

2024 annual report to the Community

Hallett Cove Karrara Kindergarten

Hallett Cove
Karrara
Kindergarten
number:
3645



Partnership: Marion Coast

Preschool director:

Rebecca Harrison

Date of endorsement:

14/02/2025



Context Statement

Information about Hallett Cove Karrara Kindergarten is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

Context Statement

Hallett Cove Karrara Kindergarten is a dynamic and inclusive early learning environment committed to fostering a sense of belonging, curiosity, and environmental responsibility. Our high-quality preschool program aligns with South Australian school terms and is guided by the Early Years Learning Framework (EYLF), the Indicators of Preschool Numeracy and Literacy, and the National Quality Standards (NQS). We offer two group sessions: Monday and Tuesday or Wednesday and Thursday, with additional Friday morning sessions in odd weeks. Situated on Kaurna native-titled land, we honour our commitment to reconciliation through meaningful engagement with Aboriginal and Torres Strait Islander communities. As a Reconciliation Action Plan (RAP) Kindergarten since 2022, we provide rich cultural learning experiences, including exploration of native flora and fauna, building wodli's, understanding gathering sites, learning Kaurna songs and games, and delving into Tiljbruke Dreaming.

Our environmental sustainability initiatives integrate seasonal planting, bush tucker gardens, composting, worm farming, and responsible waste management. Our nature play program is a cornerstone of our curriculum, offering children opportunities to explore Hallett Cove Conservation Park, local beaches, and Warraparinga. These outdoor learning experiences are complemented by excursions to the theatre, fostering an appreciation for the arts. Collaboration with local organisations, such as the Hallett Cove Lions Club and Marion City Council, enhances our community connections. Intentional teaching practices underpin our program, with structured group times that promote peer learning, co-learning, and co-construction of knowledge through yarning circles. Children actively contribute to planning their learning environment, engaging in research, design, and collaboration with landscapers to develop features such as a creek and a scramble tree climb.

Our approach is grounded in the philosophy of the environment as the third teacher, incorporating play schemas, mathematical comparisons in play, and fostering children's agency in their learning experiences. Additionally, our curriculum is enriched by borrowing animals from the Nature Education Centre, driven by children's interests and inquiries. Bookmaking is supported through role modelling and exposure to a range of mentor authors, fostering children's ability to create both fiction and non-fiction stories. Playgroup sessions, held fortnightly, provide an opportunity for families to build relationships within our community while supporting children's transition into Kindergarten. We maintain strong partnerships with local feeder schools, including Hallett Cove East Primary School, Hallett Cove R-12 School, and St Martin's De Pores, ensuring a smooth transition to formal schooling. Our collaboration with Hallett Cove East OHSC further supports families requiring extended care options.

Our commitment to holistic child development extends to health and wellbeing initiatives in partnership with the Child and Youth Health Nurse and advice from a local dietitian regarding children's awareness and curiosity about the food we eat. The Kimochi program supports social and emotional learning, helping children develop self-awareness, emotional regulation, and positive relationships. At Hallett Cove Karrara Kindergarten, we uphold a philosophy that views children as competent, curious, and capable learners. Our dedicated educators continuously reflect on pedagogy and practice, ensuring an engaging, innovative, and inclusive learning experience for all children.

Hallett Cove Karrara Kindergarten Governing Council Annual Report 2024

The Karrara Kindergarten Governing Council met twice per term throughout 2024. These meetings provided a forum for discussing vital aspects of the kindergarten's operation and for coordinating fundraising efforts. At each meeting, the Director presented a comprehensive overview of enrolment numbers, staffing, curriculum development, and programming initiatives focused on enhancing children's learning. The Council also reviewed financial reports, approved pupil-free days, and supported staff attendance at partnership training days.

2024 held particular significance as Karrara Kindergarten celebrated its 40th Anniversary. This milestone was commemorated with a joint 40th Birthday Party, Art Show celebration, and End-of-Year Concert – a truly memorable event. The children delighted attendees with songs and shared their impressive artwork, including their captivating portraits. The festivities concluded with celebratory cake and an engaging performance by the Bubble Man.

The success of Karrara Kindergarten in 2024 is a direct result of the dedication and collaboration of our exceptional staff and the unwavering generosity of our parent and caregiver community. The Governing Council gratefully acknowledges the contributions of all those who supported our fundraising initiatives, including the End-of-Year and Easter raffles, the wine fundraiser, and the tea towel sale.

Throughout the year, Karrara Kindergarten witnessed significant growth in the children's literacy and numeracy skills, a testament to the quality of our educational programming.

