



# Frieda Corpe Kindergarten

Opening hearts and minds to life long learning

## Annual Report 2011



Learning through play with natural materials.



Collaboration, harmony, team work



Exploring nature stimulates a sense of wonderment and curiosity.



Peer tutoring develops children's literacy skills.

We are all learners together and we learn in many different ways.



Creating a learning culture, a community of learners. Learners can learn anything they set their minds to. Developing positive mind sets.



*Celebrating individuality*



*Engaged in learning in our outdoor environment.*



*Exploring our creativity.*

**Preschool Name:** Frieda Corpe Kindergarten

**Preschool Number:** 3632

**Preschool Director:** Kerry Hardacre

**Region:** Southern Adelaide

Frieda Corpe Kindergarten is situated in Port Noarlunga. It is a stand alone centre to which children then attend Port Noarlunga School and a wide variety of private schools in the southern area. Frieda Corpe Kindergarten is renowned for its sense of community and Child Initiated Curriculum. 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. Through our dedication to provide the best possible education and care through current innovative practices we have many families returning with siblings and have been at capacity again this year. In consultation with our Kindergarten Community we run two consecutive full days of Kindy. This enables children to confidently develop their social skills and sense of well-being as they engage with a core group of 30 children. Children's engagement in their learning is paramount at Frieda Corpe; we have a strong focus on developing positive dispositions for learning so that all of our children develop skills to be successful life long learners. We have an extremely dedicated staff team which hopes to remain stable for years to come.

### Quality Improvement Plan

#### Priority 1: Improved Literacy Outcomes.

What an exciting year it was. "Rhyme time" was the new literacy focus for the year, educators planned rhyme, alliteration, and counting syllables activities as part of the children's daily learning experiences. As educators valued the importance of developing these understandings and skills as crucial for children's literacy development, these pre literacy skills were also documented through check lists and in the children's summative reports.

Annette made a wonderful full board display for parents about pre literacy skills, what they are, the links between pre literacy skills and literacy skills in school and the importance of play in developing these skills. This information was also shared through newsletters, parent interviews and resources in the parent library that were purchased from Early Childhood Australia.

The children thoroughly enjoyed 'Rhyme Time': the songs, poetry and stories that focussed on rhyme. Educators observed that the children instigated their own play with rhyme and then shared this with their peers and teachers. The children made up their own rhymes and experimented with melodies. Parents also commented on their children singing and experimenting with rhyme at home.

A termly alliteration chart was developed with the children that focussed on rhyme and alliteration using their first name. E.g. Ben buys bugs, Kerry kisses koalas. Many children not only remembered their own alliteration but their peers as well. Some children were interested in learning to read the alliterations and often asked for them during group time experiences.

The 'Shark in the Park' book by Nick Sharrot, 'Pants' by Nick Sharrot, 'Brown Bread and Honey' by Pamela Allan and Who Sank the Boat became very popular resources with the children. As part of our Child Initiated Curriculum and following on from children's ideas and interests, prop boxes were made with the children and then the Frieda Corpe Drama group developed. The children made their own props and re enacted stories during group time experiences as well as independently throughout their day. An excursion to the Noarlunga Theatre to see The Patch Theatre's production of five of Pamela Allan's story books was a huge success. For months later the children continued to ask for the music and props and engaged in dramatically re enacting the Brown Bread and Honey story.

Outcomes: Such powerful learning occurred on many levels, educators observed an increase in children's confidence, creativity, literacy skills and group skills; children were empowered to have a go and celebrate the joy of being themselves. They experienced the fun in learning, working together and then shared this learning with others.

Children who needed extra support with their pre literacy skills during the session were targeted with intervention strategies, including small group work and one on one support with our support worker Chris. Funds were allocated to ensure Chris could work with these children over their year at kindy. Through this targeted support, all of the children involved increased their pre literacy and speech skills at their own level. Through tracking the children's pre literacy skills, data indicated that by the time the children were in their final term of Kindy out of 57 children 89.3% had a highly developed understanding of rhyme and alliteration. 1.78% had a developing understanding of rhyme and alliteration. 3.57% were expanding in rhyme and alliteration and 5.37% were beginning to develop these skills and understandings.

