



Frieda Corpe Community Kindergarten 2017 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Frieda Corpe Community Kindergarten Preschool Number: 3632

Partnership: River Hub

Name of Preschool Director:

Kerry Warner

Name of Governing Council Chair:

Theresa Paris

Date of Endorsement:

20/2/2018

Context and Highlights

Our Vision: At Frieda Corpe Kindergarten we strive for best practices to support children and families in lifelong learning. Frieda Corpe Kindergarten is situated in Port Noarlunga. It is a stand-alone centre to which children then attend Port Noarlunga Primary School and 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 co-educators 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 an 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 of predominately part time educators which hopes to remain stable for years to come.

2017 Highlights included our fortnightly Musical Muscles Program with Caleb. This not only extended the children's musical interests but also further developed and stretched children's dispositional, numeracy and literacy learning. An end of year concert was shared with families to celebrate and showcase this learning. The Children's Art Show at our local Port Noarlunga Art Gallery was a huge success, showcasing the children's creativity and individuality. 52 self portraits were displayed in the gallery that the children had designed with black pastel and vibrant water colours. We have been very fortunate to be able to display the children's creative works for the past 10 years as part of our collaboration with our local community.

The collaborative efforts between the children, Parent Voice, DECD and For-park enabled the children's ideas for their outdoor learning space to be re designed. The swings went in at the beginning of the year, but unfortunately due to unforeseen hold ups, the rest of climbing equipment was not installed until early 2018. Years of fundraising efforts by our various Governing Councils has enabled this to happen.

Being able to maintain our current staff team enabled consistent learning for all our children as educators worked towards embedded pedagogical practices.

Report from the Governing Council

2017 was again another successful year for the Parent Voice at Frieda Corpe Kindergarten. Two major milestones were achieved with the design and installation of new play equipment (which included input from children and parents) and re-election of the Director (Kerry Warner) for a further 5 years to continue the exceptional work and high standards at the kindy.

The children enjoyed a variety of additional learning opportunities throughout the year including Caleb's Musical Muscles Program (helping to improve numeracy and literacy outcomes through music), Night Kindy, The Bubble Mega Show, Ruth Tuck Art School (including exhibition of the children's self-portraits at the art show fundraiser), the Yo Diddle Diddle excursion to Hopgood Theatre and the visit from the Henny Penny Chickens.

Fundraising proved to be a challenge during the year which resulted in a fundraising levy being added to kindy fees for terms 2, 3 and 4 from 2018. This will allow the Parent Voice more time to spend on the actual running of the kindy without excessive focus being placed on fundraising. As with previous years, the most successful fundraising activities were the year book and art show, two things we'd recommend continuing into the future.

Due to DECD allocation of staffing and children numbers, money has again been allocated in the 2018 kindy year budget towards staffing to increase ECW time and the support worker. This has been done to target intervention strategies for children's individual learning needs. We feel that this better suits the needs of children, parents and staff to ensure a safe, happy and sustainable learning environment. This represents a significant funding outlay for Frieda Corpe Kindergarten that we feel should be covered by the DECD.

Lastly, the Parent Voice would like to say a big thank you to all the staff at Frieda Corpe Kindergarten.

Theresa Paris

Quality Improvement Planning

Educational Program and Practice: 1.1.1 Literacy and Numeracy is a DECD and our River Hub Partnership(RHP) priority. All educators attended Professional Development with Deb Lasscock and Lisa Jane O'Connor to further their understanding and use of the numeracy indicators. Educators supported children through intentional teaching as well as incidental experiences to further children's mathematical learning. Educators and our ELC developed a tracking tool to document and monitor children's numeracy processes which was trialled this year. Families were given literacy and numeracy information in their induction packs. Displays were made at kindy to support this understanding of learning through play and how to stretch children's learning further. Children's voices and learning was made visible through learning stories, wondering wall and displays with documentation based on Reggio Emilia understandings.

