



Hallett Cove Karrara Kindergarten

2020 annual report to the community

Hallett Cove Karrara Kindergarten Number: 3645

Partnership: Marion Coast

Signature

Preschool director:

Mrs Jacqueline Schmidt

Governing council chair:

Renae Kennewell

Date of endorsement:

5 February 2021



Government
of South Australia
Department for Education

Context and highlights

The 2020 Kindergarten year was unlike any other. It was a year of change, flexibility and collaboration. It was a year where staff, families and the community worked together to create a high quality learning environment which supported every child to play, explore, learn and adapt to the impact of COVID19. 2020 was unique in how learning was presented. Staff not only planned for onsite learning but also planned, and prepared families, for learning at home- providing the tools to support, challenge and extend all children's learning no matter what the context.

The following events and achievements occurred in 2020.

Termly Curriculum focus:

Term 1- Friendships, safe/unsafe, how to 'be' a Kindy child (rules, routines, building relationships), family and cultural heritage, general hygiene (hand washing, coughing into elbow etc), 'I use language to connect with my world' and 'I quantify my world.'

Term 2- Book making inquiry (What is an author? Where do they get their ideas?), sustainability (reduce, reuse, recycle), 'I represent my world symbolically' and 'I measure and compare my world.'

Term 3- Art Inquiry "what is the story behind the picture?" faces and portraits, Patch Theatre Production- Me and My Shadow, 'I engage with texts and make meaning' and 'I explore and understand my place and space in the world.'

Term 4- School transitions, Kindy transitions, 'I understand the language of my world' and 'I analyse, read and organise the data in my world.'

All Terms: Child Protection Curriculum, Literacy & Numeracy Indicators, Diversity and Indigenous Perspectives, Oral Language (vocab, sentence structure and storytelling), Phonological Awareness (listening for sounds), Print Awareness (using drawing and writing to convey messages).

Events and excursions which supported this include:

- Community Playgroup sessions
- Annual General Meeting- Term 1
- Individual Learning Plans (Term 1 & 3)
- Patch Theatre "Me and My Shadow" excursion - Term 3
- Statement of Learning Reports- Term 4
- Art show and Graduation Night- Term 4
- 2021 Kindy Transition sessions

Governing council report

Governing council (GC) meetings for 2020 included updates of enrolments, staffing, curriculum and financial reports. Due to COVID-19, some meetings were held via video platforms. GC were kept updated on changes to guidelines/recommendations from the Department via the Director. Consultation between meetings ensured GC had input and collaboration regarding immediate changes to kindergarten operations during the changing pandemic climate.

GC passed approval for pupil free days and Kindy closure days for staff to attend Partnership training days and professional development. Money from previous fundraising events was also spent on new resources including sensory resources, puppet theatre and sandpit water course.

COVID-19 required GC to work creatively and respectfully around 2020 fundraising initiatives. With a strong financial position from previous fundraising efforts at HCKK and the personal financial impact of COVID-19 on families, a reduction in fundraising focus for 2020 was deemed to be in the best interest of the HCKK community. GC instead focussed on sales of Art Show Portraits and Tea Towel/Aprons.

GC and HCKK staff worked together to modify the Kindy Art show and graduation ceremony into a special smaller event. Children became Art Show tour guides for a parent or significant adult, adhering to COVID guidelines, with individual stations spread across the centre. Parents expressed gratitude that this well-loved tradition was not cancelled. With limited access to the site in 2020, parents found this a highlight of their year, seeing their child excel as a tour guide and exhibit their work with pride.

GC acknowledges the incredible effort, professionalism, and determination of HCKK staff during 2020, in providing a physically and emotionally safe environment for the children throughout a constantly changing and overwhelming world state.

As chair, GC gives the opportunity to work collaboratively with esteemed educators and to be part of the ongoing development and operation of a well-respected centre in the community. I encourage any parent to join GC as an opportunity to extend their own knowledge and meaningfully engage in the community that shapes their child's Kindergarten experience.

