



Hallett Cove Karrara Kindergarten

2021 annual report to the community

Hallett Cove Karrara Kindergarten Number: 3645

Partnership: Marion Coast

Signature

Preschool director:

Mrs Rebecca Harrison

Governing council chair:

Rachel Quarmby

Date of endorsement:

8 April 2022



Government
of South Australia
Department for Education

Context and highlights

Hallett Cove Karrara Kindergarten is part of the Marion Coast Partnership, in walking distance to Hallett Cove East Primary School. Staffing 2021: 1.0 Director, 1.0 Teacher and a 0.5 teacher and 3 part time ECW's. With the new funding model, we were allocated 10 hours of IESP funding for an extra ECW. In the partnership we continued to work together to support children as capable, competent writers and readers. In 2021, up to 14 children a day attended the OHSC service offered both in the morning and the afternoon. We invited children's Reception teachers to visit our kindy and we handed over information about the current children. If children were going to Hallett Cove East Primary School, the children were invited for two transition visits. Teachers from other schools also visited the children to get to know them before the start of school. Karrara Kindergarten has a flexible, unique option that allows for families to choose 5 sessions for their children to attend across the week Monday to Friday. 2021 saw some changes to the staff team – specifically leadership. We said goodbye to Jacqui Schmidt in Term 1 and we welcomed Rebecca Harrison in Term 2. The Governing council meets twice a term to discuss different aspects of the Kindy and to help coordinate the fundraising events for the year. Each meeting the director provides an overview of the enrolment numbers, staffing, curriculum, and programming for children's learning. In 2021, our fundraising was very successful even in uncertain and restricted Covid times and this was due to our wonderful Governing council, staff and Kindy families. The wine drive, tea towel sale, raffle and silent auction raised a total of \$2,000, which paid for our new homemade woodwork table and tools. In the fabulous Term 3 Art Show, the children produced many art pieces including; a self-portrait, a 3D robot, a clay – nature face, a bird collage inspired by Pete Cromer, a house design and three photography pictures of photos children took around the Kindergarten. Some successful highlights of 2021 include the following: The children designed a sensory creek that runs water from a tap down three waterfalls into the sandpit, a new oven and smart tv was installed; four new air-conditioners installed; during Book Week we invited a local author Kelly Hibbert to visit us and work with the children, excursion to the Patch Theatre to see the performance of "I wish; community playgroup sessions. During Children's Week, we had a Teddy Bear Picnic, made fruit skewers for morning tea and a disco dress up day; Animal Caper visited us. The children were involved in a Home Culture project to support home languages etc.

Governing council report

The children have had a fun and challenging year, with home learning that happened earlier in the year for a week which was a big success thanks to the Kindy staff, parents, and children. The learning carried on at Kindy following the curriculum and QIP goals with fun activities, incursions and excursions, which included incursions like animal capers where children learnt about animals and collected data, author Kelly Hibbert came and read her book 'Fancy Pants' where children got to interact and with retelling stories using puppets and musical instruments. The staff went to Nature Education at Urbrae High School twice a term, borrowed animals, the children then studied and drew them. An excursion to Patch Theatre to see 'I wish' was enjoyed by all.

The Kindy has also been involved in a successful speech and language program run and developed by the department education speech awareness, with mentor texts and phonological awareness. The Kimochi program was also introduced this year and has been favourable with the children.

We have two new additions this year to the Kindy, the creek in which the children all got involved in helping to design it and is love by all. The seconded is Rebecca our new director who we have secured for the next 5 years which is fantastic and the Hallett Cove Karrara Kindy are very lucky to have her.

A big thank you to this years, 2021 families (we got through it... yay!) and governing council who gave up time and support in various ways, zoom was a fun new addition this year to meetings too. And a big, huge thanks to the staff and children who had to be adaptable this year, all the staffs hard work hasn't gone un-noticed and for that we applaud you. Well done to all for a great 2021 and good luck for years to follow.

Rachel Quarmby Chairperson 2021

Preschool quality improvement planning

Every year we develop a Preschool Quality Improvement Plan that identifies goals that are going to have the most impact on our teaching to improve learning.

2021 ACHIEVEMENTS:

Numeracy Goal: Develop children's understanding and use of data to make decisions. **Strategies:** Children predicted the weather each day and we recorded their results in visual pictures. Children sorted everyday data by sharing information on the days of the week, the date and months of year. Children collected and sorted pictures and adjuncts; dinosaurs, natural materials, animals, colours and developed comparative language to describe, classify and sort. The shelves had readily available materials to sort. Children decided on animals who would visit us from "Animal Capers" by graphing preferences. Children measured distances they jumped on the bouncing mat, compared and noticed the differences between their first and last jump. Children collected information about how long friends took to complete the ninja warrior's obstacle course. They used a timer. Children played a game of "What's in the Box". They guessed what could be in three boxes, drew their ideas and collated data. Children reflected on what they already know about "The Hungry Caterpillar" story and they decided to transfer information from the book onto a graph. They work together and support each other with conversations and stories about how many pieces of fruit. They use the language of the standard number system in their documentation. Children were involved in complex categorising when they sort of the oranges from the orange tree. They represented their thinking by making arrays. They sorted the amounts of oranges into groups of 10 up to 100.

