense of curiosity and wonder.

We found that the "You Can do It" program still continued to be one of the most successful ways that assisted children with not only the development of positive dispositions for learning but a deeper understanding about learning to learn. The Pete the Cat books and music was also very influential with the children in understanding about how to self-regulate their emotions to support their learning.

Educators focused strongly on group work that developed children's social and emotional skills which was positively commented on by school teachers during their transition visit. To further assist children with self-regulating their emotions children engaged in relaxation strategies. Part of our daily practice with the children included yoga, guided relaxation stories, sensory experiences and breathing techniques. These tools all assisted to support children with their ongoing learning.

Educators utilized Clare Crew's "Move to Learn Program". This program supported children with their learning as it assisted with the integration of their primitive reflexes. Educators documented children's individual development whilst using this program and used this as a means for targeted intervention.

Educators focused group time learning experiences based on "Play is the Way" by Wilson McCaskill. This further developed children's sense of belonging and becoming as well as their sense of community and understanding that we are all powerful learners together.

Outcomes: Children's increasing ability to problem solve and self-regulate their emotions was positively commented on by educators at local schools during their transition visits and by parents. Our learning strategies also assisted the children in developing their strong sense of belonging to the kindy community which positively impacted on their learning. Inspiring professional learning sparked many conversations amongst the staff team which also built teacher capacity and a renewed passion for challenging themselves as learners. Positive changes to the curriculum supported all children as powerful learners. Educators also programmed for and planned learning experiences that stretched children's learning on a daily basis based on the educators' knowledge of each individual learner from their Individual Learning Plans. Educators were more focused on providing not only an enriching curriculum but a challenging curriculum on all levels of children's development. "Every child, every day" All of our learners were 'stretched' in developing positive habits of mind over their year of kindergarten.

Where to next? Exploring the works of Carol Dweck and Martin Westwell further regarding metacognition and executive functioning. Continue with the Move to learn Program and gather data to target intervention. Provide targeted sensory experiences to assist children with processing/learning.

Aligning with our River Hub Partnership focus on improving children's literacy and numeracy skills, Annette attended the Deb Lasscock series of professional development with a mathematical focus. Professional learning conversations were shared amongst the staff team with educators utilizing the community of inquiry approach. Children engaged in small group work that targeted mathematical learning with a focus on "Number Hunters," being numerate, sorting and classifying, patterning, estimating, symmetry, addition and measurement. Children's development in these areas were documented in children's learning stories.

In working towards ECD priorities for 2016 educators familiarized themselves with the numeracy and literacy indicators by attending a workshop. Educators also used the indicators in children's learning stories to document children's learning.

Our literacy program focused on developing children's understanding of rhyme, alliteration and syllables and data gathered demonstrated continuous growth in literacy learning for each of our learners. It was observed that children with speech and language needs often found these areas more challenging so strategies were implemented with a timely targeted one to one approach with an educator to further develop these understandings. The following criteria was also used to track children's literacy development and understandings and plan for learning: Children explore a rich range of written, spoken and visual texts, children observe, recognize and engage with environmental print, signs and symbols, children begin to understand the connections between written, oral, digital and visual language, children become aware of the relationship between print and meaning in their early writing, children have the confidence to express their ideas, thoughts and feelings through a range of media and children communicate effectively.

Outcomes: Educators refined their pedagogical practices and focused more so on the intentionality of the learning design. This helped learners to be more engaged and supported their continuous growth by 'stretching' /challenging individual learners.

This learning was evidenced throughout children's individual learning stories.

Mon/Tues group/30 children: Alliteration 27% well developed, 63% developing, 10% emerging.

Rhyming 63% well developed, 20% developing, 17% emerging. Syllables 53% well developed, 33% developing, 14% emerging.

Wed/Thus 30 children (with a higher percentage of these children with additional needs.) Alliteration 27% well developed, 33% developing, 40% emerging. Rhyming 43% well developed, 23% developing, 34% emerging. Syllables 37% well developed, 20% developing, 43% emerging.

Where to next?

Attend professional learning/workshops in relation to DECD numeracy and literacy indicators that supports the tracking of children's development to improve learning outcomes.

Discussion and proforma developed that supports a whole site approach to tracking children's literacy and numeracy developed based on the indicators.

Review curriculum planning, staffing arrangements, allocation of time, whole staff team planning with all part time staff- budget allocation developed early in the year to support this to enable consistent approaches, documentation of children's learning and results plus for all our learners.

Quality Area 2: Children's Health and Safety

The main area that we reviewed this year in relation to promoting children's health, safety and wellbeing was how effectively was the vegetable garden being used to support children's learning? We were very fortunate to have Greg Mc Court one of our kindy parents who is a horticulturist work with children in the vegetable garden alongside educators. The vegetable garden was a great way to explore sustainability practices with the children as well as further their knowledge and understanding about where food comes from and how to grow fruits, vegetables, explore lifecycles, caring for our environments and healthy cooking. Fiona also instigated having a harvest table where the children sold produce from the vegetable garden to the community. It encouraged the community to share their produce and donations received from this were put back into maintaining the vegetable garden.