Key highlights of the 2024 program included:

- **Art Show and Children's Portraits:** Showcasing the children's creativity and artistic talent.
- **Warraparinga Excursion:** An enriching bush walk that provided valuable insights into the cultural significance of ochre in traditional Aboriginal culture.
- **Climbing Tree:** The realisation of a special project incorporating the children's designs, providing enjoyment for the children.
- **Cultural Immersion:** Exploring the rich cultural heritage of the Kurna community through Tilbruki Dreaming and Tiddalik stories.
- **Gardening Program with Rebecca Mumford:** Providing hands-on learning about the seasons and sustainable practices.
- **Bush Foods Program:** Learning about and tasting traditional bush foods of the region.
- **Special Guest: Kelly Hibbert:** A third year of "Fancy Pants" story telling.
- **Animal Encounters:** Enriching learning through the borrowing of Henny Penny chickens, frogs, turtles, and lizards.
- **Engaging Learning Experiences:** Creating a vet hospital, building houses, exploring under the sea, making books, cooking pizzas, and baking potatoes.
- **Ongoing Activities:** Singing songs, yarning circle discussions, and Kurna language and cultural experiences.
- **Playgroup:** Connecting to broader families within the community
- **Book Week:** With Book week dress ups.

On behalf of the Governing Council, I extend my sincere gratitude to the 2024 families, dedicated volunteers, and staff whose invaluable time, effort, and support made this year a resounding success. Thank you for making 2024 such a wonderful kindergarten experience for all our children and families.

Amber Pellerin, Chairperson 2024

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	83.4%	91.4%	90.7%	91.4%
2022 centre	80.6%	82.8%	84.5%	81.8%
2023 centre	92.1%	88.4%	86.7%	85%
2024 centre	91.4%		85.8%	

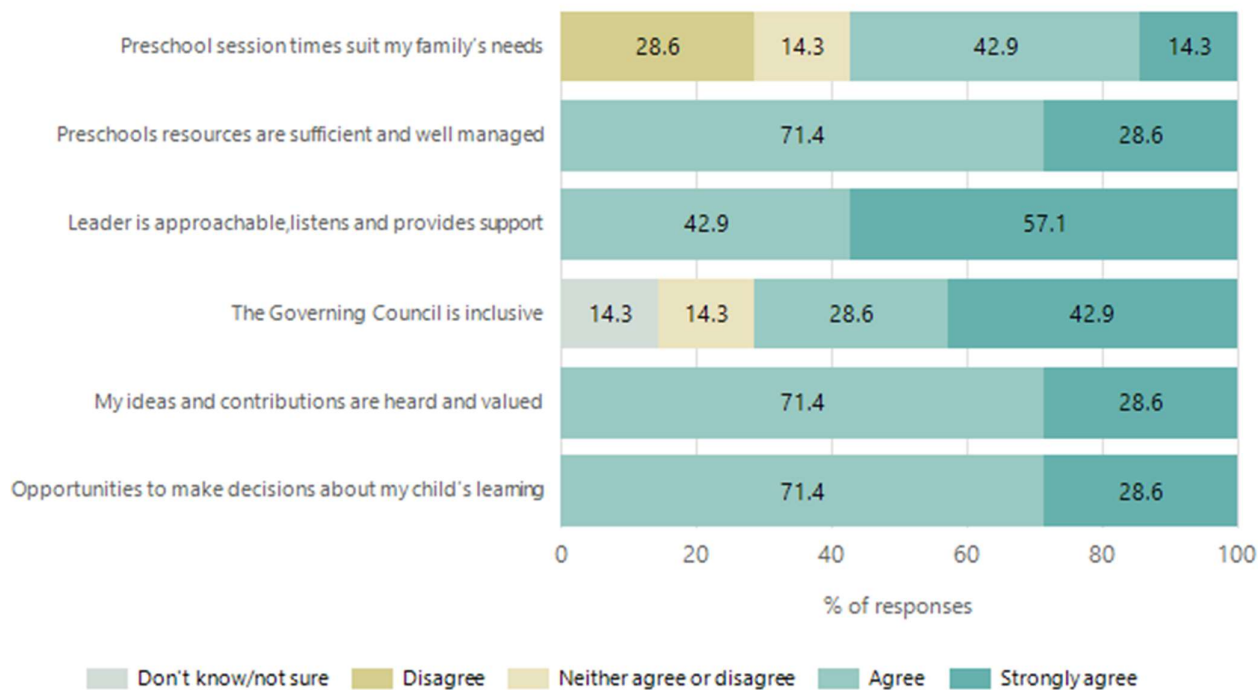
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

