

# Pre school Annual Report 2009

Pre school Name: FRIEDA CORPE KINDERGARTEN  
Location Number: 3632

The core business of Frieda Corpe Kindergarten:  
" To provide a challenging and enriching environment that engages all children as powerful learners."

## Highlights CHILD INITIATED LEARNING, ACTION RESEARCH PROJECTS, INCREASED CHILDRENS INVOLMENT, LEARNING AND WELLBEING



Family end of term disco.

"Look at our masks." "Could we make a flower show?"

Children's elaborate creativity skills within a C.I.C



Team work



Finding the pumpkins.

Produce from the vegetable garden.

'Let's make something yummy with the vegies from our garden.'



Frieda Corpe weather station.

Healthy Eating and Physical Activity Project.



Developing relationships with students from Christies Beach High and sharing creative talents.

Lifecycles

Child Initiated Curriculum designing a mural.



The children's art show opening night at the Onkaparinga Arts Gallery.



Nurturing and caring for others.



Relevant and meaningful learning: "I saw a beautiful butterfly in the garden today, how do you think it got there?"  
"We all learn in different ways and within a C.I.C children explore many different ways of expressing themselves and testing their ideas."



Child Protection Curriculum.



Health and Hygiene.

### CONTEXT STATEMENT

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 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 families have sourced our kindy from as far as Willunga, Mt Compass, Moana and Hackham. Through committed marketing of our centre over the past year it is now at capacity with enrolments. We have an extremely dedicated staff team which hopes to remain stable for the next few years to come.

## 1. STRATEGIC DIRECTIONS AND TARGETS

### Strategic Direction 1: Excellence in Learner Achievement and Improved Learner Engagement and Wellbeing

Target/s: That all children will confidently and successfully engage in learning through play within a Child Initiated Curriculum.

#### *Professional Learning*

During 2009 we utilized both the centres closure days for the staff team to attend Professional Learning through workshops and by visiting other sites. As part of our site's improvement plan the Frieda Corpe Team visited other exceptional sites to observe and learn about other teaching strategies in the areas of literacy and inquiry based practices. Teaching staff also attended a series of Professional Learning on Emergent Literacy. This proved invaluable for the staff team to be able to observe practices together and then use this to further our own reflection and to continue to make positive changes and improved practices at Frieda Corpe Kindy.

In areas of children's literacy development some of the changes that were made included adding a storybook table. This focused on a particular storybook for a week that was initially read/introduced by staff at the beginning of the week during group time. Props were also added to the table so that the children could re enact/tell the story independently using the props. From data collected about the children's literacy development, each term particular books were chosen to extend the children's literacy skills in areas that required further development. This focus included: concepts, descriptive language, levels of questioning, rhyme, self confidence as well as some theme based books based on the children's Child Initiated Curriculum.

The importance of rhyme and being able to recognise syllables in words as part of children's early literacy development was also highlighted in professional learning so staff continued to focus group times on games, songs, poems and movement around these concepts.

**The outcomes:** 80% of children accessed the story book table experiences independently and used language to retell the story. Out of the group of children that engaged in these experiences nearly all of them revisited the experience again through their kindy week and staff noted the increase in use of language and confidence using language within the kindy environment. It was also observed that many children enjoyed engaging in the experience with another peer, which helped to further develop and extend language skills.

With children that had been assessed as having speech and language difficulties and processing difficulties staff engaged in this experience with them and promoted peer modelling which positively extended the children's language and literacy development.

Families and siblings participated in these experiences that further developed the children's confidence and self esteem in sharing their understandings.

96% of the children that were in their final term of kindy were able to confidently rhyme and sound out syllables. The other 4% of children that had severe language disorders were not ready for this stage in their literacy development but extended their vocabulary, language skills and speech.

#### **Recommendations**

That another story table is set up outside for children and families to access.

That information about children's literacy development and the positive learning that occurs at the story tables is sent home to parents to further encourage their involvement.

Data collected over the year showed a gradual decrease in the number of families accessing the literacy packs this year. Actions: a parent questionnaire next term to find out why, which will lead us to make further changes based on parent feedback and suggestions.

With an increased number of children with speech and language needs and with the cut back in hours of support and inconsistent attendance from both support workers and children, staff found it challenging to consistently run the book based learning program this year.

**Future plans:** Next year utilizing the attendance initiative money we have requested that Pam Cliff be our support worker. She will be employed across the week to run a book based learning program in conjunction with our speech pathologist to increase the children's speech and language development and support their regular attendance.

