

Annual Report

2013



Engaged in learning in our outdoor environment. Exploring nature stimulates a sense of wonderment



Learning through play with natural materials



Celebrating individuality



Creating a learning culture, a community of learners



Exploring our creativity



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

1/ 2013 was an exciting year with our Frieda Corpe Community. We began the year with our fabulous team Kerry, Annette, Jaz, Tonia and Chris. By utilizing our universal access money we were also able to extend our team and employed Julie one of our regular relief teachers to come in and work with the children enabling teaching staff to share administration time.

As part of educators professional learning and keeping abreast of current research staff attended the 2nd part of Adelaide's Thinkers in Residence program with Carla Rinaldi "Reclaiming Childhood" which inspired the staff team into further reflection of current teaching practices. Staff also attended Reggio Emilia's "Hundred Languages exhibition" that was showcased in the State Library.

Teacher resources were purchased as part of agreed professional development to further extend on our teams learning in this area.

Following on from our involvement in a self-inquiry project with Wendy Lee, educators shared their own personal learning stories with families as a way of connecting with families at the beginning of the year. A learning story information page was developed that explained in more detail why we document children's learning in this way and we provided more opportunities for families to share their learning stories about their child from home.

Outcomes:

Families developed more of an understanding and appreciation of learning stories and the information that they contain regarding their child's development. Through written parent feedback staff noticed that parents were using the language of 'learning dispositions' to describe their child's learning.

Educators also observed children using this language by referring to themselves as being resilient, confident, curious and creative during their play. Educators also observed children's development of a more positive mind set with their learning and developing more resilience with the continued use of the "You Can do it program."

Educators changed their strategies and the ways in which they documented children's learning in the environment to better support children with their self-reflection practices which formed part of an important process for learning.

Where to next:

Educators will attend Professional Development on "Talking and Thinking floor books" as part of reviewing current practices and keeping abreast of new initiatives.

2/ Aligning with the Southern Adelaide Regional Improvement plan we continued with a whole site approach to literacy development. Our 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. This learning was evidenced throughout children's individual learning stories.

Targeted literacy and numeracy experiences were planned into the outdoor environment with teacher directed games using props, visuals and mathematical tools. Our support worker ran a book based learning program for children who were identified as being at risk. Story book tables were embedded across the environments as well as accessible materials that flowed between the outdoors and indoors. These changes were also key in further developing children's literacy skills.

Educators participated in PMA professional learning which resulted in children having targeted support with their mathematical learning with a focus on "number hunters" being numerate, sorting and classifying, patterning, estimating, symmetry, addition, measurement & other mathematical concepts.

Utilizing the Reflect Respect Relate (RRR) document educators focused on the Active Learning Environment scale to assess the learning environment in regards to children's literacy and numeracy development. Our self-inquiry question was "How are we engaging children in literacy and numeracy learning in the outdoors?"

Our first scaling indicated a score of 3.75 and by viewing all of our video footage educators engaged deeply in self-assessment practices and were able to reflect on current practices as a staff team and consequently planned more literacy and numeracy experiences in the outdoors. After collating data specific children were targeted to increase their literacy and or numeracy skills and understandings.

3/ Another area that educators observed as a need for targeting was around children transitions throughout the day. Educators engaged in a second self-inquiry "How can we assist children with smooth and calm transitions to support their learning?"

The RRR document was utilized as a means of collecting data around this. Video footage in conjunction with the Active Learning Environment scale was used as a self-assessment tool for educators to reflect on current practices, discuss and plan for the necessary changes and put them into practice. To support children with their transitions and managing change, educators engaged in professional development around assisting children with self-regulating their emotions and learning relaxation techniques to utilize with the children. Kerry attended "Teaching meditation to young children" and all staff attended a workshop with Dee Reynolds 'From Chaos to calm'-teaching relaxation skills to children.

Outcomes:

Educators attended professional development in numeracy and literacy to increase their knowledge understandings and for inspiration i.e. Primary Maths Association and Preschool Numeracy with Deb Lascott. This was shared with the staff team and consequently different approaches, activities and ideas were utilized as part of the children's program. The outdoor learning environment was planned for specifically during staff meetings to target children's learning/play around numeracy and literacy development that flowed between environments and was evidenced in children's learning stories. A stage area was also erected as a play space to encourage and inspire children to engage in a variety of play experiences that incorporated these skills.

After scaling again once the changes had been implemented we increased our rating to 4.5 which was also reflected in the children's child initiated curriculum as number hunters, asking for mathematical tools to use in the environment and using them correctly, being confident literacy learners and self-initiating play incorporating literacy and numeracy practices. By educators planning differently and being more mindful of these areas in children's development, group time experiences were also targeted around this learning and educators recorded an increase in children's literacy and numeracy awareness. Educators also employed many different strategies in attempts to remind and educate parents about the importance of the early years as crucial for exploring literacy and numeracy experiences at home with their children and ways of doing this. Site funds were utilized to target specific children that were identified as being at risk with their literacy development by employing a support worker to engage in book based learning experiences with these children. Both educators and parents observed an increase in children's self-confidence, social skills, language and communication skills and a joy of books.