Future plans include redeveloping our literacy packs and library to best support current family needs as well as the centre's focus. Reviewing our pre literacy targeted approach so that all children develop from the beginning levels to a minimum level of expanding with these crucial pre literacy skills. I would like to have conversations with our feeder schools as to how these children have transformed their literacy learning from home and kindy into school.

## 2.Children are confident and involved learners.

2011 was the second year of our involvement in the Kids Matter Project with a focus on 'working with parents and carers' and "Helping children who are experiencing mental difficulties."

Part of this included connecting with services that could assist families and children experiencing mental difficulties. This journey left us quite frustrated and flabbergasted at the lack of services available for families for children between the ages of 4 to 5 when it comes to assisting with mental health issues. Kerry took the opportunity to phone the Minister for Education and report these findings in the hope that this would be looked in to further. Staff also made personal contacts with local services in the area that could offer guidance/support to families.

We continued with the 'You Can Do It' program due to parent's positive feedback and its observed success in helping children develop positive learning dispositions and habits of mind. Many parents had shared that their children used the puppets' phrases and sang the songs at home as positive self talk.

All of the educators continued to utilize Donna Broadhurst's communication strategies to assist children with self regulating their emotions as part of their commitment in keeping abreast of innovative teaching practices. This made a significant difference in the children's positive development and staff continued to share these practices with parents and other colleagues.

Educators also promoted and utilized teaching strategies from Wilson McCaskill's "Play is the way" and shared this resource with parents throughout the year. One of our added focuses in 2011 was to enhance children's pro-social behaviour with physically interactive games and dance. The children delighted in the group experiences and educators observed a real sense of team, unitedness, co-operation, consideration and care for others.

Other areas of professional training and development as part of our involvement with the Reggio Emilia Australia Information Exchange included a workshop "Links between Reggio Emilia and the Early Years Learning Framework" and Reggio Emilia Hub gatherings at Kensington Gardens to share learning with colleagues.

Outcomes: All of our educator's experiences and learning was shared between staff and utilized in ways that further enhanced our learning environment and the quality learning experiences for our children and families. Some of the changes that were made as a result of this were; the ways in which staff displayed children's learning to parents with a new learning journal with photos and links to the National Curriculum (which was displayed on a stand by the front door.) The children's work inside the kindy was displayed utilizing coloured photos mounted on black cardboard depicting the children's learning journey with the children's voices. The text highlighted the learning dispositions that the children were developing along with their thoughts and understandings.

There are always many highlights to children's learning throughout a Child Initiated Curriculum but perhaps the most profound learning developed through the children's interest in bodies and in particular the brain. Educators had attended an inspiring professional development topic on "Developing a positive growth mindset". Annette and Kerry then shared this learning with the children as a provocation during a morning meeting, which then expanded across the curriculum following the children's interest and fascination about this interesting topic. The children explored pictures about brains, looked at a model of a brain, learnt about different parts of the brain and what they are responsible for, drew pictures about brains, they looked at the human body in a variety of texts, they explored how their brains send messages to their bodies for movement, they explored movement and the brain, they made clay statues about how their bodies moved, the children learnt about the power of positive thinking and engaged in Brain Gym. Information was sent home to families about this and relevant resources were bought to share with families. Children transformed their understandings and learning by being researchers themselves. Some children took on the role of being an interviewer and with a check list in hand asked all of their peers' questions about their learning. It was interesting exploring the results from the children's investigations about growth minds sets. The results were then used to formulate other learning experiences to help develop positive learning dispositions in all of the children.

Outcomes: Educators continued with the You Can Do It program with the children, which proved to be extremely positive in helping children to develop positive mind sets. The topic about our brains not only engaged the children across the entire curriculum but Educators also observed that many children used the positive language and applied a growth mindset in other areas of either new or challenging learning.

Throughout 2010 we visited places in our community such as our local florist, The Hopgood Theatre, Port Noarlunga School and The Art Centre in Port Noarlunga. We organised visitors such as Peter Hill (Nutritionist) to chat with the children about healthy eating, 'Animals Anonymous' to share unusual Australian animals with the children, Delta Dog Safety, Living Eggs, a visitor from the council to talk about composting and worm farms, CAFHS, Dr Bernard Nadolny from Christies Beach Chiro shared

exercises and stretches for straightening our posture as part of Straighten Up Australia, Simon from Christies Beach Podiatry Care checked the children's feet, 'Itchem' talked with the children about hair hygiene, one of our parents who is a dental assistant chatted with the children about dental hygiene, a student from Seaford High School completed a work placement with us, we saw Camp Quality Puppets and had Sue Harris a fabulous puppeteer. Children submitted art work for local MP:Amanda Rishworth's Art Show.