Outcomes:

It encouraged families to develop their own vegetable gardens, share produce as a community and further their own practices in sustainability. The children enjoyed cooking experiences and some of our more fussy eaters began having a taste of different foods that they had grown in the garden. Children's literacy and numeracy learning was relevant and meaningful through a variety of experiences relating to the vegetable garden and they transferred this knowledge. Community healthy recipes were shared which were appreciated by families as other alternatives to put in their lunch box.

Where to next:

Expanding the harvest table to not only grown produce but a sharing of seeds and seedlings.

Producing more worm juice to bottle and share.

A community cook book.

Delving deeper into sustainability with our children, parents and local community.

Quality Area 3: Physical Environment

Our focus involved reviewing our outdoor play spaces in relation to providing appropriate risk taking to challenge children. Having both very young children start the year as well as significantly older children posed challenges in relation to how we provided an outdoor environment that challenged and engaged all of our learners in positive physical risk taking, exploration, and development of gross motor skills. Through conversations with our families we discovered that many of the children engaged in extracurricular activities such as swimming, a variety of sports, dance, kindergym and frequented the local beach and playgrounds. With this in mind our outdoor focus looked more towards how we could create more nooks and play spaces that encouraged creative dramatic play. Educators documented children's play and captured their ideas in a written format so that they could extend children's play. The children's creative skills, problem solving skills, social skills and literacy and numeracy skills all further increased with an educator scaffolding the learning with intentional teaching. With the introduction of more natural materials and moveable parts the children's creativity and problem solving skills evolved as did the complexity of their learning. It stimulated more questions, sparked interest and curiosity and an appreciation of their environment. We employed a gardener to maintain the kindy grounds which was crucial to being able to provide such a natural play space for children. The front door area under the veranda was set up to support the flow from the indoors through to the outdoors with science interest tables with plants, seeds, books and natural materials. Sustainable practices were certainly part of the curriculum and evidenced in children's learning stories but we have a way to go in making them embedded across service operations. We had a visit from the worm farm lady from the Onkaparinga Council to assist us with our worm farm, big books were shared with group discussions. Our practices in the vegetable garden also supported this with the children. Nature was brought into the indoor environment for children to observe, document and explore. The children's microscope created a lot of interest and curiosity about ways to explore nature. Creatures were brought in to explore life cycles such as tadpoles, caterpillars, chicken eggs.

I applied for the 'DECD Preschool Outdoor Learning Area Upgrade' grant to upgrade the children's play spaces outdoors but was unfortunately unsuccessful. Many sites chosen were from more rural areas. In future years the kindy will need to fundraise to look at possibly removing the aging static playground equipment and redesign the area so that children are still challenged with their learning. With the support of our new FM we finally got our mouldy store room seen to by Facilities with a mini upgrade. It was an arduous task for staff to take everything out of the store room and then return it again during the school holidays so site funds were budgeted to help support with this process. Kerry collected a second hand compactus which enabled resources to be stored away safely. During the Christmas break our store room donned a ceiling (yes we actually didn't have one before so dust, dampness and temperatures were always an issue.) The walls were painted and the floor sealed with a product to help prevent moisture issues. A whirly gig was installed to assist with the extreme heat temperatures created from the tin roof. Site funds were used to remove soil away from the outside of the building, a soakage pit was put in, dying vegetation was removed and the area bark chipped which not only beautified the outside but will help to keep moisture away from our building. A huge thank you to staff and parents that got this all up and ready for the 2016 year.

Outcomes: Fundraising efforts were targeted to purchase outdoor equipment/resources. Beautiful murals were hung in the garden, a bike rack was purchased (to be installed out the front), a lovely wooden sign-in table for families, natural wooden blocks for the children to play with, science and mathematical equipment for the children to use outdoors, cushions and materials were used to create more nooks and life cycle sets were purchased that can remain at kindy.

More natural resources from within the local community were brought in by educators and families to inspire the children's play i.e. pebbles, stumps of wood, sticks, branches, leaves & flowers. These all made for wonderful movable parts that were used for an assortment of play and learning. Some of this learning was show cased in the children's art show at the Port Noarlunga Art Centre.

Educators have shared their interest in attending professional development in 2016 that will further support changes that are required in the outdoors to further stimulate and extend children's learning.

Where to next: Continue to reflect on how the children are engaging in the outdoor environment and the experiences that educators are providing to further develop children's development in particular their sense of wonderment and curiosity. Future fundraising will work towards the changes that are required in our environment with community collaboration.

Planning with the children, community and educators for a new home (kindy pond/ecosystem) for our newly acquired frogs and tadpoles.

Getting the children's bike rack installed to encourage families to be active and either walk/ ride to kindy.

Focus on a whole team approach to sustainable practices.