Literacy Goal: Develop children's awareness of a range of text types so that they could create their own. **Strategies:** We studied the life of the author Pamela Allen and considered what the criteria of a fiction and non-fiction book is. We engaged in many mentor texts such as "Who Sank the Boat" and the "Hairy Maclary" series to learn about how to create our own books. We brainstormed about what children would like to write about and what they know about many favourite topics. Children became writers of both non-fiction and fiction books. Children had a chance to share their books they made at group time and the audience were encouraged to provide feedback about the books.

We chose to read texts that had different purposes such as ones with rhyme, number patterns and repetitive language to increase our understanding. Teachers explicitly taught the concepts of print including upper- and lower-case letters. We discovered first sounds in words and picture meanings. We acted out many texts, e.g., Room on the Broom, The Gruffalo, The Cranky Bear, Rosie's Walk, The Hungry Caterpillar, Wombat Stew. These drama plays developed children's confidence in communicating, making meaning, comprehending, retelling and reacting in a cooperative scenario. Children became the characters and use the props together collaboratively interpreting the story in many ways. We noticed children not contributing at group time, so we organised for children to bring in favourite books and toys to share their SCUMPS using descriptive language.

Parents commented throughout the year that children were making books, lists and cards at home during their play. The children took their books home and were encouraged to read them to their families. When children measured their long jump, high jump distance and obstacle course timing, it certainly involved the parents. Children became very good at writing their results on a board and comparing results with families.

Enrolment

Year

62

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

91.48%

Attendance 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

Student attendance rate was excellent in 2021. Absences were due to family reasons, illnesses, holidays and lockdown. Families are asked to call or email if their child is absent for the day. Families are contacted by the kindergarten if their child is absent from the kindergarten for longer than a week and we haven't heard from them.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1053 - Hallett Cove East Primary School	53.0%	93.9%	71.7%	79.6%
640 - Hallett Cove School	16.0%	2.0%	8.7%	6.1%
8456 - St Martin de Porres School	20.0%	2.0%	6.5%	10.2%

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 2021 collection.

Destination schools comment

Our end of Term 4 data showed that out of the 61 children, 51 children went to public schools. 39 children moved to Hallett Cove East Primary School. Two children moved to Hallett Cove R-12 School. Two children moved to Sheidow Park School. One child moved to Woodend Primary School. Five children went to St Martin's De Porres at the end of the year. Three children went to Christ the King at Warradale and one child moved to St Mary's Memorial School at Glenelg.

Family opinion survey summary

Families complete a survey in Term 3 each year. In 2021 they were offered an online survey. We had eight responses so in 2022 we will offer paper copies too. We believe that the low number of responses were due to the additional pressure that covid put on families.

Leadership

Families strongly agreed that the preschool was well organised, with affective leadership, had confidence with management and are satisfied with curriculum planning.

Quality of Teaching

Family comments: I can't fault it"

"The teachers do an amazing job. My child loves coming to Kindy."

"The teaching staff are very experienced and take the time to connect with each child and family and get to know each child is an individual. Teaching staff show great empathy working with preschool age children."

"Staff definitely make the most of what is available and within the budget."

"My child is learning how to be a helper and more helpful at home. She has more confidence socially."

Relationships and Communication

A parent commented that she would like to see us introduce parent teacher interviews like schools do. In Term 1, 2022 educators rang every parent to discuss their child's learning goals.

Parent comment: We are so proud and happy with (child's name) achievements this year. Her personality and confidence has blossomed and she is ready for school! (child's name) struggled with adult interactions at the beginning of the year, but the patience and care from teachers at Karrara has made a huge impact

Support of Learning

A parent commented that her child's "speech delay was picked up and act upon quickly." In Term 2, 2021 we introduced a Speech and Language Book Based Program was created with the Department of Education Speech Pathologist. Twelve children were involved in this program and vocabulary and confidence in language increased over Terms 2, 3 and 4.

Parent comment: "His language and numeracy skills have improved a lot."

Parent comment: "Have noticed a huge improvement with his vocabulary, sharing and turn taking – also been advised he is participating in group time which is amazing."

Relevant history screening

The DfE Screening Guide is always followed.

- For staff - the Director monitors the staff certification screen on Department for Education (DfE) HR system. Staff who are due for renewal are supported to have this completed in a timely manner.

- Third Party providers (finance officer, cleaners, occupational therapists, speech therapists) - have up to date certificates.

- For volunteers, tertiary students, governing council members – volunteers are required to supply a copy of the screen before commencing.

All staff are updated in Responding to Abuse an Neglect training as required by the Dept. for Edn.

Financial statement

Funding Source	Amount
Grants: State	\$563,315
Grants: Commonwealth	\$0
Parent Contributions	\$3,705
Other	\$4,272

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Funding was used to provide teachers with time off the floor for data collection purposes - Phonological Awareness Mapping Tool, one minute vocab tests, language screeners and pre-assessments and post-assessments for the book based program.	N/A
Inclusive Education Support Program	An ECW was employed for the year to support speech, language, behaviour and other areas. Staff ensured that all children's needs were identified and planned for in their individual learning plans. The whole team supported the children and parents. We worked closely with a Department of Education Speech Pathologist to design a book based program to support the language development of children. ECW's also worked one: one with children to develop their target sounds. Staff worked closely with a Department of Education Special Educator.	Support lead to improved ability to communicate (including building vocabulary and grammar) and self-regulation.
Improved outcomes for non-English speaking children who received bilingual support	An ECW was employed for 30 hours over ten weeks to support a bilingual child. Support was provided to develop vocab and grammar.	Support lead to improved ability to communicate and express needs. (including vocabulary and grammar) Support also lead to more confidence during play.

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