### *Healthy Eating and Physical Activity in the Early Years Project.*

2009 was the second year that we were involved in the Healthy Eating and Physical Activity in the Early Years Project. Staff attended professional development throughout the year based on many areas of healthy eating and physical activity ideas. Staff visited other sites including Port Elliot Kindy and Montessori at McLaren Vale to share ideas and further develop our professional learning community. We presented the strategies that we developed to increase Healthy Eating and Physical Activity awareness and involvement at Frieda Corpe Kindy at the HEPA conference to other peers.

**The outcomes** through our involvement in this project included: Staff increased their knowledge about healthy eating and physical activity, we increased our network of service providers in our local community, developed relationships with our local nutritionist and child psychologist at Noarlunga Health, our kindy healthy eating policy was revised and updated, our routine of fruit time was changed to "Munch and Crunch time" with all children eating together, information, resources and services were shared with parents to further their knowledge through newsletters, website, displays around kindy and parent workshops with Peter Hill and Steve Thorn, the curriculum was developed around the many learning areas of having a vegetable garden; preparing, planting, growing, caring for, picking and selling produce from the kindy vegetable garden, recycling-compost, bokashi, ecologically sustainable environments, the children increased their knowledge and understanding about healthy eating, growing vegetables, cooking healthy snacks, the importance of drinking water, how our bodies work- bones, organs, blood, muscles etc, how and why we keep fit and active.

Data collected showed that by changing our routines that 99% of children brought and ate fruit/vegetables at snack time, 99% of children drank water at kindy and that 90% of children engaged in physical activities at kindy for a minimum of 20 mins during their session. By increasing our outdoor resources more children were involved in a variety of active ball games and obstacle courses, which increased their ball skills, hand eye coordination, gross motor skills, balance and activity level. Data collected also showed that after having sent home information about healthy eating and lunch box ideas that 90% of the children staying for lunch brought healthier food choices.

**Future plans** for next year include: developing a healthy lunch policy with Governing Council, more walking excursions, promoting skills based programs for families, planting in the vegetable garden, possibility of purchasing a weather station. Frieda Corpe Kindy will continue to promote the importance of healthy eating and being physically active as an ongoing commitment to children's health and wellbeing.

### *Child Initiated Curriculum*

Once again the year was filled with exciting learning based on the children's interests, which took us on many a journey from space, to police investigations, a weather station, the shoe shed, making shoes and costumes, masks galore, palaeontologists, scientists, inventors and creators, story writers, photographers, sculptures, learning different languages and travelling around the world, exploring how our bodies work to building site constructors just to name a few. As we travelled along the children's interests all learning together, teachers used inquiry based learning approaches, asking questions to challenge the children's thinking and to help develop learning dispositions to assist the children as life long learners and to further extend the curriculum.

As part of our self-review we made further changes to the way in which we provide information to families about children's learning. We developed a different way of displaying the weekly program to families that created a wonderful talking point in the kindergarten with photos of the children engaged in play. Staff added written information to each photo relating the learning experience to SACSA and learning dispositions. Staff observed that the program board was a wonderful medium for developing children's literacy skills as the children retold friends and families about their learning at kindy. Staff also observed that it also became an important component of children's sense of belonging, their inclusiveness and wellbeing so it was crucial that all children were featured on the board.

Staff attended professional learning about learning dispositions and Kerry attended a series of workshops at the Reggio Emilia conference held in Adelaide this year.

Throughout the curriculum there was a strong focus on numeracy and mathematics, science and nature, literacy, social skills, creativity through the arts and music, community and cultures, gross and fine motor skills that were well documented throughout the children's learning stories. Staff observed that most children accessed their portfolios independently and enjoyed sharing them with friends and family. However only 40% of families took the portfolios home to share and 50% looked at them at kindy. 5% made comments or added feedback in the children's portfolios.

The excursions and fundraisers throughout the year were based on the children's interests, which were well attended, by the children and their families. We visited our local vets, local libraries, walked to the post office and Onkaparinga Arts Gallery. We went to our local bowling alley, the farm barn and organised two kindy discos at our local sailing club. Incursions included a visit from Delta Dog Safety, the police, students from our local school sharing their musical talents, visits to and from the transition

class, parents bringing in unusual pets and sharing their talents and interests including sports, music and cooking.

Other sites came to visit our centre to learn about our Child Initiated Curriculum and how we develop children's literacy skills.

