



# Frieda Corpe Kindergarten

## Frieda Corpe Community Kindergarten

### 2020 annual report to the community

Frieda Corpe Community Kindergarten Number: 3632

Partnership: River Hub

Signature

Preschool director:

Ms Kerry Warner

Governing council chair:

Sarah Armstrong

Date of endorsement:

2 March 2021



Government  
of South Australia  
Department for Education

## 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 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.

2020 proved to be a challenging year for all, with COVID restrictions and changes to the ways that we could usually operate. What it did highlight however was the children's, parent's and staff's resilience and empathy towards others. Children said farewell to parents at the gate and took responsibility for their belongings. Educators very quickly trialed a new way of communicating with families to keep them updated about kindy and informed of their children's learning through an app called Class Dojo. A steep learning curve for us all, but most successful based on parent feedback.

Highlights included our fortnightly Musical Muscles Program with Caleb using the Musical Education Strategy grant. 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 via Class Dojo. 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 12 years as part of our collaboration with our local community. The collaborative efforts of the 2020 Parent Voice began the steps our outdoor vegetable garden upgrade project and secured Climbing Trees to develop a design with the children and families ideas.

## Governing council report

Frieda Corpe Parent's Voice Committee Report

As came 2020 we nervously left out little ones wondering if they would be well cared for and loved the little people who they are. We had many worries such as if they would make friends or manage with a more structured day. As it turned out we had nothing to worry about. Frieda Corpe Kindy was the best choice. The kindy educators provided a nurturing and safe learning space where the children were able to be them selves and thrive in the environment. We noticed that the educators were not only there to teach the children but to support, nurture and genuinely care for each one of the children which created a lovely sense of community for the children and parents.

Despite COVID and the challenges that presented such as dropping at the gate, hand sanitizing and having some activities cancelled, the children and families took opportunities to connect and Class Dojo helped us chat together and see all the wonderful things our children were doing during the day. The teachers could give us instant updates and we felt included in the Kindy experience.

Some of the highlights included Musical Muscles with Caleb that was on fortnightly and the play at Hopgood where the children all enjoyed watching a live theatre performance, some for the first time.

Some major upgrades are in the works such as the upgrade to the vegetable garden with climbing trees and new lighting for the kindy. We reviewed the healthy eating policy and were able to assist the staff group with some ideas for the kindy. We took on the huge task of creating the year book for each kindy group that will be a loved book for years to come.

Being on the Parent Voice meant being able to get to know some of the other parents and children better which was so valuable during the pandemic, and we are grateful for the experience and the support we were given as a committee. Now our little kindy children are big school children and it's wonderful to see them develop, thrive and grow. We miss our kindy days and will always treasure the memories and keepsakes of that precious time.

All the best in your kindy experience,  
"Parent Voice Committee"

# Improvement planning - review and evaluate

Goal 1: Develop children's secure sense of number to enable them to understand and apply mathematical thinking to their world.

Outcomes: Educators worked towards a consistent approach to document, assess and make visible children's learning regarding their sense of number. Templates were developed and collaboratively used between staff teams. Individual children's numeracy development was shared with families. Evidence was collected in children's portfolios and sent home on Class Dojo due to COVID restrictions.

Educators engaged in sustained shared thinking with children in play using mathematical language and further developed understanding of the numeracy indicators. Children furthered their mathematical understandings and use of mathematical language in context. Educators used the learning processes in children's learning stories to explain mathematical understandings with parents.

Educators provided stimulating learning environments to provoke children's sense of curiosity which further developed children's number sense. Small group provocations were also designed to target the learning needs of individual children to extend their learning which achieved individual learning goals. Our data showed that by the end of kindy all children demonstrated one to one correspondence and increased their numeral recognition and understanding of what they represent. All children engaged in subsisting, estimating, reasoning and patterning experiences through play based learning with intentional teaching.

All educators attended professional development with Nature Play to further their own learning about to extend children's numeracy and literacy learning through the outdoors and using natural resources. Educators utilised this learning in their own teaching practices to extend children's learning.

Goal 2: Engaging children in reciprocal conversations to enhance their oral language development.

Outcomes: Educators reviewed how we create a culture of conversation through the physical environment, organisation of materials and structuring the day for conversations. Changes for 2021 included: Increase in small group work- provocations and less large groups during the day to support children's learning.

Educators used consistent pedagogical approaches –Strive for 5, open ended questions, listening, thinking aloud, taking turns, staying on topic and building vocabulary with the children. A word wall was developed to extend children's learning.

Resources were shared with families from our speech pathologist during an information evening and were shared with families over the year to support children's literacy development.

Children received targeted speech support from our speech pathologist with home and kindy programs to work on with our support worker. We also developed small group book based learning for children that did not qualify for DFE support but still required a level of intervention to further their learning.

Educators analyzed children's learning collaboratively and planned for individual children's needs during their Friday planning time which extended children's learning over the kindy year.

Goal 3: Support children's increasing capacity to successfully engage with others and the learning program by developing a strong sense of empathy.

Outcomes: Educators utilised nature walks, our outdoor environment and sustainability resources and books about emotions as a focus to further children's sense of empathy as with COVID we were unable to link in with Elder Care visits.

Educators attended professional development: Interoception and trauma informed practice and utilised this learning in everyday practice to help support children with their self-regulation. Educators engaged children in mindful practices to help support learning.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	52	52	51	51
2018	52	52	49	49
2019	53	56	55	57
2020	51	51	51	51

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.