Quality Area 4: Staffing Arrangements

Kerry took long service leave from week 2 in term 1 and we were very fortunate to have Kim Noble as the Director. Kim led the staff team with a Partnership closure day to attend the Martin Westwell conference that brought our River Hub Community together to focus on the importance of developing positive growth mind sets in all of our children to assist them as lifelong powerful learners. Positive learning dispositions in particular-resilience being a key component alongside intentional teaching to not only engage but challenge "stretch" all of our learners. This was very successful in helping to review our pedagogical practices and establish a shared team approach with new staff.

We utilized our Universal Access funding to employ Julie as our .4 teacher. We also employed Nicole, Sam and Cass as our lunch time carers and support workers. The skills and expertise that these educators brought created an even more diverse program that supported children's learning and development. With this staff support Kerry was able to roster admin time to focus on the endless administrative duties that are important aspects of the Director's role. This helped to decrease stress levels that accumulate when directors are required to work as full time teachers while at the same time attempting to fulfill all of the duties of a Director. The provision of non-contact time enabled educators to meet with parents, program, write reports & ILP's, network and share good teaching practices between staff. This non-contact time also enabled Kerry to be part of the River Hub Partnership meetings and collaborate with other leaders from our local areas in developing and meeting our Partnership agreements and plan

Outcomes: All staff shared a common understanding about children's learning i.e. how important consistent approaches are including a common language shared around developing positive growth mind sets in children and challenging children as competent and capable learners, "results plus" This also inspired educators to review and change their practices in relation to their documentation of

children's ILP's. Teachers reflected on their pedagogy in regards to challenging individual children's learning and changed practices to stretch all of our learners. I.e. grouping of children, documenting learning, curriculum planning, positive consistent growth mind set language and phrases and intentional teaching.

Some of our families and staff attended Professor Guy Claxton's "Educating for the 21st Century" discussion at our local primary school.

Where to next: Organizing staffing for next year so that we have continuity of our high standard of teaching and quality of educational practice that we have worked very hard to develop over the years. Further information sharing with families and community about the importance of supporting their children in developing positive growth mindsets.

"It takes a community to raise a child." Reggio Emilia

Quality Area 5: Relationships with Children

The kindy self-funded Donna Broadhurst (Play based therapist, psychologist) to visit the kindy to run parent/staff workshops that supported our River Hub initiatives- supporting our children to be resilient learners. Donna spoke with families about how to use consistent approaches and language in supporting children to self-regulate their emotions and support being resilient. This is such an important life skill to for children/adults to be able to stop and think, to be able to engage in learning and to embrace the challenges and know what to do when they don't know.

Outcomes: All staff and many of our parents attended these sessions and shared very positive feedback and examples about how they were implementing these at home and the outcomes.

Staff used consistent practices with children and families to support the development of our resilient learners.

Parents commented about the positive changes in their children's behaviour and their willingness to give things a try.

Where to next?

What practices do we already have in place to get to know each child and their family, how is this working? What changes might need to be made? Use the parent questionnaire/feedback as a guide for this process.

Quality Area 6: Collaborative partnerships with families and communities

Educators trialed a new format with their ILP's this year based on some wonderful team sharing from another site. Every child had an individualized learning plan that was developed with the family to set individual goals to stretch the children's learning. Fortnightly curriculum programming incorporated these goals and educators documented the learning process and shared this with families through learning stories, personal conversations and documentation on their ILP. ILP's were developed at the beginning of the year and half way through the year before the child's final summative report was written.

To increase community connectedness we had a number of parents that engaged with the children in the vegetable garden and supported children with cooking activities.

Where possible food was utilized from the vegetable garden and a wonderful sharing of gathering, preparing, making, cooking and eating of food took place. Educators made a photo poster display of this community sharing to promote healthy eating and parent involvement.

Incursions/Excursions included a visit to our local patch theatre production to see "The Moon's a balloon", Living eggs, a visiting community police officer, dental hygienist, marine biologist and surf rescue person which supported children's learning as part of the Child Initiated Curriculum.

The children's Art Show at the Port Noarlunga Art Centre was once again the highlight of the year.

Children worked on pieces of art that they wanted to showcase in the art show as a celebration of their individuality and creativity. Their works of art were displayed at the gallery for 4 weeks and open to the general public in both rooms of the art gallery. The opening night was such a special night for the children and was well attended by families and friends. It was such a fantastic way to promote children's learning through play and celebrate children's creativity and individuality.

We continued with visits from our local podiatrist, nutritionist and CAFHS nurse and promoted other services and events within our community to families via our newsletter and fliers.

We continued to support community members in their work placements in furthering their certificate 3 qualifications as early childhood workers. This was a great opportunity to further promote the power of learning through play in the early years.

Outcomes: Changes were made in relation to developing positive relationships with children by consistently using an ILP for all children in conjunction with their families. Educators noted the positive change in developing stronger relationships with parents and the children. This increased a shared

understanding across the staff team of individual children's needs and abilities and how best to support individual children in being and becoming with a results plus lens.