Once again to promote the children's creativity, sense of self and learning at Frieda Corpe Kindy we displayed the children's artwork at the Onkaparinga Arts Centre. The opening night was officially opened by Amanda Rishworth who was very interested in the exceptional learning at the kindy. The opening night was well attended by families with many thanking staff for such a special evening. Families purchased art works; packs of the children's Ruth Tuck self-portrait cards and gave donations towards having the children's artwork displayed on banners around the kindy fence. It was such a wonderful evening to see huge smiles on the children's faces as they showed their families and friends around the art centre taking them to all of their masterpieces. The children's creative talents were displayed for 4 weeks and open to the general public. Funds raised from this were put towards having the professional banners made up of the children's art work and the mural on the kindy wall.

**Outcomes:** From this, learning disposition pages were also developed as a way of recording children's learning and reporting to parents in children's portfolios along with learning stories.

Checklists were also improved upon as a way of capturing children's voices and documenting children's learning.

As part of our self review, teaching staff developed a Mid term report that is written for the children in their second term of kindy which goes home to families with an option of an informal discussion with staff.

The children's learning was relevant and meaningful through a C.I.C and consequently deep learning occurred as documented in the children's learning stories.

Staff continued to focus on their practices and their relationships with children that made a difference in how children approached and experienced learning, how they felt about themselves and how they interacted with others.

Children were proud of their achievements and consider themselves as powerful learners.

Families and the community were informed of the powerful learning that occurs at kindy.

**Future plans** for 2010 include sharing information from the Reggio Amelia conference with staff and Governing Council and begin to implement aspects of this within our C.I.C.

Continue to display children's Ruth Tuck art along the kindy fence to promote children's sense of belonging.

Open Days

Transition from SACSA to The Early Years Learning Framework ;Belonging, Being, Becoming.

Self Review summative reports, C.I.C/inquiry based learning and Reggio Amelia principles

Large display for parents re PLAY and children's learning and learning dispositions.

Teaching staff continue to use Fere Laevers Observation Scales (RRR document) to examine and reflect on their teaching practices and the impact they have on children's learning.

Review Children's Learning Stories and their relevance to the children and parents.

## **Strategic Direction 2: Improved Partnerships: To collaboratively strengthen and enrich relationships with kindergarten families, local schools and community.**

**Target/s:** Strong inclusive relationships with parents and staff from local schools in the community so that children's transitions from home to playgroup, pre entry and then school are seamless and conducive to individual children's wellbeing.

To further develop our relationships with service providers within our community to assist families in the education and care of their children.

### **Actions:**

One of our main focuses this year was to follow on from our action research project "The Reconceptualising Reception Project" that enabled us to work more closely with Port Noarlunga Primary School, Christies Beach Primary School and Christies North Kindergarten last year. We have continued to develop strong working relationships with our local schools and kindy by attending joint transition meetings, cluster groups and leaders days. We have shared resources and sites to further promote our connectiveness and links between kindy and school and continued to review our transition programs.

We became involved in a research project with Dr Lauren Miller Lewis "Healthy Minds Healthy Futures" Child Resilience project, which involved the kindy teachers collecting data about their relationships with children. We also utilized this opportunity to focus on using the Fere Laevers relationship and wellbeing scales from the Respect Reflect Relate document to observe and rate how we as educators develop

relationships with young children and its connection to children's wellbeing. The question that we used for our inquiry was, how can we best support and empower children with transitions to kindy and school to ensure their wellbeing?

In scaling our teaching practices in regards to developing positive relationships with children our rating overall scored high. But with a staff team dedicated to continual improvement for children's ongoing learning we used this process as part of our self review to reflect on where we could further develop or change teaching practices. In collecting and analysing data it showed that a 5-minute quality interaction with a child throughout their day (6 times in a full day) was fundamentally crucial for developing positive relationships with children that then increased their wellbeing.

The improvements/ changes that were made included: developing a pre entry photo page that captured children's learning and social connections within their first few days of pre entry. This was added to their portfolio so that it could be taken home and shared with families and friends.

A letter addressed to the child with a simple text and visuals was sent to all of the new pre entry children before starting kindy. It was a welcome letter asking the children to bring along their favourite book and a special photo from home to share with their teacher. A staff member was then made available to share this story and photo and spend that quality time with a child or small group of children to develop meaningful relationships. Staff are still collecting data on the effectiveness of these strategies and will report findings to Dr Lauren Miller Lewis who will be writing a paper which will be available to staff and parents next year.

In establishing relationships with other people and services within the community we had the following services come and visit the children at kindy: Local Police, Delta Dog Safety, children from P.N.P.S came and played musical instruments, Kathy the librarian from the Noarlunga Library, parents came into kindy and shared cooking experiences, hobbies and skills.

Staff mentored 2 High School students and a Flinders University Student who completed their teaching and work experience placements with us. Staff also mentored Chris Wood and Irene Smith who were then offered support and ECW contracts within DECS.