Children's abilities to self-regulate their emotions and transition smoothly throughout the day greatly improved and was commented on by many parents and other professionals entering the kindy. It was also noted through staff observations. Parents commented on how their children were sharing relaxation techniques at home such as yoga techniques, breath work and positive self-talk. Educators also observed children's use of self-soothing techniques throughout the day and the positive effect

that relaxation group times were having on the children in relation to smooth and calm transitions. "Relaxation techniques form part of an important tool kit that children can take with them, build on and utilize for positive learning outcomes for the rest of their lives." Kerry Warner

Part of our daily practices with the children included yoga, guided relaxation/meditation, sensory experiences, breathing techniques and exploring concepts around being mindful- in the present moment.

4/ Throughout our Reggio Emilia inspired practices children were encouraged to express and communicate their ideas in a multiple of ways and then revisit their learning to reflect and then further their understandings. The change in how educators visually documented children's learning around the room and then purposefully leaving documentation up on the walls made a huge impact on children being able to reflect on their own learning. This also formed part of the documentation which tracked children's learning and development. This formed another important aspect of children's literacy development and parents understanding of the value of play.

Where to next:

All staff to utilize the 'You can do it' puppets to further develop children's literacy skills and emotional development through guided puppetry.

Further explore self-soothing strategies as part of relaxation in more depth with the children- Meditation 2

Continue with our targeted literacy and numeracy approach and developing strategies to identify children at risk as early as possible.

Quality Area 2: Children's Health and Safety

The main areas that we have reviewed this year in relation to promoting children's health, safety and wellbeing have included staff rosters to ensure adequate supervision of children across the inside and outdoor learning environment. We limited our intake of families to meet our revised site capacity in line with our site's Priority of Access policy. We implemented more effective ways of managing hygiene practices which included a change of automated soap dispenser & hand gel. Our enquiry question also reviewed how children transitioned from outside which included using the bathroom before lunch. Information was provided to families re toileting, healthy eating and ways of assisting children's wellbeing.

As a way of assisting children with their wellbeing at kindergarten staff have continued with relaxation routines and techniques to help children with their positive self-talk and self-soothing strategies which has helped them to self-regulate their emotions. Policies and procedures required as part of the National Standards were developed and are available through our website and policy folder at Kindy. Our Parent Voice group reviewed and updated our Healthy Eating Policy to encourage families to provide not only nutritious snacks e.g. fruit but more so a nutritious lunch. Staff completed lunch box audits over the year to check that families remembered to put in foods that did not contain nuts re our children with anaphylaxis and that they were keeping food safe with ice packs. Educators noticed an increase in unhealthy treats and packaged foods making their way into children's lunch boxes despite informative displays around the kindy and information for parents. The following strategies were implemented: cooking healthy snacks at kindy with educators, parents and local nutritionist. Recipes were sent home to promote healthy food choices. We sent our revised healthy eating policy home with added visual examples and helpful websites re nutrition.

This year's maintenance funding was utilized to upgrade the children's very old bathroom so that it met current standards. What a transformation....a light and bright space that is also much easier to keep clean and has water saving fittings. We also purchased appropriate cleaning products to assist with our environmentally friendly approach.

Outcomes: *Educators noted that some families had used the recipes at home with their children and included these healthy options in their child's lunch box. More children were involved in cooking activities at Kindy which not only promoted healthy eating but also a sense of fun with the social aspect of cooking together. Children asked to take the recipes home to share with their families. What a great way to share healthy eating options and special family time together!*

Where to next:

Engage children in a range of learning experiences in the vegetable garden that incorporates all areas of the curriculum.

We didn't get a huge response from our healthy eating questionnaire from families last year so we will try it again with our new families to review how we can best support children and their families with healthy eating practices and ideas.

Quality Area 3: Physical Environment

In consultation with the Parent Voice, children, parents and Play Safe we modified the existing outdoor area to increase useable, flexibility whilst ensuring age appropriate risk taking could occur safely. The budget was developed to support an outdoor upgrade for Shelby landscaping to build a wooden stage and wooden planter boxes. Unfortunately due to illness this construction work was unable to take place until very late in term 4.

We utilized funds from the maintenance grant to upgrade the entrance to the children's fairy garden to take on more of an Asian feel and to fix the path ways around the kindergarten that were cracking and potentially unsafe. A soakage pit was also constructed to alleviate the water pooling by the shed which was a safety issue.

Throughout the year families donated flowering bushes to attract the butterflies, fruit trees and other plants to develop our beautiful garden.

We were able to begin the New Year with a wonderful new administrative space that was built over the holidays. It not only meets O.H.S safety standards but with maximized storage space three educators can work in this space as well as our support worker with children with special needs. What a fantastic space!

Our local builder Aaron Maiden not only re built our office but also replaced the children's wooden table tops, rebuilt the sandpit storage boxes, the children's woodwork bench, and the wooden balance beam. We are very pleased to have more natural wood in the environment in keeping with our Reggio Emilia principles. Aaron also built shelving for us indoors to be able to display materials that evoke children's curiosity and inspire. Reggio Emilia often talks about displaying objects of beauty to inspire and create a sense of wonder and this year educators have been very mindful to create such spaces. The teacher resources that we have purchased this year have also been to inspire as well as to educate team members into creating special spaces for children to capture children's sense of awe and wonderment.