Where to next:

Capturing children's voice more about their own thinking about themselves as learners.

Quality Area 7: Leadership and service management

In the parent survey about this preschool the majority of parents responded (strongly agree) to all of the following questions: 1. This preschool is well organized this year. 2. I have confidence in how this preschool is managed. 3. I believe there is effective educational leadership within this preschool. 4. The preschool is always looking for ways to improve what it does.

Parents also included the following feedback:

"The kindy is professionally managed and run. The teachers are a cohesive team and they work extremely well together."

"We feel extremely fortunate to have been part of the Frieda Corpe community in 2015."

"I can't fault this wonderful preschool, Kerry and her team are amazing."

The area that I will review in 2016 is around question 38. "The preschool seeks parent's opinions about educational programs" as some parents responded neutral to this question.

This year we were very fortunate to have Kim Noble as Director in term 1 to lead the staff team into developing the sites Quality Improvement Plan as I took leave.

"Results Plus" was a key priority for this year and Professional Development supported my leadership role in leading the changes in areas of reviewing current practices at our site .i.e. Tracking every learners growth, clear intervention practices, reviewing pedagogical practices and familiarizing my staff team with the literacy and numeracy indicators.

With support from our Disability Coordinator I organized the River Hub Partnership kindergarten staff to receive A to Way training that was targeted for children with special rights. We found in utilizing this approach that it supported all of our children in making clear positive choices about their learning in regards to their behavior and actions. This in turn impacted positively with our community of learners who supported each other with a strong sense of working not only harmoniously together but with a sense of pride and a team approach to learning.

Our focus on furthering our knowledge with Reggio Emilia practices was supported by budgeting so that our educators could attend the Reggio Emilia conference "Landscapes of Imagination" in Melbourne. This was such an inspiring event which certainly made a huge impact on the educators understanding about not only why we utilize Reggio Emilia practices but how to implement them in a way that stretches our learners.

Consequently there has been an increase in natural materials used in the kindy and some very special play spaces developed to stretch the children's learning, the documentation of children's learning has deepened reflecting children's powerful learning through play, our sense of community has also grown with educators taking a lot of time to connect and get to know our families to be able to support the children with their learning.

As part of the familiarization stage of the preschool literacy and numeracy indicators educators attended a day of training that was offered through our Early Childhood Leader. We utilized a closure day to review site practices and individual knowledge and understanding of the indicators using a rubrix. Goals were then set for each educator and implemented as part of their daily practice to become more familiar with the indicators and gathering data.

I shared information about our successful site practices and programs with the River Hub Partnership that supported children's development of positive learning dispositions and habits of mind such as the "You can do it program", "Move to learn program" and Donna Broadhurst's strategies that helped to support parents. Other sites shared an interest in learning more about this in 2016.

As part of our psychological/wellbeing review educators shared that the work load was quite challenging and consequently the documentation of children's individual learning had not been to a timely manner which was also evident in the parents' feedback. Educators worked really hard to

develop that personal approach with families and certainly utilized the new format of ILP's exceptionally well. However with the current structure of the 15 hours of kindy we found this greatly affected what could be mentally and physically done in a day in regards setting up and preparing the learning environment as well as the documentation of children's learning.

Our review of the past two years has shown that whilst a 4pm finish time suited some families it did not suit all. Our younger children certainly found the day quite long and tiring. Educators also found the days quite tiring. Having administration time Friday fortnightly with part time staff proved challenging for timely documentation. Staff ended up working many extra hours in their own time to try and keep on top of their documentation which did not support their wellbeing and should not be common practice. This led to critical evaluation of what we value as educators, sacred cows that we tend to hold onto and the need to change current practices.

Processes for ensuring compliance with the DECD Criminal History Screening included:
A formal induction process before a person could work, volunteer or do a work placement at our site. This included relevant documentation sited by myself site and the clearance recorded before commencing work/volunteering at our site. We also had a site audit to review these processes and an excel spread sheet was incorporated to record this information onto.

Outcomes:

Review feedback from staff and community about the session times, children's learning during these times, staff wellbeing. Discussion with Governing Council, parents and staff about possible future changes to our session times to have a positive impact on children's learning and support educator's wellbeing.

The Result Plus workshops were most beneficial in enabling site leaders to have the time to meet and share good practices from their site that could be practically utilized in some way across all of our settings.

For 2016 the River Hub Preschools have agreed to all utilize the "You Can Do It Program" and engage in professional learning in this program.

Familiarization with the literacy and numeracy indicators in preparation for use in 2016.

Where to next: Changes to our session times for 2016 to support children's learning and educator's wellbeing. Community survey.

Find out more about the Primary Schools use of "Program Achieve" which is the next level to the You Can Do It Program.