Improvement planning - review and evaluate

Karrara Kindergarten's 2020 Quality Improvement Plan (QIP) is reflective of the priorities of the Department for Education, Marion Coast Partnership and the Karrara Kindergarten community. Our overarching goal is to always offer a strong, challenging and relevant curriculum. At Karrara Kindergarten this means the learning opportunities, in all areas of the curriculum, are diverse, challenging and reflective of the needs of the current cohort of children.

Priority 1-

Develop children's understanding and use of data: If educators intentionally program mathematical experiences relating to data, then children will improve their ability to understand and use data.

Priority 1 was created in response to the 2019 numeracy data and levels of staff confidence when teaching children about data. Through staff meetings, closure days and curriculum conversations, staff explored the numeracy indicator 'I analyse, read and organise the data in my world.' Staff members reflected on how they could build on children's understandings of data and learn about data in meaningful Kindy contexts. Through group time experiences, staff and children explored mathematical terms and meanings, gathered data and analysed information to make decisions about their world. Staff recognised and reflected on the importance of using higher order questions to further stretch children's thinking, meaning making and connections.

2020 numeracy data, particularly within the indicator 'I analyse, read and organise the data in my world,' demonstrated all children's growth throughout the year. By the end of Term 4 all children had the opportunity to collaborate with peers, gather data and analyse the information. Children were encouraged to make informed decisions about their learning, using the information available.

Moving into 2021

- Continue to broaden staff understanding of data through professional development and the development of an agreed set of core terms.
- Continue to intentionally plan learning experiences for children to explore data. To enable them to use and analyse data in their world.

Priority 2 –

Develop children's awareness in a range of text types so that they have the ability to create their own: If educators intentionally program for children to create texts in their play, then children will develop the skills to create their own texts.

Priority 2 was created in response to children's high level of interest in documenting and bookmaking in 2019 and early 2020. Staff recognised this as an opportunity to develop their own understandings of literacy and continue to stretch children's use of literacy to convey meaning. Staff began 2020 by ensuring a range of text types were available for children to explore in their play. Group time and play opportunities were used to teach children about text types and the purpose of each; including fiction and non-fiction books, cooking recipes, letters, building instructions and postcards. Children were continually encouraged to challenge their learning and enhance their play through creating texts to use for a range of purposes.

Literacy data in 2020 demonstrated a growth for every child. Children used symbols, letters and words to convey their thinking and ideas and brought their literacy learning into both the indoor and outdoor learning environments. Children developed their oral literacy and use of descriptive language through explaining their creations and documentation.

Moving into 2021

- Educators continue to build children's awareness of different text types and the purpose of each.
- Educators continue to encourage children to create and use a variety of text types purposefully in their play.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	65	64	64	64
2018	64	64	63	63
2019	60	61	60	60
2020	60	N/A	53	54

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 began 2020 with 60 children enrolled in the Kindergarten program. This number then increased to 61 (one child arrived mid Term and is not shown in this data). Due to COVID 19, Term 2 data was not collected. During that term Karrara's enrolment numbers remained consistent, as children engaged in either face-to-face learning or home learning. Term 3 showed a drop in enrolment numbers. This drop was mainly a result of children moving to an Independent school and commencing reception as part of the mid-year school intake. A secondary drop in numbers was then due to the introduction of the Early Childhood Immunisation Policy. The 2020 enrolment data is a reflection of the impact of the Same First Day Policy, as followed by local Department primary schools, and creates consistency and opportunity for learning to continue and develop across 4 terms.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	90.1%	93.7%	93.7%	89.5%
2018 centre	95.8%	91.2%	89.8%	87.4%
2019 centre	93.2%	94.0%	84.4%	92.2%
2020 centre	87.2%	N/A	85.5%	87.8%
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