Outcomes:

Through the construction of the wooden planter boxes we were able to create not only a visually appealing play space for children but little nooks for them to further develop their creative play in. The stage has lent itself to another earthy area to further children's literacy and numeracy development in the beautiful outdoors. As these areas were all relatively new we plan on collecting data around their uses and comment on these in the next annual report. From what we observed so far we noticed children whose voices we didn't often hear were somewhat transformed when they stepped onto the stage. We observed two children who were usually quite reserved, confidently share their ideas/voices as they took on different roles on the stage.

Where to next:

Once summer ends we will plant another substantial tuckaroo tree for shade around the digging patch and with the children we will plant herbs and flowering bushes into the planter boxes.

The existing play structures need maintaining.

We will make a variety of hook on shade sails to compliment play on the stage using different materials.

We plan to develop more outdoor prop boxes with the children to extend their dramatic play, creativity, literacy and numeracy development.

Quality Area 4: Staffing Arrangements

Another highlight included utilizing our Universal Access money to employ Jazz again as our .4 teacher and Chris as our lunch time carer and support worker. The skills and expertise that both 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 administration time and work through the National Standards advancing Frieda Corpe Kindergarten to meet these Standards in all seven areas.

Throughout the year educators engaged in professional learning to update qualifications and keep abreast of current research and practices. Learning was collaboratively shared during staff meetings and closure days.

The staff meeting folder worked well to keep part time staff abreast of day to day goings on as well as a means of capturing staffs ideas/voices. Funds were also budgeted to have part time staff attend meetings twice a term which was beneficial to have everyone together for group discussions and self-reflection utilizing RRR.

Outcomes:

The provision of non-contact time enabled educators to meet with parents, program, network with the Beach Road Cluster and other local schools and meet with inclusion support professionals.

Successful staffing arrangements were also made to ensure that we could offer all of our 2014 families a successful transition program to Kindergarten

Where to next:

Review how effective the staffing allocations were and make necessary changes for 2014.

Staff members will be requiring leave in 2014 so where possible I will utilize our relief educators for consistency with programing and our educational practice and philosophies.

Quality Area 5: Relationships with Children

In order for every child to successfully engage with educators in meaningful, open interactions that support the acquisition of skills for lifelong learning children were targeted with their learning by utilizing the budget to employ extra staff to support children who were identified at risk with their learning.

ILP's were written for all children in conjunction with their families. Educators felt it was "another thing to add to their busy teaching day" However on reflection most staff agreed that it was another useful document for ensuring that all children's needs were discussed and planned for as part of the program and a positive way to have meaningful and relevant conversations with families to connect with them more deeply about their children's learning.

With the decrease of children in sessions towards the end of the year due to the single intake it was noted by all staff the differences in the quality of interactions between the children and the educators simply based on the sheer numbers. With this in mind, we discussed the changes that we would make to next year in regards to grouping children, so that we can maintain this quality with higher numbers.

Outcomes:

Our Transition program and orientation for children and families was well received. It gave educators an opportunity to develop partnerships with families and connect with the children to form crucial relationships for children's wellbeing and learning at kindy.

Where to next:

Educators have all commented about how well the transition program went in regards to supporting children's and parent's wellbeing . We plan to continue with transition programs at Frieda Corpe and staff will collaboratively strategize as to how we can continue this crucial transition program with the single intake.

We will engage in self-assessment using RRR focusing on the relationship scale and involvement scale.

Quality Area 6: Collaborative partnerships with families and communities

Educators maintained open two way partnerships with all families and caregivers and implemented parent ideas where possible. Our special parent evenings after hours were not well supported by our community nor was our Parent Voice. We were fortunate to have a few dedicated parents on our Parent Voice. The new parent community notice board and area was commented on positively by many parents and some community brochures accessed but only a few parents accessed our wonderful resources.

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 in the gallery for 4 weeks and open to the general public. 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 our visits from our local podiatrist, nutritionist, chiropractor and CAFHS nurse and promoted other services and events within our community to families via our newsletter and fliers.

We continued to support work experience students from local High Schools which was a great opportunity to further promote the power of learning through play in the early years.

Educators were also involved in sharing good practices with local primary school teachers and shared tours of the kindy.

The kindy budgeted for Donna Broadhurst to visit the Kindy and share her positive parenting program "Getting your buttons pushed" It was a great evening and well attended, with in some cases both parents attending.

We received a lot of positive feedback about the enrolment process for our new families including their transition session. We had 98% of families attend their transition day & parent meeting session and those families that didn't attend were offered different sessions and a personal orientation process with Kerry.

Outcomes:

Families lives are increasingly complex and educators work extremely hard to maintain our great sense of community. Our larger community events are well supported by families so we will continue to plan for these. Capturing parent ideas and voices is crucial but we found that not many parents wanted to be involved in the governance of the kindergarten so we will continue to strategize ways of capturing parent voices.

Where to next:

Begin the year with an early AGM and perhaps a guest speaker to encourage more families to join the Parent Voice. Develop a survey to find out how we can capture parents' voices in other ways and how families may like to be involved in the kindy community.

Develop a closer partnership with our local school to support children's positive transitions.