The Parent Voice(Governing Council) have supported working bees, assisted with the many aspects of putting together the children's art show, fundraising and being a powerful parent voice in assisting with any site maintenance issues. Through a strong persistent Governing Council we have managed to finally get our WHS issues in our store room resolved. The magnificent fundraising efforts of our Parent Voice have not only been in keeping with our sense of community and partnership with families but have managed to raise enough funds to update the children's resources, work towards a bike rack to enable families to ride to kindy and leave their bikes here, purchase a community harvest cart, add fence sculptures to beautify the environment, update the parent information area, have the living eggs program at kindy, modify our council strip and contribute towards having a kindy gardener. Our local Beck's Bakery also very generously donated hot cross buns for an Easter fundraiser. The children's year book that was put together by Denise Caretti and Helen Wallis was an absolute amazing keep sake that the children, families and educators will enjoy looking at for many years to come.

Intervention and Support Programs

Educators utilized information on the child's enrolment, information shared during our transition visits and parent meetings as well as screening proformas, observations, parent information sharing page and ILP's early in the term to support the process of organizing intervention for children and families as early as possible.

There was an increase in children with speech and language needs again this year. Only children classified as "severe" qualified for DECD support. We had children that were classified as "moderate" who we found very difficult to understand which affected their learning yet they were not classified as "severe" by our speech pathologist. The children classified as 'severe' received targeted support programs with Robyn and Karen (support workers) in conjunction with Jo Retallack (DECD Speech Pathologist) consistently throughout their kindergarten year. This also included home programs and

kindy programs which helped to consolidate children's learning. The children who did not classify for support by DECD still all received targeted intervention and a support program to suit their individual needs which was self-funded by the kindy and run by kindergarten staff.

Targeted supported was also organized for children that had varying complexities with their learning needs so that they could successfully engage in the kindy community.

With the political cost cutting in these areas it is getting more and more challenging to support our children and something needs to be done about this.

Outcomes:

The children that received support at kindy (which was also followed through by families with a home program) made significant improvements with their speech and language which also positively impacted on their social and emotional wellbeing. There were a couple of children that received targeted support at kindy but this was not consistently followed through by parents at home, these children made improvements with their speech/language skills but it was not embedded learning like the other children.

Home programs and communication books with families (to share how their children progressed with their speech/language development at home) were utilized well by some families but not all.

Where to next?

Strategies for getting to know individual children and their families quite quickly so that information is openly shared and intervention is put into place in a timely manner- Extended transition next year?

Report from Governing Council

Governing Council Annual Report 2015

It's been a busy and exciting year at Frieda Corpe Kindergarten in 2015. The children have grown so much and experienced and learned so many wonderful things! They've watched chickens hatch, volcanoes erupt and seedlings sprout. They've looked, listened and laughed while learning to write, draw, paint and create. Their imaginations have run wild while they've hopped, skipped and jumped with their kindy friends.

It has also been an exciting year for the parents as we've watched our children develop confidence and independence in readiness for school in 2016. The Governing Council (Parent Voice Committee) met regularly throughout the year and was actively involved in decision making and fundraising efforts at the kindy.

Fundraising

The primary fundraising activities in 2015 were:

- The Art Show
- Sale of hot cross buns at Easter – with thanks to Beck's Bakehouse for donating the buns
- The kindy yearbook and photo CDs
- Sale of fresh produce grown by families and at kindy
- Mother's Day stall

Funds have been used to upgrade the storeroom, install a bike rack and improve the verandah area.

Parents and friends have also supported the kindy by volunteering on a number of 'working bees' to enhance the grounds and improve the kindy facilities. Parents have also volunteered their time in the classroom, assisting with baking and other activities.

Education

The Director organised and funded two fantastic parent education evenings during the year. These were facilitated by Donna Broadhurst, a play based therapist and counsellor. These evenings were well attended and provided parents and carers with an opportunity to learn strategies for managing and modifying challenging child behaviours.

Occupational Health and Safety

We were pleased to learn that the Department for Education and Child Development (DECD) will contribute funds to upgrade the kindy storeroom. Significant occupational health and safety concerns were raised relating to this room and these will now be rectified over the summer break. A compactus has been purchased and will be installed after the renovations, enabling staff to store and access resources more effectively.

The Parent Voice Committee was also involved in the revision of the child collection policy. The revised policy ensures that parental consent is obtained in writing prior to an alternate carer collecting their child from the kindy.

Staffing

The children have been supported and guided all year by their wonderfully nurturing and clever teachers. Their enthusiasm, patience and love for the children has been unwavering and is very much appreciated.

Unfortunately the issue of funding for staff has not yet been resolved to the satisfaction of the Parent Voice Committee. The kindy enrolls children to capacity and meets the enrolment quota at the beginning of the year. The kindy should be allocated funded for 1.0FTE Director, 1.0FTE teacher and 1.0FTE ECW for the entire year, irrespective of attendance and/or absenteeism. At present, DECD funding is linked to child attendance during two 'data collection' weeks per year. If one child is absent during these weeks it can affect the DECD staffing allocation, reducing funding for the ECW to 0.5FTE. It is an ongoing concern for the Director to self-fund 0.5FTE ECW each term and recover funds from DECD. The unique site capacity issue (only 2 child toilets) needs to be considered by DECD and an exemption applied during 'data collection' weeks to ensure adequate funding is provided without imposing undue stress on the kindy staff and budget.