Our major community events for the year The Children's Art Show (which was displayed in the Noarlunga Art Centre) and the Family Disco (which was held in our local sailing club) were very well attended by families and were both fabulous evenings. We received very positive feedback and appreciation by our community and educators enjoyed meeting family members that they didn't often get to see at Kindy.

### 3. Enhancing the learning environment.

This year funds were budgeted to purchase equipment and resources that would further enhance the learning environment with a focus on natural materials. Some of our key purchases included a set of beautiful Aboriginal puzzles and game, a magnificent light table which has been utilized across all areas of the curriculum, fine motor skills equipment, two perspex /wooden boards for creative experiences, developing hand eye co-ordination and tracking for reading, wooden musical instruments, resource books based on children's interests, a circle of friends statue for the garden that symbolizes our community of learners and an outdoor fairy/magical garden based on the children's ideas from the Child Initiated Curriculum.

Educators utilized natural materials as often as they could within the program and parents assisted by bringing in materials that they had gathered on family outings.

Outcomes: Educators documented children's engagement with natural materials through learning stories with a particular focus on creativity. It was noted that given time, space and with natural materials presented as an open ended learning experience that children could be successful learners in their own right and engage creatively.

The children continued to enjoy the many learning experiences that evolved from developing the vegetable garden and worm farm. This year's crop was once again fruitful and the children cooked with the vegetables making delicious slices and sold produce to our local community. Many of our children enjoyed tending to the garden and playing amongst nature. They helped to plant new shrubs, flowers, bulbs, ground cover and planted a substantial tree to encourage wildlife and butterflies back into the garden. They created special play spaces in the outdoor garden and thoroughly enjoyed getting back to nature.

Outcomes: Educators captured the children's learning in learning stories, which was shared with the children and their families. Data showed that the learning from the vegetable garden experiences included developing children's numeracy, mathematical skills, literacy skills, questioning skills, enterprising skills, problem solving skills, hypothesizing skills, research skills, general knowledge of the world around them, understanding of healthy eating, caring for our environment, recycling, team work and sharing.

Money raised from this years fundraisers will also go towards further enhancing the children's learning environment. We have sourced a pin up board material that will not only provide an effective display area for the children's art work and learning but it will help to absorb noise from the business of the children's learning. As part of our aim in utilizing Reggio Emilia principles, displaying the children's learning in a way that values individual learning, makes learning visible and captures the children's learning journey is very important. These display areas will respectfully capture children's learning and add to the learning environment rather than be a distraction with things hanging around the room.

Kerry's submission to DECD to highlight the quality teaching and learning at Frieda Corpe Kindergarten was chosen to go up on the Southern Adelaide DECD web site. Well done team! Educators this year have also been engaged in a Practitioner Inquiry project with Wendy Lee who is internationally recognised for her work in Early Childhood. Our staff team focussed on documenting children's learning in play environments, assessment for learning, data informing practice and sharing assessments with families. The outcomes from our involvement included: changed practices in how we document children's learning in learning stories, Annette's term 2 interview/parent sharing with families, the development of individual learning plans based on the 3 B's and the ways in which we collate and organise children's learning stories for assessment and informing practice.

Through our involvement with the Reggio Emilia Australia Early Years National Framework workshop we explored the synergies between the Early Years Learning Framework and the Reggio Emilia Educational Project. The outcomes from this included having a team with a uniformed clear vision of how the two compliment each other in supporting children's ongoing learning and how this would look, feel and work at our site. We were able to share quality learning amongst colleagues to reflect on and consequently within our site we all successfully offered experiences that transformed and provoked

new learning. I.e. inspired group experiences, morning meetings, educators bringing in provocations to stimulate new learning, wonderment and develop children's questioning and communication skills,

Our site had our first Validation with Jenny Sommer (Assistant Regional Director), Michael Austin (Early Years Consultant) and Tania Listen (Director). Caroline Dean (Chairperson) and Deb Fowler (Parent Voice Rep) also attended the day to provide feedback. We had wonderful commendations including the recognition of high quality curriculum and deep level learning for all children, the commitment to genuine, authentic partnerships with parents-outstanding, and strong respectful, reciprocal relationships exist amongst children, staff, parents and the broader community. Recommendations included, continue to develop PLP's and consider the implementations of all aspects of EYLF (Early Years Learning Framework)- how this would be implemented next year.