1.1.5 "Every child is supported to participate in the program" also our (RHP) priority to identify and enact clear intervention processes. Educators utilized strategies for timely and targeted intervention to extend children's learning. Information was shared with our families about the "Move to Learn" program which can support children at home and at kindy to help support children's learning through sensory integration. All children had timely ILP's that were developed with the child, parent and educator to support and extend individual children's learning. Site funds were budgeted to employ a support worker to run targeted intervention programs to support children with their speech, language and dispositional learning that were not eligible for DECD support but were at risk with their learning. Children's progress and learning needs were shared with their families and primary school teachers as part of transition processes. Educators utilized a newly developed speech and language assessment tool developed by our DECD speech pathologist, a dispositional tracking tool developed by the (RHP) and a numeracy tracking tool to track and monitor children's growth. Outcomes included: guided curriculum planning to support and extend individual children's learning & changes in pedagogical practices around numeracy learning. It also highlighted a need for educator to educator discussions about the children when tracking their development on a sliding scale to support a shared understanding.

Educators attended the REAIE Biennial National Conference- "Landscapes of Identity" in Sydney to further our pedagogical practices. The conference focused on the complex identities of children as citizens with rights from birth, educators as researchers and families as participants in early childhood centres and schools as places of learning, democracy, and culture. Outcomes included: Furthering our site focus on nature play, changes in programing with nature walks, increased parent involvement, inclusion of different resources to support children's learning about mindfulness and further inspiration and development of teachers pedagogical practices with educators as researchers.

Physical Environment 3.1.1 & 3.3.1 "Sustainable practices are embedded in site operations" We furthered our site practices which included changes to our recycling practices with the children and families to reduce waste and land fill. We purchased extra worm farms for the garden and child safe knives for the children to cut up their food scraps for the worm farm. The children made reusable bees wax sandwich wraps to help reduce waste and developed entrepreneurial skills as they sold "worm juice" to the community. Educator resources were sourced to further our own learning and we connected with our local council to run educational sessions at kindy with the children.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	61	60	60	60
2016	52	52	51	50
2017	52	52	52	51

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

Enrolment Comment

The significant drop in numbers of our enrolments is due to DECD changes in enrolment procedures and catchment areas. Each year we still have 60 families interested in attending but due to DECD reducing our level of staffing to only a .5 ECW (instead of our 1.0 ECW that we once had) this greatly limits the number of children which we can enrol to our site. Unfortunately we are having to turn many families away that would prefer to attend Frieda Corpe Kindy as they are not within the DECD reviewed catchment area of Port Noarlunga. Being a smaller site with a capacity of 30 children per session we also don't meet the revised staffing levels of 1.11 without going over our site capacity which would not be deemed safe for our small area. The implications of this has impacted greatly on our site with one session only being funded for two staff which puts the educators under undue stress and should not be allowed.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	92.6%	96.7%	93.3%	97.1%
2016 Centre	95.1%	91.3%	89.4%	93.7%
2017 Centre	97.9%	92.7%	90.8%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

Attendance Comment

Our attendance to kindergarten is quite good with children generally only being away due to illness or family holiday. Our families value the kindergarten program that we offer. We did have two children whose attendance presented as irregular at times and those families were contacted to see how we could best support the family to attend. Reasons were around illness, holidays and transport. Not having reliable transport was challenging at times to these families as well as remembering to come, so reminder phone calls and termly planners were personally given to these families. In the Mon/Tues group some families notified us at the beginning of the year that they would be staying with their Montessori schooling or Child Care to access a full day on Fridays, whilst other families preferred to give their child a rest day on Friday to share a family day together.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0251 - McLaren Vale Primary School	1.7%	0.0%	0.0%
0313 - Old Noarlunga Primary School	1.7%	0.0%	4.0%
0362 - Port Noarlunga Primary School	76.3%	77.1%	76.0%
8016 - Southern Montessori School	1.7%	4.2%	4.0%
8030 - Sunrise Chrstn Schl:Mrphtt VI Campus	0.0%	0.0%	2.0%
8390 - Prescott College Southern	0.0%	2.1%	0.0%
8498 - Tatachilla Lutheran College	1.7%	0.0%	0.0%
9014 - St John the Apostle Catholic School	10.2%	12.5%	8.0%
9756 - All Saints Catholic Primary School	6.8%	4.2%	6.0%
Total	100%	100%	100%