Frieda Corpe Kindergarten offers an incredibly high quality educational experience and I know I am not alone in feeling very fortunate that my child started her educational journey here.

Denise Caretti
Chairperson

Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2013 - 2015

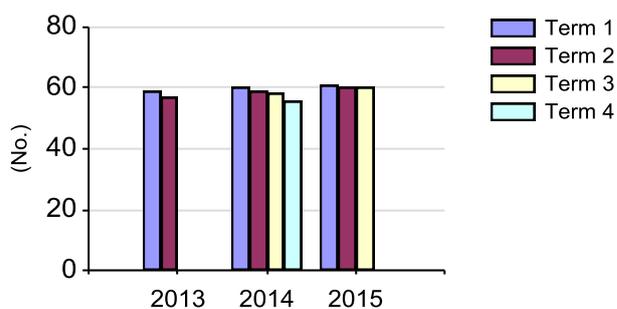


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2013	59	57		
2014	60	59	58	56
2015	61	60	60	

Based on person counts in the two week reference period each term.
 Excludes pre-entry.
 Source: Preschool Data Collection, Data Management and Information Systems

Attendance

Figure 2: Attendance by Term

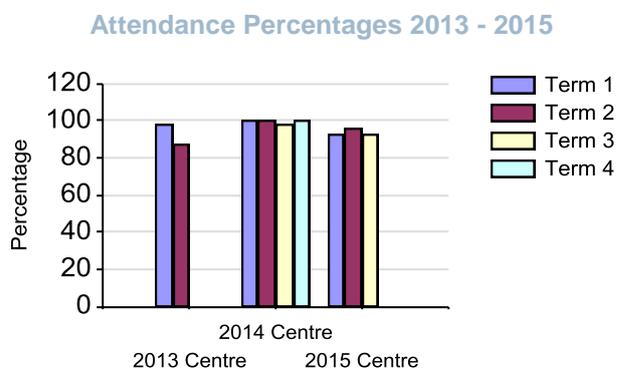


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	98.3	87.7		
2014 Centre	100.0	100.0	98.3	100.0
2015 Centre	93.4	96.7	93.3	
2013 State	88.7	88.0		

2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

We were pleased with our children's attendance. Most of our families phone to notify us of illness or a family holiday when their child is going to be away. Unless a child is unwell our families attended kindergarten regularly.

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0251 - McLaren Vale Primary School	Govt.			1.7
0313 - Old Noarlunga Primary School	Govt.		1.8	1.7
0362 - Port Noarlunga Primary School	Govt.	86.8	75.4	76.3
8016 - Southern Montessori School	Non-Govt.	2.6	1.8	1.7
8390 - Prescott College Southern	Non-Govt.		1.8	
8498 - Tatachilla Lutheran College	Non-Govt.			1.7
9014 - St John the Apostle Catholic School	Non-Govt.	7.9	10.5	10.2
9133 - Galilee Catholic School	Non-Govt.	2.6		
9402 - Sunrise Christian School	Non-Govt.		1.8	
9756 - All Saints Catholic Primary School	Non-Govt.		7.0	6.8
Total		99.9	100.1	100.1

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

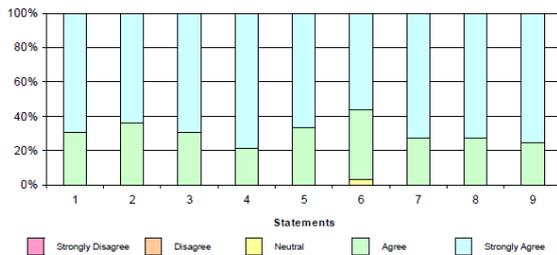
Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

The majority of our children transition to Port Noarlunga Primary School with a significant number of children also going to All Saints and Saint John's private schools. We met with educators from other school sites as part of our successful transition program. This enabled valuable learning conversations with school educators to support children's positive transition from kindy to school and individual learning needs.

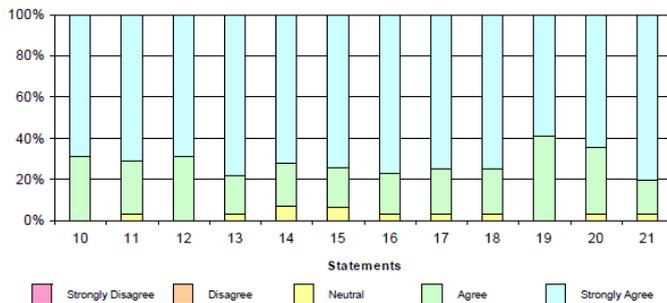
Client Opinion

DECD Parent Opinion Survey 2015
 3632 Frieda Corpe Community Kindergarten
 Aggregation of Preschool Survey Responses
 Parent Opinion - Quality of Teaching and Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	30%	70%	33
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	36%	64%	33
3	This preschool has the expectation that children will learn.	0%	0%	0%	30%	70%	33
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	21%	79%	33
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	33%	67%	33
6	My child's teachers clearly inform me about the learning program.	0%	0%	3%	41%	56%	32
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	27%	73%	33
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	27%	73%	33
9	The preschool has an excellent learning environment.	0%	0%	0%	24%	76%	33