Other pressing priorities for us this year included: National Standards, Early Years System, Universal Access and The National Curriculum. Educators engaged in Professional Learning in these areas, and will continue to do so in 2012 to increase their knowledge, understandings and organization of the site.

### Report from Governing Council (Parent Voice)

We had a strong interest in the Governing Council(Parent Voice) this year with many new faces. This year we began with the changes to the children's sessions to two consecutive full days. In reviewing these changes half way through the year staff reported that 99% of the children managed a full day really well and that it was very conducive to children's learning and well-being. For those few children that had difficulties separating from their parents for a full day they transitioned successfully into kindy with some initial half day sessions. With the Kindy very focused on children's well-being as crucial to their learning the staff were very supportive to children's needs and individual circumstances. Consistently throughout the year we had positive reports from the teaching staff as to the difference in the way the children were relating to each other, developing a strong sense of connection and community, how the cohesiveness of the group had particularly changed and the overwhelming feeling and understanding of harmony as a group of learners. The staff also observed that many children were playing as a whole large group in the outdoor environment. With the changes to how the teachers assisted children with self regulating their emotions (as part of their professional learning from the Kids Matter Project) they shared how this had revolutionized the way in which they communicated with children. They observed that yes, children still had difficulties managing their emotions from time to time but the big change was in the length of time that children were upset and also the change in the frequency of children being upset due to them using self soothing strategies and positive self talk.

It was observed that some children were also using language such as "I am being resilient today", "I am going to play with....today." The use of the "You Can Do It Program" in assisting children's well-being and confidence has had such a positive impact. We hear our children referring to the "You Can Do It" puppets by name and chanting their positive catch phrases "I'm like Connie Confidence." "Have a go spaghetti" "I keep going like a garbage truck."

We are pleased with the subtle Reggio Emilia influences within the learning environment, the way the children's work is displayed, the natural materials and learning resources. One of our main achievements this year with fundraising has not only been supporting our sense of community but being able to afford quiet space material to line the Kindy room. This will assist with helping to absorb the noise level in the Kindy, which was exacerbated after the ceiling was inadequately changed by the Dept and showcase the children's learning. In a tranquil blue coloring it will assist in creating a peaceful learning environment and be in keeping with the rest of the Kindy. The inside of the Kindy is also getting a well deserved lick of paint to freshen up the environment. As part of the Site Improvement Plan we also continued with enhancing the learning environment by planting more shrubs and a substantial tree. In researching about natural play spaces and the importance of this for children's learning "getting back to nature" we have planted to try and create natural shade and little nooks for the future where the children can create special play spaces. Through the Child Initiated Curriculum the children have shared their visions and ideas about creating a fairy/magical garden and have enjoyed helping to plant out their new play space.

The Children's Art Show at the Art Centre in Port Noarlunga was a huge event and very well attended with families supporting their child's learning. It really showcased and highlighted the importance of developing children's creativity as a means of self expression and individuality and the powerful learning that children are involved in at Frieda Corpe. What a special night it was.

The end of year Family Disco went off with a bang and was thoroughly enjoyed by all. It gave an opportunity for families to get together and celebrate being part of the fabulous kindy community.

Our goal of developing a Kindy uniform /t shirt surprisingly took most of the year to organize but we are happy to report that as of the beginning of next year all of the children should have a Kindy T shirt with our logo featured on the back and a small logo on the left breast of the t shirt. They will be in fun bright colours featuring our Kindy values.

Our centre's closure days were utilized for staff to prepare for the National Standards and Kerry is developing a QIP plan to guide us through the changes that we will need to budget for next year and the areas that the staff team will need to continue to work on to meet standards.