One of our most exciting events this year besides the children's discos and many excursions was the Children's Art Show at the Onkaparinga Arts Centre. The children's artwork, wire sculptures and Ruth Tuck art portraits were mounted and hung in the main gallery for the local community to visit. The opening night for the families was a very special evening with the children feeling so valued and proud of their achievements. To celebrate Children's Week we promoted the children's display in the art gallery and families that were unable to make the opening visited during the week.

Once again this year through parent questionnaires and feedback it was highlighted how much families value playgroup and how important it is for them to get to know kindy staff. Data showed that 98% of families coming though playgroup this year stayed on as pre entry children with 1% attended either full time child care or Montessori and the other 1% had moved out of the Port Noarlunga area.

Staff made sure that each Friday fortnight during playgroup they worked out in the kindy so they could still be with playgroup families and develop stronger relationships. Tonia was employed full time to work with playgroup co-ordinators and families. A resource folder full of parent take home information sheets about child rearing, healthy eating, literacy, the value of play, music and movement and kindy was updated to share with families. The parent co-ordinators did a fantastic job helping to make playgroup most enjoyable and rewarding for families to attend.

Our Management Committee (Parent Voice) has been a fantastic group of dedicated parents that have worked hard and put a lot of time and effort into not only their children's learning but all children's learning and helping to manage Frieda Corpe Kindergarten and we thank them for their continued support and generosity. We could not do it without them.

This year we have had an increased involvement with special needs support workers and other organisations that support children's learning including Disability S.A, Autism S.A and Noarlunga Health services.

Kerry liaison with Tim English and Gunilla Stattin from Christies Beach High School to jointly develop the mural based on the children's ideas to reflect the learning community. It has been a wonderful way to continue to promote learning together and linking the two sites in regards to children's future learning.

We increased resources for the parent library based on parent's feedback and current needs.

Kerry's involvement in cluster meetings with local kindergartens and primary schools and district leaders days has enabled her to continue working together with other site leaders.

The children and staff enjoyed working with Kathy from our local library and Elizabeth Hutchins, a well known South Australian children's author who came and shared her stories with the children during book week.

In conjunction with our site's improvement plan in improving partnerships, the centre has applied for and won a position as part of the KidsMatter Early Childhood pilot project. KidsMatter is a key initiative of the Rudd Government's approach to the promotion of good mental health, the prevention of mental illness and early intervention where problems arise.

KidsMatter Primary and KidsMatter Early Childhood are being conducted in collaboration between *beyondblue: the national depression initiative*, which is contributing funding of \$3.5 million, the Australian Psychological Society, Principals Australia and Early Childhood Australia.

It requires a whole-of-school approach and has four key components – a positive school community; social and emotional learning for students; parenting support and education and early intervention for students with mental health difficulties. The centre will initially be involved for 2 years and we are looking forward to working closely with other preschools and services across the state.

### **Outcomes:**

- Strengthened productive relationships with local primary and high schools in the area. Staff teams collaborated from different sites.
- An increased awareness of services in the local community.
- Positive exchanging of information between sites to promote individual children's wellbeing and positive transitioning to school.
- Frieda Corpe Kindergarten is now more prominent within the community and is at capacity with enrolments.
- Positive feedback about the centre from parents and local schools.
- Private and local schools as well as specialised services e.g Autism S.A have been recommending Frieda Corpe Kindergarten as "the kindy to go to."
- Collaborative, positive relationships with parents.
- More parents have been apart of the Parent Voice (Management Committee) than previous years.
- Successful transition programs to school that support children's wellbeing.
- Staff have got to know playgroup families and children, which has also helped with the children's transitions to pre entry.
- An exciting new face lift to the kindy reflecting children's ideas and show casing the creative talents of our local high school students.

### **Recommendations:**

- On the Friday mornings when staff are all working, continue to spend quality time with playgroup families to get to know families and children. (Parents shared their appreciation of this in their questionnaire.)
- To make a playgroup info book for new co-ordinators to feel more comfortable in the role and exchange information.
- Continue to have two people as co-ordinators in both groups to facilitate the welcoming and enrolling of new parents to playgroup and to facilitate the playgroup session.
- Encourage playgroup families to join the Parent Voice Group.
- To continue having termly meetings with Lyn Kohne from P.N.P.S and a joint meeting with Heather and Lyn with all kindy staff to review the transition program.
- Increased participation with P.N.P.S i.e. special events, shared learning.
- Organise termly meetings with Cheryl from Christies Beach P.S regarding transition.
- Where possible and practical participate in joint professional development with P.N.P.S staff and action research projects.
- Continue using Fere Laevers Observation Scales from the "Reflect, Respect, Relate" document.
- Open days
- Organise Peter Hill (Nutritionist) and Steve Thorn (Psychologist) from Noarlunga Health to run another series of informal parent groups at kindy.
- Continue to promote the values of play within a Child Initiated Curriculum with inquiry based approaches to sustained learning.
- Kerry to develop a priority of access policy with Parent Voice for enrolments and for access to full days and establish a wait list.