## Enrolment comment

We had 52 children enrolled at the beginning of the year. Our preschool enrolments are governed by our staffing cap, we were allocated the equivalent of 1 full time teacher, 1 full time teacher and a .5 ECW. This means that despite our site capacity of 30 children per session (60 enrolments in total) we were only able to enrol 52 children with a .5 ECW. We had quite an extensive wait list of families wanting to enrol at Frieda Corpe who were just out of our catchment area that would have taken us to our capacity, those families were encouraged to attend their local kindergarten. Each year our site budgets for an additional .5 ECW as we consider this a priority with the ever increasing complex needs of children to support children's well-being, safety and learning.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	98.1%	92.7%	90.7%	95.2%
2018 centre	94.2%	95.1%	96.2%	89.4%
2019 centre	94.8%	92.9%	88.3%	88.9%
2020 centre	99.5%	88.7%	93.1%	93.1%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

Our attendance was still relatively high other than Term 2 due to COVID restrictions and online learning was shared with all families during this period. We appreciated families keeping their children at home when unwell over the year. This is also reflected in our attendance data. Families take the opportunity to go on holidays during their kindy year as kindergarten is not compulsory. We follow up with all families regarding their child's attendance, if they are showing signs of being irregular we offer support/community and DFE services as needed. The majority of our families phone or leave a message sharing if/why their child is away.

	Term 1	Term 2	Term 3	Term 4
2018 centre	94.2%	95.1%	96.2%	89.4%
2019 centre	94.8%	92.9%	88.3%	88.9%
2020 centre	99.5%	88.7%	93.1%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.4%	82.0%	84.7%	

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
9756 - All Saints Catholic Primary School	6.0%	4.0%	6.0%	10.2%
313 - Old Noarlunga Primary School	4.0%	2.0%	6.0%	4.1%
362 - Port Noarlunga Primary School	76.0%	61.0%	60.0%	71.4%
9014 - St John the Apostle Catholic School	8.0%	14.0%	14.0%	6.1%
8014 - Woodcroft College Inc	0.0%	2.0%	4.0%	4.1%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

## Destination schools comment

Many of our families go on to attend our local primary school but we also have a high proportion of families that attend private schools in the area. This is due to families following on where older siblings are already attending or have a preference to attend elsewhere for various reasons.

Our destination figures are not 100% accurate as families change their school preferences throughout the year and forget to update us until very late term 4.

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All Saints Catholic Primary School	6.0%	4.0%	6.0%	10.2%
Old Noarlunga Primary School	4.0%	2.0%	6.0%	4.1%
Port Noarlunga Primary School	76.0%	61.0%	60.0%	71.4%
St John the Apostle Catholic School	8.0%	14.0%	14.0%	6.1%
Woodcroft College Inc	0.0%	2.0%	4.0%	4.1%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children.

## Client opinion summary

Over the year families are encouraged to provide feedback to our site based survey, our feedback jar, through our Parent Voice and by the DFE Opinion surveys. We find that the information obtained from our site specific survey is far more relevant for making changes to our site. Parents shared that they value children's learning stories as a way of being informed about their child's development as well as our one to one conversations with them. They also shared how much they appreciated being kept informed through CLASS DOJO and how they found this form of communication extremely useful. We get far more parents giving feedback through our site based survey as compared to the online DFE questionnaire only 23 out of 52 parents responded. Our DFE survey indicated that the majority of feedback was in the strongly agree across the "Quality of teaching and learning", "Support of learning", "Relationships and communication" and "Leadership and decision making."

Highlights:

Leadership and decision making: "Leadership is fantastic and does a great job of incorporating parents views into the kindy." "Great leaderships, very informative."

Quality of teaching and learning. "They always go above and beyond." "The staff are genuinely invested in the wellbeing of all their students and have created a holistic educational experience." "The kindy has been a fantastic learning space for my daughter and has given her the best start in her educational future. Highly recommend the kindy, staff, learning and the way that the children are the centre of everything that the kindy does. All children deserve to have what this kindy offers."

Relationships and Communication:

"Staff are always very approachable and the online platform class dojo is fantastic for communicating." "This is done to an outstanding level at the kindy!! I was amazing at how well they did this!!"

"Communication both on a daily basis at pick up time, through Class Dojo and through official methods such as reports is outstanding. I truly feel like I am with my child every step of the way."

## Relevant history screening

All of our Governing Council members completed their RAN training. Parents that had a current DCSI Police Clearance were utilized on excursions. We also helped other parents obtain their Working With Children Checks (WWCC) prior to attending excursions.

All of our relief teachers and ECW's as part of site procedures present their DECD Authority to work approval letter before commencing work with us which shows their relevant history screening.

Private speech pathologists/services supporting children at our site all provide a WWCC before commencing.

Other services such as cleaners, curriculum support people (incursions) are also asked to provide their clearances before commencing.

## Financial statement

Funding Source	Amount
Grants: State	\$4,473,295
Grants: Commonwealth	\$0
Parent Contributions	\$25,104
Other	\$3,855

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Building Teacher capacity: All of our part time educators were able to engage in collaborative practices and professional learning that strengthened effective learning design focusing on children's literacy and numeracy development.	Educators furthered understandings of the literacy and numeracy indicators as evidenced in nature play experiences & documentation.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Children received targeted support to enable them to engage positively and successfully in learning within the social context of kindy and extend their learning. Children also received targeted speech and language support programs.	Children furthered their speech & language development and social skills to successfully engage in their learning with peers.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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