As part of the Universal Access for next year the majority of families voted for two slightly longer days rather than two and a half days. The staff will monitor this next year to see how the children are managing with two longer days from 8.30am to 4pm and will ask for parent feedback.

We are extremely disappointed to be losing such vital transition programs such as playgroup and pre entry, in having to offer our 4 year old children more hours of Kindy. We would have preferred the Kindy to stay with its current programs and hours.

Thankyou to Kerry, Annette, Tonia, Chris and Di for such a wonderful and exciting year of kindy.

The Parent Voice.

## Student Data

### Enrolments and Attendance

	2009				2010				2011			
	1	2	3	4	1	2	3	4	1	2	3	
Attendances	49	48	54	59	64	70	61	56	58	61	62	
Enrolments	50	49	54	60	66	68	62	58	59	63	62	

We have once again been at capacity for this year and predicted expressions of interests indicate that we will be at capacity again in 2012. We have been extremely happy with the children's attendances with children only being away due to illness or family holidays.

### Feeder Schools

Feeder Schools				
Site number - Name	Type	2009	2010	2011
0251 - McLaren Vale Primary School	Govt.			1.8
0303 - Myponga Primary School	Govt.	2		
0362 - Port Noarlunga Primary School	Govt.	74	61.5	63.6
0379 - Reynella Primary School	Govt.		1.5	1.8
0921 - Christies Beach Primary School	Govt.	4	6.2	
1019 - Christie Downs Primary School	Govt.		1.5	
1056 - Woodend Primary School	Govt.		1.5	
1061 - Christie Downs Primary School (old)	Govt.	2		
1071 - Moana Primary School	Govt.			1.8
8014 - Woodcroft College Inc	Non-Govt.	2	1.5	1.8
8016 - Southern Montessori School	Non-Govt.	2	1.5	
8390 - Prescott Primary School - Southern	Non-Govt.		3.1	
8498 - Tatachilla Lutheran College	Non-Govt.			7.3
9014 - St John the Apostle Catholic School	Non-Govt.	2	7.7	12.7
9124 - Antonio Catholic School	Non-Govt.	4		
9133 - Galilee Catholic School	Non-Govt.	2		
9755 - Emmaus Catholic School	Non-Govt.	2		1.8
9756 - All Saints Catholic Primary School	Non-	4	13.8	7.3

	Govt.			
Total		100	99.8	99.9

Our main feeder school as indicated by the above chart is Port Noarlunga Primary School. We also have a high percentage of families accessing All Saints Catholic Primary School, Tatachilla and Saint John the Apostle Catholic Schools. We share a valued connection with all of the schools that our children transition to and have received very positive feedback from the private schools education teams regarding our program and pedagogies. We look forward to strengthening these relationships even further in the future.

## Client Opinion

Unfortunately we did not have all of the parent surveys returned but from the quarter of families that did return their surveys the feedback was extremely positive. The responses ranged from strongly agree to agree with all of the questions. Some of the comments included "The decision to structure the kindy days in two full cycles have been very beneficial to children."

"Frieda Corpe is the friendliest and most inviting kindergarten my kids and I have experienced. I would recommend them to my friends in a heart beat."

"Staff always go the extra mile."

"Frieda Corpe Kindy is a wonderful learning environment for children."

"The Frieda Corpe teachers have always provided me with continual feedback on my child and often share stories about his learning and involvement in kindy on a very regular basis. It is very much appreciated."

"The leadership and decision making at this kindy is done in a very professional way."

"The teachers are extremely approachable and are always asking about children's interests."

"The staff are dedicated and go above and beyond to create the highest quality learning environment for children."

We received a 90% return of The Kids Matter family surveys that indicated that as a staff team we build a strong sense of community in all areas of belonging and connectedness, inclusion, relationships and collaboration.

It is wonderful to receive such positive feedback, as the Frieda Corpe Team really do put in 110%. We always strive to continually improve so we are always appreciative and open to any feedback/comments.

My goal for next year is to try and get more families on the Parent Voice and capture more parents' voices who do not wish to join the Governing Council.

## Accountability

### National Partnerships

Our site will receive funding through the *National Partnerships on Achieving Universal Access to Early Childhood Education* for the provision of 15 hours preschool next year. The Frieda Corpe Community and Governing Council have voted on children attending for two full consecutive days to access their 15 hours of preschool rather than splitting time over a Friday. It will be interesting to report next year how this has supported child attendance and wellbeing.