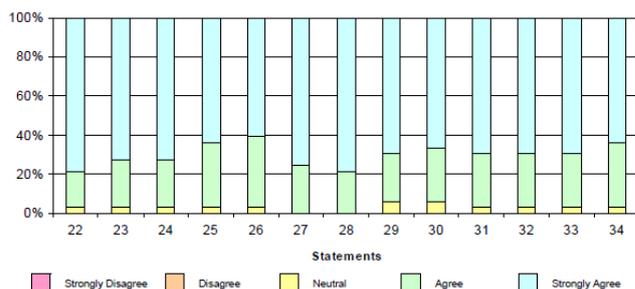
DECD Parent Opinion Survey 2015
 3632 Frieda Corpe Community Kindergarten
 Aggregation of Preschool Survey Responses
 Parent Opinion - Support of Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
10	My child is motivated to learn at this preschool.	0%	0%	0%	31%	69%	32
11	My child's teachers provide help and support when it is needed.	0%	0%	3%	26%	71%	31
12	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	31%	69%	32
13	My child is happy at this preschool this year.	0%	0%	3%	19%	78%	32
14	My child would receive support for any special needs he/she had.	0%	0%	7%	21%	72%	29
15	The preschool changes its programs and activities to improve student achievement.	0%	0%	6%	19%	74%	31
16	Children know how they are expected to behave at preschool.	0%	0%	3%	19%	77%	31
17	Teachers at this preschool treat my child fairly.	0%	0%	3%	22%	75%	32
18	This preschool provides a safe and secure environment.	0%	0%	3%	22%	75%	32
19	Children have enough materials and resources for their learning.	0%	0%	0%	41%	59%	32
20	This preschool has information available about other support agencies within the community.	0%	0%	3%	32%	65%	31
21	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	3%	16%	81%	31

DECD Parent Opinion Survey 2015
3632 Frieda Corpe Community Kindergarten
 Aggregation of Preschool Survey Responses

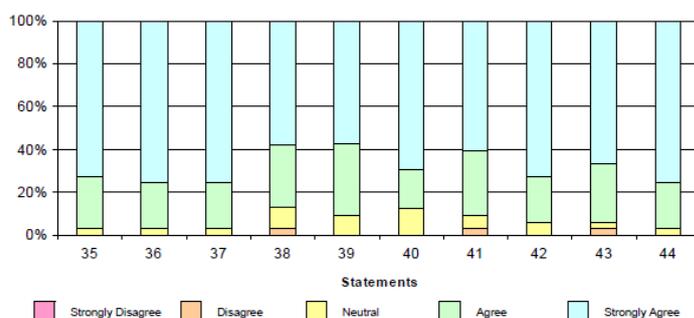
Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
22	I feel welcome at this preschool.	0%	0%	3%	18%	79%	33
23	This preschool assists the development of my child's personal and social skills.	0%	0%	3%	24%	73%	33
24	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	3%	24%	73%	33
25	I am given opportunities to have a say in matters about this preschool.	0%	0%	3%	33%	64%	33
26	There is a broad variety of communications that inform me about this preschool.	0%	0%	3%	36%	61%	33
27	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	24%	76%	33
28	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	21%	79%	33
29	I receive helpful information about my child's progress and achievement.	0%	0%	6%	24%	70%	33
30	This preschool provides opportunities to discuss my child's progress.	0%	0%	6%	27%	67%	33
31	I am well informed about preschool activities.	0%	0%	3%	27%	70%	33
32	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	3%	27%	70%	33
33	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	3%	27%	70%	33
34	Teachers let me know how well my child is doing.	0%	0%	3%	33%	64%	33

DECD Parent Opinion Survey 2015
3632 Frieda Corpe Community Kindergarten
 Aggregation of Preschool Survey Responses

Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
35	This preschool is well organised this year.	0%	0%	3%	24%	73%	33
36	I have confidence in how the preschool is managed.	0%	0%	3%	21%	76%	33
37	I believe there is effective educational leadership within the preschool.	0%	0%	3%	21%	76%	33
38	The preschool seeks parents' opinions about educational programs.	0%	3%	10%	20%	58%	31
39	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	9%	33%	58%	33
40	The preschool is always looking for ways to improve what it does.	0%	0%	12%	18%	70%	33
41	Parents are invited to participate in decisions about their child's education.	0%	3%	6%	30%	61%	33
42	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	6%	21%	73%	33
43	The preschool includes parents and community in decision making.	0%	3%	3%	27%	67%	33
44	Overall, I am satisfied with the preschool's planning.	0%	0%	3%	21%	76%	33

Feedback comments:

We received a lot of very positive feedback which I haven't had room to document here which is fantastic, so well done team!