Share learning stories from home to kindy that captures the continuity of learning between home and kindy and values parents as children's first and foremost educators.

Continue with the learning story feedback sheets to capture parents voices and ideas.

Promote other ways that parents could participate in programing and involvement at the centre.

Plan next year's budget so that we can afford to get Donna Broadhurst back again.

In 2014 we will not be able to offer transition in the same way but we all agree it is crucial for children's and families wellbeing before formally beginning kindy so with the new parent voice and staff we will work on a way to provide this service for the 2015 intake of 60 families.

Quality Area 7: Leadership and service management

In the parent survey about this preschool parents responded 'agree and strongly agree' to areas of management.

"I honestly only have the highest praise for this team. My only wish is that they would expand and have a Frieda Corpe Primary." "The quality of teaching at F.C.K is a very high standard." "...they are a great team." "Very happy with this kindy, they are all extremely professional and passionate in their work." "I cannot begin to explain the high level of teaching and learning the kindy has provided to my son "We are very pleased with all aspects of the Kindy and could not ask for a better kindy for our children."

2013 was full of excitement, trepidation and a lot of hard work as we prepared for our site assessment. This involved reviewing our policies, procedures and practices and developing a Quality Improvement Plan with the Parent Voice and educators. Actioning all of the goals and priorities took organization, commitment and persistence but we progressed forward with this over the year.

Educators utilized a closure day to prepare for our assessment.

Our site received a rating of EXCEEDING National Quality standard rating from the (Educational and Early Childhood Services Registration and Standards Board of South Australia.

Well done Team!

Part of my effective leadership management has been developing an environment of trust and openness whereby we are all learners together. Educators are motivated to continually improve and build on their skills, understandings and knowledge which benefit their personal growth, the staff as a team, the children and their families. Self-reflection is an important part of our learning and has become part of our daily teaching practices. Educators feel safe and supported to be able to share their reflections openly and engage in a sharing of ideas for continual improvement.

This year we furthered our knowledge with Reggio Emilia Practices and as a staff team visited the 100 languages exhibition. Educators also attended a variety of professional development such as Reggio Emilia PLC's and professional learning with Martin Westwell and Mathematics & Numeracy in Early Childhood with the PMA. This supported our team sharing approach and inspired us all with innovative practices and excellence in Re- Imaging Childhood.

One of our relief ECW's Ali achieved her Certificate 3. Tonia is soon to finish this process too which has been a huge undertaking and extremely challenging whilst working full time.

Outcomes:

Educators were mindful of providing more experiences that created awe and wonderment to support children's learning. Teacher resources were purchased to support and inspire educators in their own learning journeys as well as children's resources.

The Exceeding rating from EECSRSB demonstrated the quality of education and care at Frieda Corpe Kindergarten and the dedication and commitment that this staff team has in providing the best possible education for our children and families.

Where to next:

With new staff, explore other workshops and network with other sites that engage in Reggio Emilia practices.

With thanks to our parent feedback we will review how we invite parents to participate in decision making about their child's education? And how we give parents opportunities to be involved in the educational programs?

Intervention and Support Programs

We noted an increase in children with speech and language needs this year but they did not all qualify for targeted support through DECD speech and language program which we were very disappointed with. I therefore had to re adjust our kindy budget and pool money together to enable the kindy to pay for support workers so that our children who were at risk with their learning and development received targeted support programs consistently throughout their kindy year. This also included home programs and kindy programs which have helped to consolidate children's learning. All of the children that received support have made significant improvements with their speech and language which also positively impacted on their social and emotional wellbeing.

Our transition program worked well in sharing information with families about the kindergarten, community services and local programs to support children's development. The transition visits also enabled families to speak to Kerry privately to share any concerns about their children's development and their needs, which was most useful for accessing support in a timely manner.

Report from Governing Council

(Governing Council Rep)

Unfortunately we did not receive a Parent Voice report back from either our chairperson or our council rep by the due date. I will add their feedback when it arrives.

In 2014 with the single entry intake we aim to have a Parent Voice that will remain stable and involved for the entire kindergarten year.

Student Data

Enrolments & Attendance

Figure 1: Enrolments & Attendance by Term

	2011	2011	2011	2011	2012	2012	2012	2012	2013	2013
	1	2	3	4	1	2	3	4	1	2
Attendances	58	61	62	62	59	62	60	60	58	50
Enrolments	59	63	62	62	61	64	62	62	59	57

Based on person counts in the two week reference period each term.

Source: Preschool Data Collection, Data Management and Information Systems

We were pleased with our children’s attendance and received positive feedback from families regarding their values on attending kindergarten regularly. Our families phoned to notify us of illness or a family holiday when their child was going to be away. Unless a child was unwell our families attended kindergarten regularly. During term 2 2013 we had a few families away on holiday & illness during data collection weeks but full attendance was the regular pattern throughout the rest of this term. This accounts for the large drop in the percentage figure re attendance in term 2 but it does not take into account their full attendance after the data collection weeks. Our two full day program was voted for by the majority of our families in our community which is also a reflection on why our attendance pattern is very positive. In listening to and valuing parents’ voice we also offer a flexible pick up time from 3.30pm so that families can socialize together in the kindergarten garden and continue their learning with friends and family which supports our valued sense of community.