At Karrara Kindergarten we continue to prioritise attendance and closely monitor attendance data. We recognise, and communicate to families, its valuable role in supporting high quality learning and creating strong and positive relationships and connections. In 2020, attendance data fluctuated both above and below state average. Attendance at Kindergarten was impacted by COVID19, with families choosing to keep children home throughout COVID outbreaks and also with the Department's firm stance on children staying home if they show any cold/flu symptoms. Throughout the year, parents continued to appreciate the Kindergarten's calm approach to the changing situations and indicated that their children looked forward to coming to Kindergarten as they felt safe, respected and cared for.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1053 - Hallett Cove East Primary School	68.0%	53.0%	93.9%	71.7%
640 - Hallett Cove School	7.0%	16.0%	2.0%	8.7%
8456 - St Martin de Porres School	10.0%	20.0%	2.0%	6.5%
1056 - Woodend Primary School	0.0%	0.0%	0.0%	6.5%

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

Hallett Cove East Primary School (HCEPS) continue to be our main feeder school in 2020, with approximately 71% of children transitioning into Reception. We promote this school within our community and have established strong connections with leadership and early years teachers, focusing on supporting children's positive transitions into school learning environments. Throughout the year we maintain open communication with relevant staff at HCEPS to discuss and reflect on curriculum, pedagogy and continuity of learning across Kindergarten to Reception.

Client opinion summary

This year we surveyed the families in a variety of ways, including the Department Parent Opinion Survey. Below is a summary of the results.

Teaching and learning:

- We are so lucky at Karrara Kindy Hallett Cove we have the most amazing teachers for our kindy children. Absolutely wonderful, caring and engaging teachers.
- The teaching at Karrara Kindy is wonderful, the teachers are so caring and compassionate with the children and always show enthusiasm. My daughter's confidence has grown so much since attending and she is always so excited to go in and happy at the end of the day.
- Our Kindy staff cannot do enough to care and teach the children. Each and every member of staff are exceptional, caring and fantastic. We are always kept fully informed of the curriculum and what our children have been learning.
- Best Kindy ever!

Relationships and communication:

- Outstanding communication throughout the Kindy. Jacqui (director) always keeps us informed of our sons care, with plenty of support for our family as well. All staff are always happy and willing to do whatever they can to help us, exceptional!!
- We get regular reports on what the children are doing, information is always readily available and the teachers are very approachable.

Leadership and staff:

- Leadership has been fantastic this year, considering how the year started out with COVID-19, the Kindy staff took everything in their stride. As a family who opted to stay home for 2 months, we were given resources to continue our son's learning. These resources taught me a lot, we still use these tools today to help our son.
- Karrara Kindy is the most fantastic place. We don't feel judged there. Just supported and welcome. We could not ask for a better place.

Support of Learning:

- Whatever our son has needed, staff have either flagged this to us as a family or spoken to them directly with our concerns the support network has always been outstanding, with great communication.

Relevant history screening

All Department employees, volunteers and Governing Council members have the required screening. Included in the induction process, all new staff, support staff and work experience students are required to produce their current screening records for sighting by staff before commencing work or volunteering. Copies of these records are kept on site.

Financial statement

Funding Source	Amount
Grants: State	\$477,960
Grants: Commonwealth	\$0
Parent Contributions	\$35,337
Other	\$2,778

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	In 2020, all children explored numeracy and literacy concepts at Kindy. Staff continued to plan high quality learning and purchased resources to challenge children's thinking, learning and ideas. Staff built their own knowledge and understanding, in turn increasing their confidence to stretch children's learning.	2020 numeracy and literacy data indicated growth in all children's learning from transition in 2019 to Term 4 2020.
Improved ECD and parenting outcomes (children's centres only)	In 2020 our goal was to continue to offer a strong, challenging and relevant curriculum through both face-to-face and home learning environments. Staff planned, resourced and reflected on learning opportunities that were diverse, challenging and reflective of the needs of the children and community.	Through responding to children's emotional, physical, sensory and learning needs, all children progressed throughout the year.
Inclusive Education Support Program	In 2020, we worked in partnership with children's families, Special Educator and external providers. We devised cohesive strategies to best support curriculum engagement for all children. All children were involved in 1:1 support programs and small group work, which built on their individual goals for 2020.	The allocation of Preschool Support funding positively impacted on the children's wellbeing, relationships and learning.
Improved outcomes for non-English speaking children who received bilingual support	Not Applicable	Not Applicable

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