Signed: Director Kerry Hardacre

Signed: Chairperson Caroline Dean

## Financial Statement

## GOVERNING COUNCIL REPORT - December

	Budget	Monthly Spend	YTD Spend	Bal Remaining
<u>Income</u>				
<b>State Office Allocations</b>				
Grants	26,304.96	4,384.16	29,835.13	0.00
Other DECS Grants	0.00	0.00	50.00	0.00
Salaries	266,388.54	40,876.38	284,344.93	-17,956.39
<b>Parent Contributions</b>	26,105.00	4,050.00	26,486.00	0.00
<b>Fundraising</b>	1,500.00	786.55	3,386.55	0.00
<b>Other</b>				
Playgroup weekly fee	2,700.00	161.00	2,113.90	586.10 (inc membership fee)
Playgroup fundraising	0.00	0.00	0.00	0.00 (not kindy funds)
Donations	50.00	0.00	35.00	15.00
Excursions	1,500.00	0.00	921.55	578.45
Interest	0.00	0.00	73.83	0.00
Misc (inc hats and bags)	50.00	15.00	227.23	0.00
	<u>324,598.50</u>	<u>50,273.09</u>	<u>347,474.12</u>	<u>-22,875.62</u>

Expenditure

<b>Learning Plans</b>				
Aboriginal resources	713.00	0.00	519.00	194.00
Outdoors upgrade	7,000.00	381.39	4,890.90	2,109.10
Literacy & Numeracy	1,500.00	33.18	353.22	1,146.78
Resources/Equipment	6,500.00	88.97	3,311.40	3,188.60
<b>Curriculum</b>				
Furniture	3,000.00	0.00	0.00	3,000.00
Materials/Cons/Stationery	5,000.00	699.86	6,162.82	-1,162.82
Excursions	1,800.00	0.00	850.32	949.68
Professional Development	4,000.00	0.00	1,494.42	2,505.58
<b>Salaries</b>	286,236.02	41,756.68	302,461.91	-16,225.89
(inc additional support hours)				
<b>Administration</b>				
Photocopier contract	1,000.00	193.07	1,292.93	-292.93
Printing/Ink	2,500.00	-14.55	441.59	2,058.41
Postage	200.00	0.00	109.09	90.91
Finance Officer	2,500.00	396.00	1,830.00	670.00
<b>Facilities</b>				
Maintenance Hotline (incl pergola)	1,767.00	243.87	2,423.26	-656.26
Allocation for unfunded maint hotlin	1,000.00	0.00	0.00	1,000.00
Grounds/Build maintenance	3,500.00	1,480.91	3,560.82	-60.82
Cleaning	9,000.00	1,485.52	8,195.21	804.79
Cleaning (superannuation)	0.00 (inc above)	116.65	681.07	-681.07 (inc above)
LSL provision cleaning	4,811.00	0.00	0.00	4,811.00
<b>Utilities</b>				
ETSA & Gas	2,000.00	0.00	1,069.63	930.37
Telephones	1,500.00	236.36	1,116.79	383.21
Water	1,000.00	300.00	1,156.65	-156.65
<b>Fundraising</b>	500.00	0.00	439.80	60.20
<b>Other</b>				
Playgroup Expenditure	200.00	0.00	54.55	145.45
Misc	200.00	109.10	171.81	28.19
Bank fees/charges	25.00	0.00	0.00	25.00
	<u>347,452.02</u>	<u>47,507.01</u>	<u>342,587.19</u>	<u>4,864.83</u>

Bank SA	10,242.03
SASIF	<u>52,942.49</u>

**Closing Bank Balance** 63,184.52

**Fundraising Report - Art Show**

Pre-sales	42.50
Sales on night	1,708.00
Post-sales	263.00
Raffle	238.50
Total Income	<u>2,252.00</u>

less purchase of aprons & card 438.34  
(note other consumables came from resources budget line)  
**Net Profit** 1,813.66

**End of Term Disco**

Ticket Sales	469.00
BBQ	290.50
Crazy Hair	189.50
Total Income	<u>949.00</u>

less purchases 212.45  
(note other consumables came from resources budget line)  
**Net Profit** 736.55