We will review how our 2014 families and staff find the full days during the year which will be the basis for any future changes.

We have been at capacity for 4 years now with a substantial wait list based on our Priority of Access. In reviewing our wait list with our Parent Voice we now limit the number of families that we will take on our wait list and only take families in the immediate surrounding areas who will be attending Port Noarlunga Primary School or our feeder private schools. We have also limited our places to comply with the National Standards and our site capacity. As staffing is linked to attendance it was necessary to implement procedures around future enrolments which included a cutoff date for return of enrolment information. Families that had expressed an interest in attending Frieda Corpe Kindergartens but were unable to get in were given the name and address of neighboring centers that had vacancies. 2 families that live in Port Noarlunga did not get in due to one very late enquiry and a *change of personal details which the parent did not notify the kindy of. They were given priority for the following term on our wait list and given the details of neighboring sites and Child Care Centers that run kindy programs.

*This has become an issue with a number of families that they do not update their new addresses/contact details despite reminders.

Feeder Schools Percentage Data

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 System.

From F.C.K to School:	2011	2012	2013
McLaren Vale Primary School - Govt.		1.8	
Moana Primary School - Govt.	1.8		
Port Noarlunga Primary School - Govt.	63.6	66.0	86.8
Reynella Primary School - Govt.	1.8		
Christies Beach Primary School - Govt.		2.0	
Old Noarlunga Primary School - Govt.		2.0	
All Saints - Non-Govt.		7.3	14.0
Emmaus Catholic School - Non-Govt.	1.8		
St John -Non-Govt.	12.7	8.0	7.9
Tatachilla Lutheran College - Non-Govt.	7.3	2.0	
Woodcroft College Inc - Non-Govt.	1.8		
Prescott College Southern - Non-Govt.		4.0	
Southern Montessori School - Non-Govt.		2.0	2.6
Galilee Catholic School - Non-Govt.			2.6
Total	99.9	100.0	99.9

The majority of our children transitioned to Port Noarlunga Primary School with a significant number of children also going to All Saints and Saint John’s private schools. We encouraged educators from other sites to visit our transitioning children at kindergarten. This enabled valuable learning conversations with school educators to support children’s positive transition from kindy to school making it more seamless.

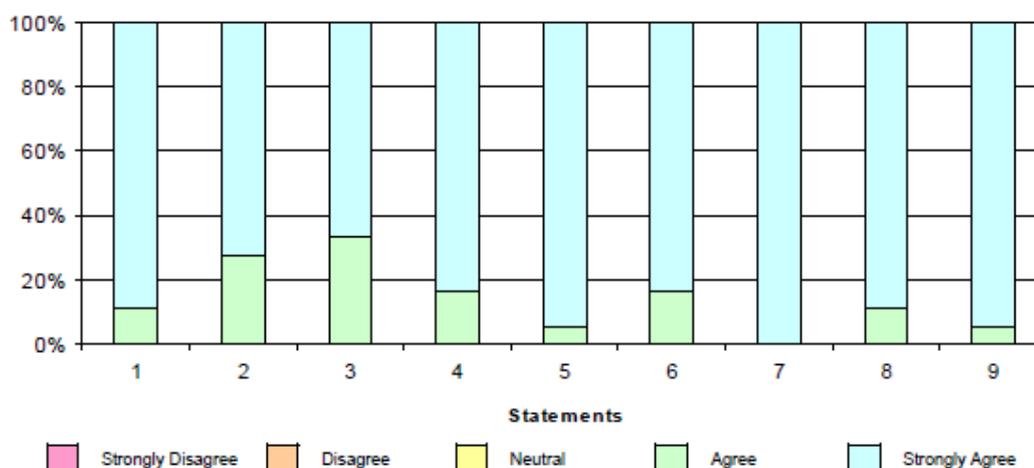
Client Opinion

DECD Parent Opinion Survey 2013

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%	11%	89%	18
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	28%	72%	18
3	This preschool has the expectation that children will learn.	0%	0%	0%	33%	67%	18
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	17%	83%	18
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	6%	94%	18
6	My child's teachers clearly inform me about the learning program.	0%	0%	0%	17%	83%	18
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	0%	100%	18
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	11%	89%	18
9	The preschool has an excellent learning environment.	0%	0%	0%	6%	94%	18

Parent Comments - Quality of Teaching and Learning

All programs and teaching were always shared evenly amongst the group of children. At all times the teachers addressed the children, each and every one as 'individual', making them feel important and acknowledged! Group sections were split with different teachers in sport, adventure & outdoor play, & cooking, also teachers taught children to respect and learn about living and non living animals and plants! This Kindy is always hands on with kids. Great

I cannot begin to explain the high level of teaching and learning the kindy has provided to my son.

The teachers really made an effort to get to know my child and have been spot on with their observations compared with what I know from the home environment.

The quality of teaching at Frieda Corpe Kindergarten is a very high standard. Teachers and staff always put the children first and the variety of activities set up for them each week is great.

We cannot say enough about the quality of teaching at this pre-school. Teachers always encourage children to learn by finding out what interests them the most at the time. They use the kids enthusiasm for a particular subject to teach them. Then they are always supporting this by having varied activities on a regular basis to stimulate further learning, as well as bring in parents & friends who have a skill in an area to teach more. Incursions and excursions are also done so children have an experience which helps future their learning.