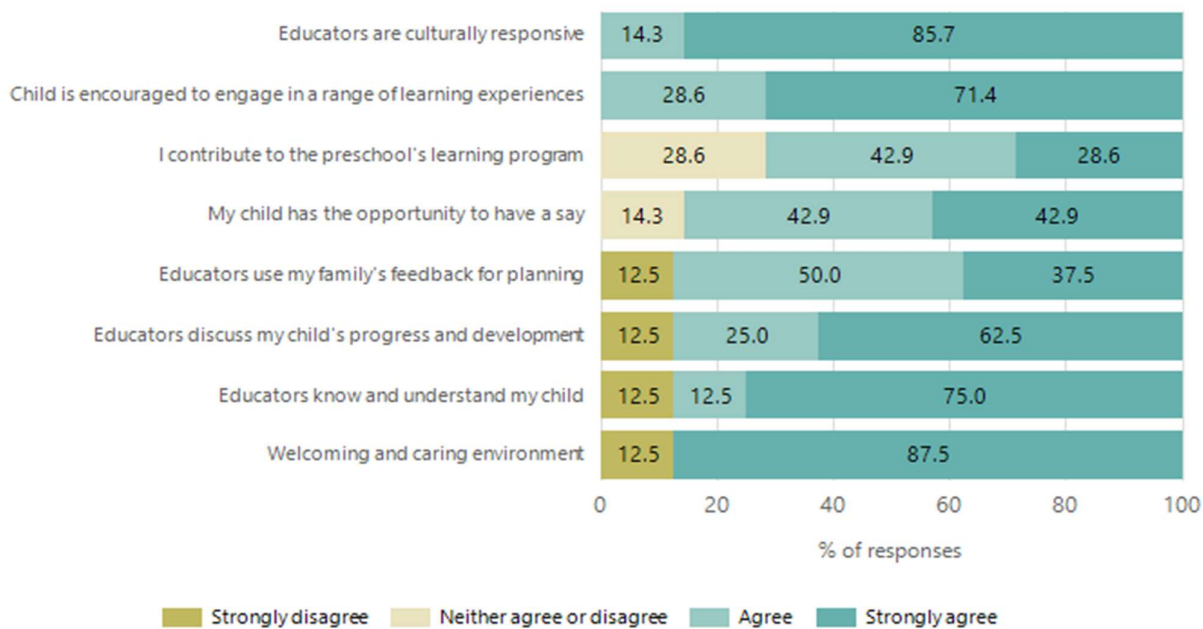
Preschool Family Opinion Survey

Governance, Leadership and Management



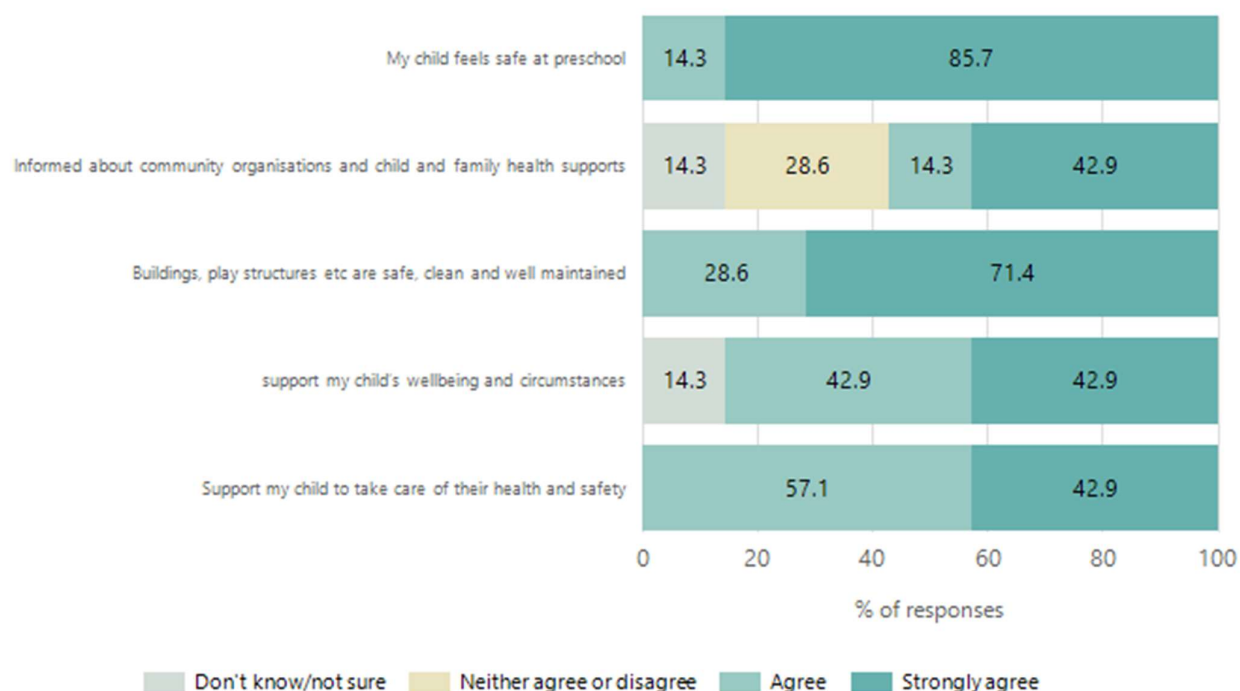
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