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

Destination Schools Comment

The majority of our families now attend our local Port Noarlunga Primary School, with a percentage of families still preferring to attend local private schools.
We have transition programs for all of our children to their local schools and share children's dispositional learning, strengths, interests and needs with their teachers to support their transition and ongoing successful learning through into school.
As these transition programs are organized and run by the schools we have provided feedback from families to help improve transition programs and early in 2018 I will meet with various principals to share site feedback as well.

Client Opinion Summary

Areas of the parent survey included: Quality of teaching and learning, Support of learning, Relationships and Communication, Leadership and Decision Making.

We had 40 responses out of 52 families which was quite a good response. From these responses the majority, approx 70% up to 90% of the parents indicated that they "strongly agreed" i.e... very happy with site practices across all of the above areas. 8% up to 24% indicated that they "agreed" and approx up to 5% indicated that they were "neutral" about some areas. We had no one indicating that they were disagreeing or strongly disagreeing with site practices. We have really appreciated the fantastic feedback and comments that families added to their feedback. The areas from this that we will focus on in 2018 include: Parental involvement and reporting children's progress to families as these areas indicated that 5% of families were unsure (i.e.. neutral) The set statements from the survey that will lead our inquiry are.....I am encouraged to be involved in the preschool in all kinds of ways and teachers let me know how well my child is doing.

Quality of teaching and Learning

"Our teachers are completely involved in the kids learning and it shows", "We have been so happy with the exceptional quality of learning from the amazing teachers."

Support of learning

"All staff are available to discuss support needed and if its something that requires additional assistance they have or get the information needed."

The staff and educators are fantastic, will always listen to concerns or complaints and really make you feel welcome."

Relationships and Communication

"We are always kept up to date with not only how our kids are going but also what is happening at the kindy.." "Feedback regarding progress is good but could be improved to be more regular."

Leadership and Decision Making

Very organized, passionate and focused.

DECD Relevant History Screening

All of our Governing Council and Parent Helpers completed their RAN training. Some parents still had an up to date DECD History screening from the prior year as recorded on my DCSI Excel spread sheet so were utilized on excursions. All relief teachers and ECWs as part of site procedures presented their DECD Authority to work approval letter before commencing work with us which shows their relevant history screening. Our lunch time parent helpers had a DCSI police clearance as well as our parent helper/gardener who helped to maintain our vegetable garden with the children.

Financial Statement

	Funding Source	Amount
1	Grants: State	375098.89
2	Grants: Commonwealth	0
3	Parent Contributions	27855
4	Other	8209.03

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>We utilized this funding to help support children identified at risk with their numeracy and literacy learning. This included targeted support work.</p> <p>We also utilized some of this funding towards the children's musical muscles program which specifically challenges children's learning through music and movement.</p>	<p>Children's dispositions of persistence & confidence increased. Self control, concentration and focus increased.</p> <p>Targeted literacy and numeracy processes developed further.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	<p>We didn't have children with varied disabilities however we had quite a few children with sensory needs and speech and language needs. We only received minimal DECD funding support for a few children with severe speech and language needs. For the children that did not receive DECD support the site self funded support for these children in small groups.</p>	<p>The children with 1:1 DECD support with Speech path(Michelle Hancock) and home programs made greater progress with their speech than children working in small groups.</p>
Improved outcomes for children with additional language or dialect	<p>In term 3 we had a child that literally arrived in Australia from China and attended kindy with us the next day. He received bilingual support during this term which greatly supported his transition to kindy, his well-being, his use of and understating of the English language, his social learning with other peers and his engagement in his learning at kindergarten.</p>	<p>This child and family transitioned smoothly into kindy. He engaged fully in his learning with bilingual support and extended his understanding and use of the English language.</p>

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.