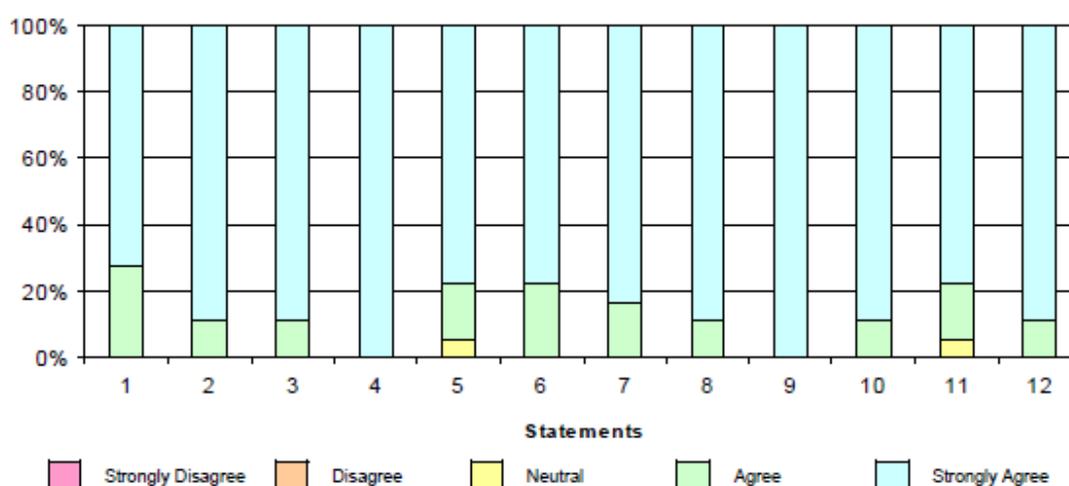
Fantastic! I have a child with many anxieties and all the teachers have worked very hard in helping her manage her big emotions! The teachers are always learning and are up to date with new child learning information etc.

We are very pleased with all aspects of the Kindy, could not ask for a better kindy for our children

My daughter has become very excited about learning because of staff here.

I have always found the quality of teaching to be of very high standard, the staff are very passionate and it shows through their work.

Parent Opinion - Support of Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this preschool.	0%	0%	0%	28%	72%	18
2	My child's teachers provide help and support when it is needed.	0%	0%	0%	11%	89%	18
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	11%	89%	18
4	My child is happy at this preschool this year.	0%	0%	0%	0%	100%	18
5	My child would receive support for any special needs he/she had.	0%	0%	6%	17%	78%	18
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	22%	78%	18
7	Children know how they are expected to behave at preschool.	0%	0%	0%	17%	83%	18
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	11%	89%	18
9	This preschool provides a safe and secure environment.	0%	0%	0%	0%	100%	18
10	Children have enough materials and resources for their learning.	0%	0%	0%	11%	89%	18
11	This preschool has information available about other support agencies within the community.	0%	0%	6%	17%	78%	18
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	11%	89%	18

Parent Comments - Support of Learning

The preschool has always given my child excellent support and have helped her to build confidence in managing her struggle with worries and anxieties.

Amber had help with speech for the last two terms, which was fantastic as at home, we didn't realise it was something that effected her learning. Kerry phoned me to discuss an in house Frieda Corpe councillor which was a great feeling, knowing that the teachers are looking out of the square and picking up on small problems that can be fixed early on. I'm very happy with all staff. Jaz is great!! Super energy!! But we couldn't pin point anyone in particular all staff are outstanding! Very happy Amber is fully prepared for school. Thanks Samantha PArker

We are more than happy with what has been done by and with Frieda Corpe regarding Dayna's speech. Our only disappointment lies with the speech pathologist (government) who has not been present much (if any) since her assessment 7 months ago in September.

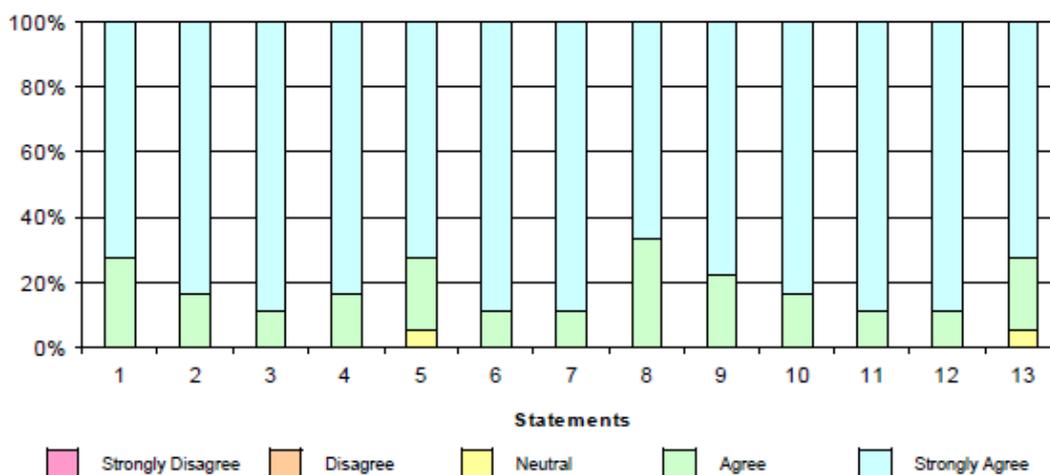
The first term my son was at this preschool the director suggested he have a speech pathology assessment which he did. He then benefited from 4 terms of speech pathology support. Prior to this he had attended 2 other child care centres and no one there had even mentioned it to us. We are so grateful that this centre caught it early.