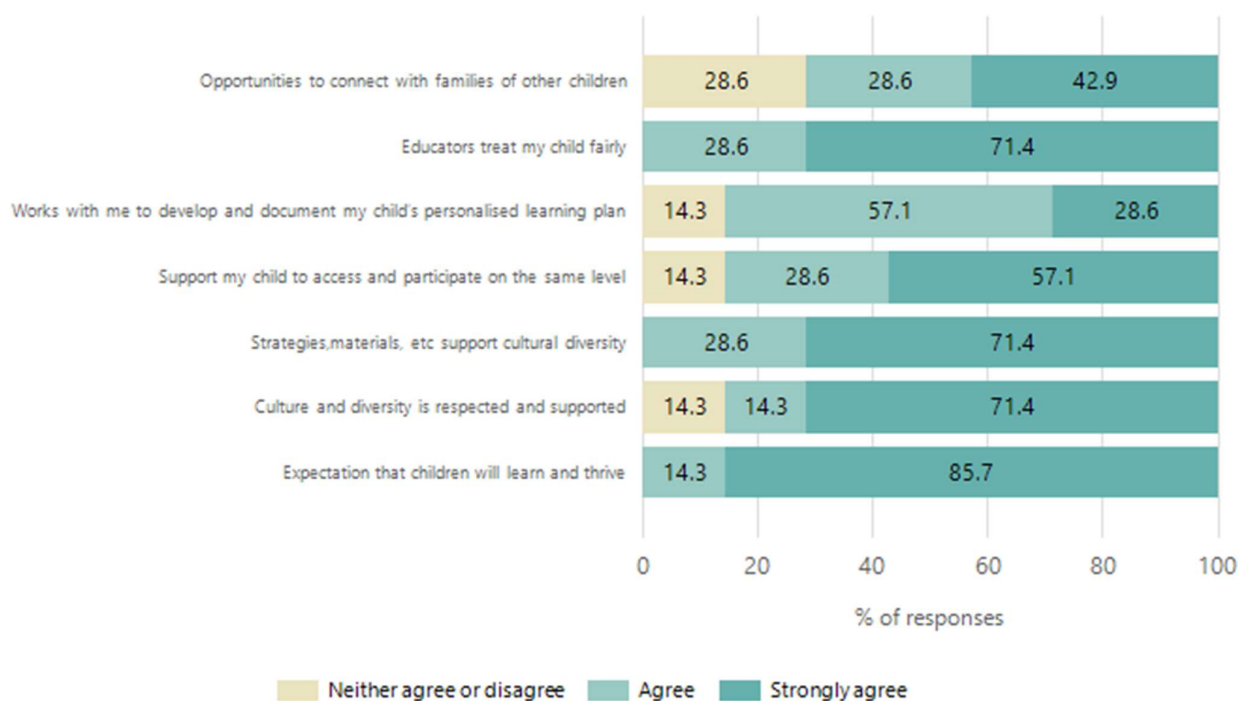
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0640 - Hallett Cove School			7.3%
1053 - Hallett Cove East Primary School	46.8%		42.0%
8456 - St Martin de Porres School	23.4%		10.1%
9999 - Unknown	23.4%	98.7%	30.4%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	2.6	0.0	0.8
Persons	0.0	3.0	0.0	1.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$515,221
Grants: Commonwealth	Nil
Parent Contributions	\$33,577
Fund Raising	\$564
Other	

Data Source: School supplied data.