



Coorara Preschool Centre

2022 annual report to the community

Coorara Preschool Centre Number: 3621

Partnership: Panalatinga

Signature

Preschool director:

Mrs Angela Feddern

Governing council chair:

Jamie Theobald

Date of endorsement:

25 July 2022



Government
of South Australia
Department for Education

Context and highlights

Coorara Preschool is a Stand Alone Preschool in the Morphett Vale area and is situated next door to Coorara Primary School.

We would like to acknowledge the land on which the centre a place of learning and belonging together is built on the traditional lands of the Kurna people.

We have enjoyed another year with Kurna Elder Tamaru through the many experiences to which he has led in our Preschool. Some of the learning experiences were: Cooking marshmallows in the fire pit, learning to write kurna symbols, learning about a BAN BAN Baliya!, learning to use kurna language and sing songs.

Although there were many challenges this year with the Covid19 pandemic the support of our hard working parents and staff meant that we could make changes to the outdoor learning environment. Additional funding was granted to Preschools from the government and the children were able to plan and watch the natural space elements develop over the course of the year.

The sandpit area additions were: A new water pump, which leads into a sensory garden with a walking path, a purpose built mud kitchen and more. The walking path contains the use of tiles with reference to the Kurna culture and the specially built Domes, made from bamboo bring another natural element for the outdoor area. The domes are surrounded by new fruit trees and native plants which were planted by the children and staff.

The children's responses were: " I like using the pump to wash the dinosaurs " said H, "I like the flowers" said M, "I like the way the water goes down the path" said C.

The children took part in the Art Gallery incursion where they were guided on how to complete a self portrait. There were three sustainable Practice programs led by the Onkaparinga council and the introduction of a worm farm. In term 2 the children engaged in Aboriginal music and movement led by Jules, parent of Mollie.

Early in the year the Preschool children joined up with the reception classes to create scarecrows for the community shared garden. This is a reminder to all that we can share in Harmony. This year the Preschool children shared in the Book week dress up parade, for the first time in Coorara Primary School.

The professional, passionate and dedicated Team of staff for 2021 are to be commended for their commitment to the children and community. The following Educators Jade, Mel and Amanda thanks for making the year a success in every way! from Ange Feddern

Governing council report

The Governing council consisted of 8 parents in term 1 and 2 families moved from the Morphett vale area, By term 2 we had 6 parents. The Governing Council members played a key role in planning end of term activities such as the :Hot chips and movie day, Crazy Hair day, Pyjama breakfast day and special persons day.

The children wore their waterproof suits during the wet seasons, along with the Nature Play excursion, the Mud day celebrations and for local walks to local parks. The Playgroup and Preschool Celebration day brought families from the community together with Free Face Painting, Coffee Van and Animal Capers. The Governing Council decided to fund this special day to bring a sense of joy to the community. We would like to Thank Karina for her commitment to the Playgroup the past few years and we know she will be missed.

Although, it was hard with some of the Covid restrictions earlier in the year the Mothers Day and Fathers day stall held in the school were a great success. We thank the school for your support to keep this going every year!

The decision was made to use the funds to purchase items and furnishings to create a sensory room. The amount of \$2000 in total was made throughout the year with Winter raffles etc. The sensory room has a calming feel and works in conjunction with the Zones of Regulation Program.

In term 4 The Governing Council joined with Kurna Elder Tamaru to create a Reconciliation Action Plan. A commitment was made to continue to share with First Nation people their culture in our Coorara Preschool learning environment. Discussions were made at the Annual General Meeting that forward planning will continue throughout the next 4 years to further awareness of kurna culture in the community. All council members

I would like to thank the parents who attended the Working bee in term 2 and to all who collected donations from the community and to those who supported our Preschool fundraising throughout the year. A big thankyou must also go to the families who continued to feed our chooks over the weekends and the School children and staff who made sure the chooks were cared for over the holidays.

Preschool quality improvement planning

At the start of the year the staff team decided to continue with the 2 Literacy and Numeracy goals as we were a new staff team coming together this year. The staff team engaged in Critical Reflection daily along with the Respect Reflect Relate tool to support Pedagogical practice. Term 1 the staff met with parents to communicate the goals for each child and children were interviewed on their own personal goals. Early on in the year staff participated in online training and reviewed how best to document and extend children's thinking. Explicit teaching and thought provoking provocations were planned to extend child engagement.

A big part of the focus this year was on how we could encourage children to use data in every day activity. A student from Flinders University shared with the children her own personal research on data collection. Children recorded their daily count of eggs collected from the chooks each day and discussed the data. Shared conversations were had at group time and throughout the session about weather and children were invited to share their different infographics.

The Literacy goal : All children will make progress in the literacy area of representing their world symbolically. interest in drawing, writing to develop their writing skills.