### **Future plans**

- Parent workshops: Circle of Security
- KidsMatter pilot project for the next 2 years.
- Establish new Governing Council (Parent Voice)
- Discussions about the 15 hours of kindy and what this might look like for Frieda Corpe? - Brainstorm options with Governing Council and staff. How can we still keep playgroup sessions after we have learnt through various projects how important these first connections and relationships are for children's positive transitions from home to kindy?
- Maintain current staff for continuity of children's learning and wellbeing.

### **EMERGING PRIORITY**

#### **Strategic Direction 3: To improve attendance patterns of children enrolled at the centre.**

**Target:** Children will increase their attendance.

This year by utilizing our attendance initiative money we were able to increase our staffing to 1 full time director, 1 full time ECW and a .8 teacher.

#### **Outcomes:**

- Children have quality care and education.
- Children attend their full amount of sessions.
- Staff worked hard to encourage daily attendance by:
  - -promoting attendance through newsletters
  - -through incidental and planned conversations with parents
  - -phone calls to families
  - -interactions with other agencies where needed
- Parents and staff distributed fliers to the surrounding local areas promoting the kindy.
- A professional web site was developed offering information to families and promoting the centre.
- A4 posters were displayed within the community also promoting the kindy and the importance of attending kindy.
- Staff kept a daily record of attendance by marking the roll and monitored changes.
- Tonia was employed as an extra staff member so we could continue to provide a high quality child initiated curriculum and offer families more flexibility with session choices and make up sessions.
- Kerry developed professional enrolment packs that provide families with information about the centre as well as other information based on valuable parent feedback from the questionnaires that adds to the professional outlook of the centre and expectations of attending kindy regularly just like school.

#### **Recommendations:**

- To continue sourcing information to put into newsletters with data about how irregular attendance affects children's learning and the benefits of attending kindy.
- To continue to promote regular attendance and its importance for children's wellbeing, learning and development.
- To continue to employ current staff members to be able to offer high quality education and care that focuses on Child Initiated Learning which Frieda Corpe Kindy is renowned for. "A model centre of excellence."

### **Future plans**

Utilize the attendance initiative money as specified in our 2010 attendance initiative plan.

*Our growth and development can be measured in many different ways along our individual learning journeys.*



"I am bigger!"



"I communicate my ideas with others" "These are our puppets!"



"I smile every day at kindy now and am happy and confident accessing my learning in a social setting."

### Preschool Enrolments and Attendance

	2007				2008				2009			
	1	2	3	4	1	2	3	4	1	2	3	4
Attendances	33	38	39	36	33	32	37	47	49	48	54	59
Enrolments	43	53	54	42	43	38	43	48	50	49	54	60

The noticeable increase of attendance during 2009 has been because of the strategies that we put into place utilizing the attendance money that was allocated to the centre. Being able to offer families' flexibility in sessions including make up sessions made a huge difference as well as full days with free lunch care. Data has shown that many children attend for 1 full day and two half days or two full days with most children accessing their full entitlements. We expect to continue seeing these great results into next year as we have been allocated another amount of attendance money, which will be utilized to continue supporting children and families in accessing their kindy sessions.

Future plans will involve discussing options with parents and the Management Committee in implementing the 15hours of preschool in the year 2011 and what this might look like and mean for the Frieda Corpe families and community.

### PARENT OPINION SURVEY (Attached)

A total of 22 parents responded to the Parent Opinion Survey, which was distributed in terms 1 and 3. Results showed a high level of satisfaction in all areas.

Analysis of parent comments from the surveys highlighted that parents highly value and recognise the quality of teaching and learning at Frieda Corpe Kindergarten.

A parent commented "This preschool has always been committed to being forward thinking and open to ideas, real movers and shakers and so in control and organised, a well run preschool. Teachers are united and work together ensuring a happy and safe environment for the children."

It is wonderful to hear such supportive comments from parents; we always strive to improve on practices and value parent feedback. Next year our goal will be to explore how we can get even more parent involvement and how we can further improve on sharing information and children's learning with all families.

Director: Kerry Hardacre

Date:8.12.2009

Governing Council: Kristi Hathaway Date:8.12.2009