The parents were given two questionnaires spread out over the year, one developed by our site and the other by DECD so that we could get some feedback quite quickly. In collating all of this feedback parents asked for more feedback on their child's development over the year. Some questioned the two full days as being too long for their children.

Outcomes:

Educators reviewed current teaching practices and trialed a new Individualized Learning plan for all children which was useful for connecting with families and setting individual goals to stretch all of our learners.

Where to next?

Developing the children's ILP's early in each term to share with families.

Family sharing page sent home with parents from the Parents information sessions so that we can gather information about the children ASAP.

Review our learning journal – is it useful to families? –perhaps a slide show is a better option?

Timely reporting on children's development- how will we do this for all of our families?

Changes to session times and administration time to document children's learning in a timely manner.

Develop a new program format that is simply to use, reflects the 3 B's and is useful to families and educators to work together in planning for children's learning.

Thank you to our community of learners 2015, what an inspiring year we have shared together.

“Opening hearts and minds to lifelong learning.”

Kerry, Annette, Julie, Fiona, Karen and Lisa.

GOVERNING COUNCIL REPORT
January - December 2015

	<u>Budget</u>	<u>2015 Income</u>	<u>Bal Remaining</u>
Income			
Spice Office Allocations			
Global Budget Funding (salaries & grants)	388,720.00	395,050.00	-6,620.70
Other DDCG Grants	0.00	0.00	0.00
Parent Contributions 2015	50,000.00	37,300.00	12,700.00
Parent Contributions 2016	0.00	8,010.00	-8,010.00
Fundraising	2,500.00	7,100.40	-4,600.40
Other			
Interest	0.00	501.60	-501.60
Donations	50.00	105.40	-145.40
Excursions	2,000.00	1,900.00	100.00
T-shirts, sunscreen & hats	300.00	700.21	-400.21
Miscellaneous	200.00	0.00	200.00
	<u>427,370.00</u>	<u>441,328.00</u>	<u>-13,951.15</u>

	<u>Budget</u>	<u>2015 Expenditure</u>	<u>Bal Remaining</u>
Expenditure			
Learning Plans			
Aboriginal resources	500.00	0.00	500.00
Resources	3,000.00	1,102.20	1,897.80
Curriculum			
Technology Equipment	1,500.00	170.12	1,329.88
Furniture & Equipment	3,000.00	1,071.62	1,928.38
Materials/Consumables	5,000.00	6,521.14	-1,521.14
Excursions	2,000.00	2,000.45	0.00
Professional Development	4,000.00	3,550.05	449.95
Salaries (inc additional support hours)	355,820.00	368,070.00	-12,250.00
Administration			
Photocopier/printing/ink	2,000.00	1,100.73	899.27
Postage	120.00	5.73	114.27
Finance Officer	4,000.00	3,300.00	700.00
Website maintenance	250.00	200.00	50.00
Facilities			
Maintenance Hotline (inc GST&C above cost)	6,700.00	8,240.62	-1,540.62
Grounds/Build maintenance	4,500.00	5,052.24	-552.24
Cleaning contract (T1 -4)	10,000.00	9,445.01	554.99
Lunch care	1,000.00	2,000.00	-1,000.00
Compaq system	0.00	400.27	-400.27
Storeroom ceiling	0.00	0.00	0.00
New roller door	0.00	0.00	0.00
Utilities			
ETSA & Gas	2,500.00	2,204.50	295.50
Telephones	1,500.00	1,525.74	-25.74
Water	3,000.00	1,800.50	1,200.00
Fundraising	500.00	1,900.23	-1,400.23
Other			
Bad debt	500.00	0.00	500.00
Partnerships with families	500.00	640.12	-140.12
T-shirts/hats/sunblock	1,500.00	2,015.00	-515.00
Misc	200.00	105.40	90.00
Bank fees/charges	25.00	0.00	25.00
	<u>415,000.00</u>	<u>420,504.34</u>	<u>-5,504.34</u>

FUNDRAISING ACTIVITY	<u>Income</u>	<u>Expenditure</u>	<u>Profit/Loss</u>
Hot Cross Buns	600.00	\$0.00	\$600.00
Entertainment books	700.00	741.00	\$20.00
Hans at Table	00.40		\$00.40
Mother's Day Spill	215.00		\$215.00
Childrens	105.00		\$105.00
Art Show	2,511.00	571.01	\$1,939.99
Year Books	1,730.00	500.00	\$1,230.00
Photo shoot donation	275.00		\$275.00
Photo CDs	600.00		\$600.00
	<u>\$7,236.40</u>	<u>\$1,812.01</u>	<u>\$5,424.39</u>
Neapel Fundraiser	105.40	105.40	

CLOSING CASH BALANCES @ BANK 31 DEC 2015

Bank SA	\$11,404.70
SASIC	\$63,066.70
	<u>\$74,471.40</u>