Throughout the year children were provided with opportunities to paint, draw, and experiment with different materials through the nature base play spaces. Children engaged in book making and were encouraged to video their peers, reading their own personal books. There was a shift in the type of mark making from the beginning of the year to the end. Children strengthened their fine motor skills and practised writing their names. The children attended visits to the school library to borrow books in term 2. From term 3 parents were encouraged to record the books children shared with family members at home. A Story Tree was created with a reminder of the value of this experience.

We encouraged all of our children to check in with their feelings throughout the year through the Zones of regulation Program and each child was supported by staff to express their emotions. The kindness candle was introduced early in the year and the children were celebrated for their acts of kindness. There were weekly visits of animals from the Nature Education Centre and we took pleasure to notice, that the children quickly took on the role, of caring independently for these animals.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	30	29	29	29
2020	25	25	27	27
2021	26	27	25	25
2022	17	17	18	20

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	92.9%	86.8%	84.9%	88.4%
2020 centre	92.9%	93.3%	80.0%	93.2%
2021 centre	94.3%	87.7%	88.5%	91.3%
2022 centre	66.7%	79.0%	100.0%	94%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's 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.

*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

In 2021 most children attended kindergarten regularly. Covid impacted attendance by requiring that children stay home if unwell.

communication was made to parents to make sure staff were notified by the kindy mobile or phone call. if their child was unwell and would be absent for the day. A review of the health policies was discussed and was recorded in the governing Council minutes

The records of attendance has now been replaced by the EMS system and this is where data is collected. The parents and carers are still required to sign their children in each morning when restrictions are not in place.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
323 - Coorara Primary School	93.1%	91.7%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

24 of the 25 children transferred into Coorara Preschool and 1 child moved to the Northern suburbs in term 4.

Family opinion survey summary

2021 was a challenging year for many of our families and especially with the uncertainty of Covid restrictions. We value the feedback from our families and this year 12 parents participated in the questionnaire. The feedback enabled the staff team to make improvements as the restrictions prevented some communications with parents but we found a way through the feedback we received.

Parent feedback about communication: "I enjoy seeing how my daughter is enjoying her day, through the face book"!.
" I can't get into the kindy all the time with work but the teachers always send me an email,
or send a message through OSHC if its important".

With the responses from the survey we decided to send home the children's learning journal folders for children and parents to share together. The responses from parents were very positive and we valued all the feedback. For many parents this was a way to see their child's learning and communicate with their preschool child/children.

Parent Comments:

"The outdoor nature play space is just nice for our sons and they both have enjoyed their teachers".

"Thanks for a great year Ange, Jade, Mel and Amanda we will miss you all".

"The Celebration day was so good for the children and my daughter enjoyed the Cubs Program".

"I am so proud of ..J.... and just watching him sing tonight at the concert, made me want to say Thanks for making ...J..... Preschool year the best ever!

Leadership : "I wish my daughter who's at school now was able to learn with Tamaru at kindy its good for them to learn the culture".

In term 4 the Preschool families were invited to attend a visitor morning and celebrate their child's learning through shared play activities along with a presentation of song and dance. This was a well attended event and will be planned for earlier in the 2022 year.

Relevant history screening

As in the past, this year we kept on file all of the history screens (including Working with Children Check) for all staff, TRT and ECW staff. The incursion visitors along with cleaners also provided the necessary screening. photographic ID required on site and checking through administration of site leader and the Director.

Financial statement

Funding Source	Amount
Grants: State	\$300,358
Grants: Commonwealth	\$0
Parent Contributions	\$9,580
Other	\$2,780

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>Educators engaged in Lisa Burman consultancy workshop "Children are Readers"</p> <p>Staff attended online training with Semann and Slattery consultancy to extend work on children and individual project work.</p> <p>Resources purchased to develop Reconciliation Action Plan.</p>	<p>All children made progress in their literacy and numeracy as documented in our PQIP.</p> <p>"Children showed growth and individual stretch through the data collection. "</p>
Inclusive Education Support Program	<p>We used our IESP funding to target support for individual children and their learning needs, but also to work with small groups of children who were having difficulties with self and emotional regulation.</p> <p>A meeting with the IESP team made by the Director in term 2 to apply for additional support for 6 children.</p> <p>The IESP funding meant that we could appoint an ECW to work with 6 children throughout the sessions at Preschool.</p> <p>Staff attended face to face Smart training term 1 for Professional development. An extension of Zones of regulation and understanding trauma in children.</p>	<p>All children showed progress against the 5 learning outcomes and reached their individual learning goals.</p> <p>Staff developed and extended knowledge.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>One child attended who required Bilingual support to speak Urdu.</p> <p>This was required for term 2 and part of term 3.</p>	<p>The child showed an improvement in their communication skills and gained confidence to speak with their peers, staff and other visitors. Improved engagement in curriculum.</p>

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.