Was very impressed that teachers adjusted my child's learning to working within smaller groups to improve his confidence and use his voice to participate in learning.

Referred to speech pathologist for Kaden's language issues, have seen a major improvement in his vocab. Always supportive sending home work for Kaden in the way of flash cards which he loves to participate and show us what he does at Kindy.

Aggregation of Parent Survey Responses

Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	0%	28%	72%	18
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	17%	83%	18
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	11%	89%	18
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	0%	17%	83%	18
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	6%	22%	72%	18
6	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	11%	89%	18
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	11%	89%	18
8	I receive helpful information about my child's progress and achievement.	0%	0%	0%	33%	67%	18
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	0%	22%	78%	18
10	I am well informed about preschool activities.	0%	0%	0%	17%	83%	18
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	0%	11%	89%	18
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	11%	89%	18
13	Teachers let me know how well my child is doing.	0%	0%	6%	22%	72%	18

Parent Comments - Relationships and Communication

Very good with communication, fantastic newsletters. Teachers are always open to have a talk about your child at any time. I'm always informed about my child's and her learning etc.

We receive at least 3 newsletters a term from the preschool which are always a delight to read. We also have the opportunity to be involved in the pre school through the Parent Voice. The Director and teachers are also regularly available and make it very easy to approach them if we have any questions. Finally, there is an amazing book and blue board all over the pre school which shows what the kids are doing each week. It is such a delight to see just how much joy in learning the kids are having.

Always communicating and helping our family with issues we may have at home with behaviour etc. Always very interested to know what is happening in our home.

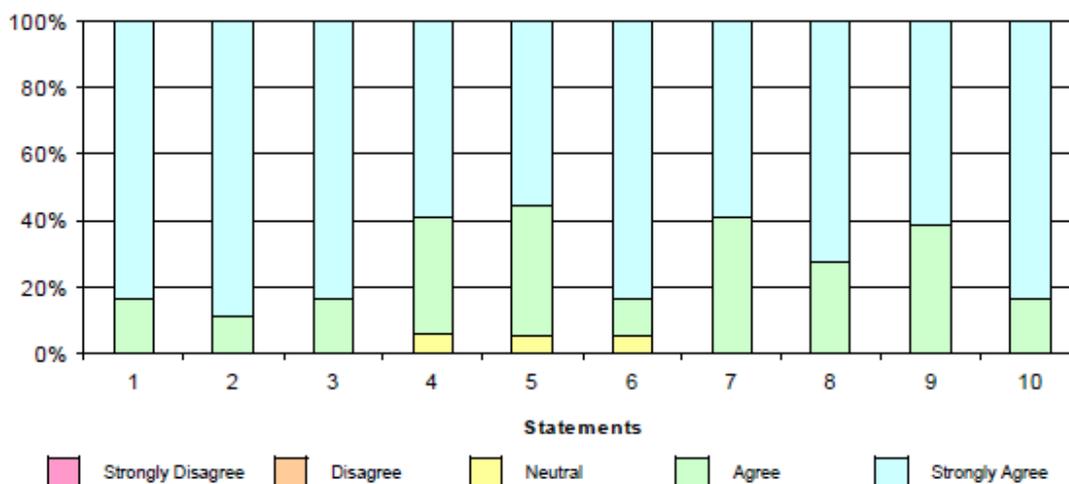
My child's personal and social skills have increased considerably as a result of attending this preschool.

All the teachers show great interest in each and every child. They are very approachable and communication is excellent. They are encouraging of everyone to get involved. E.g Parent Voice

Information and regular reports are sent home for us to keep or comment on, this is a great way to communicate out of preschool hours with our children on their progress and what they have been learning!

Our experience has again been wonderful at Frieda Corpe with our second child almost finishing up. We have made great connections with all staff. In particular Kerry, Annette, Tonia and Jaz. They are always so approachable, happy and nurturing towards all children. Their enthusiasm constantly amazes us and they always address any queries promptly and professionally. They are a great team!

Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	This preschool is well organised this year.	0%	0%	0%	17%	83%	18
2	I have confidence in how the preschool is managed.	0%	0%	0%	11%	89%	18
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	17%	83%	18
4	The preschool seeks parents' opinions about educational programs.	0%	0%	6%	35%	59%	17
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	6%	39%	56%	18
6	The preschool is always looking for ways to improve what it does.	0%	0%	6%	11%	83%	18
7	Parents are invited to participate in decisions about their child's education.	0%	0%	0%	41%	59%	17
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	28%	72%	18
9	The preschool includes parents and community in decision making.	0%	0%	0%	39%	61%	18
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	17%	83%	18

Parent Comments - Leadership and Decision Making

The leadership and staff at tis kindy are even better than if we were to try and think of what we would want to have ourselves. They care,are warm, are organised, love the children, and make learning so much fun even for parents.

Very good

Kerry is a wonderful leader at Frieda Corpe Kindy. It seems she is regularly informing them of changes and is very supportive. Kerry is very orgnaised, approachable and friendly.

Parent Comments - Other comments

Excellent Preschool!

Thank you Frieda Corpe for preparing our daughter for school with care. We are proud to say she has been in your centre and part of your programs.

Thankyou for your dedication and support in the growth of Lola and preparing her for school. She has enjoyed building friendships with both staff and children and can move forward because of this. Thankyou

Wonderful Kindergarten, both my children have had a great base for their school education. I will be sorry to leave.

The standard and quality of teaching has been exceptional. My son has thoroughly enjoyed and benefited immensely from his time at Frieda Corpe Kindergarten.

Very happy with this Kindy, they are all extremely professional and passionate in their work!

Frieda Corpe Kindy is a wonderful environment to start their education as it's friendly, fun and encouraging. Kerry, Annette, Tonia and Jaz definitely know how to bring the best out in all children. Thankyou!

Fantastic experience, all of my children went to different Kindergartens. THIS by far is the most enthusiastic, hands on, creative place for young 4 year olds., I would recommend to all. XX

I honestly have only the highest praise for this team. My only wish is that they would expand and have a Frieda Corpe Primary School- they are absolutley fantastic!

We love this kindy and it is beacuse of the wonderful staff who go above and beyond to provide unique learning experiences for our children. Thankyou

We are looking forward for our other child to attend this kindy.

Thank you to our community of learners 2013, what an inspiring year we have shared together.
Opening hearts and minds to lifelong learning. Kerry, Annette, Jaz, Tonia, Chris and our fabulous relief staff Julie, Ali & Karen

Financial Statement

GOVERNING COUNCIL REPORT - January - December 2013

	Budget	Income	Bal Remaining
<u>Income</u>			
State Office Allocations			
Global Budget Funding (salaries & grants)	336,747.60	346,375.45	-9,627.85
Maintenance Funding Grants	24,588.00	12,294.00	12,294.00
Kindy Fees 2013 <i>(inc t-shirts & hats)</i>	19,300.00	15,952.00	3,348.00
Kindy Fees 2014	0.00	8,200.00	-8,200.00
Fundraising	1,500.00	2,795.00	-1,295.00
Other			
Interest	500.00	958.71	-458.71
Donations	50.00	305.00	-255.00
Excursions	1,500.00	1,049.09	450.91
T-shirts & hats (separate to fees)	300.00	57.28	242.72
Miscellaneous	200.00	295.00	-95.00
	<u>384,685.60</u>	<u>388,281.53</u>	<u>-3,595.93</u>

	Budget	Expenditure	Bal Remaining
<u>Expenditure</u>			
Learning Plans			
Aboriginal resources	1,050.00	0.00	1,050.00
Outdoors upgrade	7,000.00	4,921.65	2,078.35
Resources	8,000.00	4,034.62	3,965.38
Curriculum			
Furniture & Equipment (incl \$5000 office upgrade)	6,000.00	2,314.95	3,685.05
Materials/Cons/Stationery	7,000.00	4,720.42	2,279.58
Excursions	1,300.00	1,268.18	31.82
Professional Development	1,500.00	1,528.64	-28.64
Salaries <i>(inc additional support hours)</i>	323,647.00	335,416.81	-11,769.81
Administration			
Photocopier/printing/ink <i>(includes monthly repayment contract \$212/month)</i>	5,000.00	2,681.60	2,318.40
Postage	200.00	54.55	145.45
Finance Officer	3,500.00	2,748.04	751.96
Website maintenance	400.00	177.50	222.50
Facilities			
Maintenance Hotline (incl pergola)	3,170.69	1,876.70	1,293.99
Grounds/Build maintenance	3,500.00	2,193.37	1,306.63
Cleaning wages	10,000.00	9,815.06	184.94
Maintenance Grant Expenditure	24,394.00	24,049.71	344.29
Utilities			
ETSA & Gas	2,500.00	1,652.94	847.06
Telephones	1,500.00	1,303.46	196.54
Water	2,000.00	2,643.09	-643.09
Fundraising	500.00	295.46	204.54
Other			
T-shirts,hats,sunblock	1,500.00	1,943.94	-443.94
Misc	200.00	13.64	186.36
Parent/Community Partnerships	0.00	281.83	-281.83
Bank fees/charges	25.00	0.01	24.99
	<u>413,886.69</u>	<u>405,936.17</u>	<u>7,950.52</u>

Bank Balances	
Bank SA	4,227.12
SASIF	52,675.63
Closing Bank Balance	<u>56,902.75</u>

FUNDRAISING

ACTIVITY	Income	Expenditure
Easter Raffle	\$1,292	\$5.46
Art Show	\$1,503	\$290.00

DEPARTMENT FUNDING

Funds Received	\$ 346,375.45
Funds Spent	
Staffing	\$ 335,416.81
Maintenance Hotline	\$ 1,876.70
	<u>\$ 9,081.94</u> balance of funds saved