



# Coromandel Valley Kindergarten

## 2021 annual report to the community

Coromandel Valley Kindergarten Number: 3622

Partnership: Mitcham Hills

Signature

Preschool director:

Mrs Jen Melta

Governing council chair:

Mrs Gabrielle Ahlin

Date of endorsement:

26 February 2022



Government  
of South Australia

Department for Education

# Context and highlights

Coromandel Valley Kindergarten (CVK) is a full time Centre approximately 17km from Adelaide's CBD according to Google Maps.

We have a full time Director / teacher and three part time teaching and two part time ECW staff consisting of IESP, preschool and universal access funding : working with two cohorts to deliver a fulltime preschool program including preschool support, a fortnightly community playgroup and pre-entry sessions in term 4.

CVK is in close proximity to Coromandel Valley Primary School (CVPS) and is the main feeder school for the Kindergarten community (75%). The staff at CVK work closely with the early years teachers at CVPS to ensure children are able to experience continuity of learning and enriched transitions to school. CVK is strengthening our educational relationship with Craighburn Primary through a commitment by school leadership to enrich outcomes for families by supporting transition by welcoming school site visits and the preschool teachers visiting Craighburn to observe the interoception program and early literacy strategies in reception classes.

In 2016 CVK began operating preschool sessions over two longer days for 7.5 hours per day from 8.15am to 3.45pm Monday to Thursday each week. Many families are two parent working families with children utilising childcare and or support from grandparents. Our site will change preschool days to Monday Tuesday and Thursday Friday from 2022, with playgroup moving to weekly on Wednesday mornings.

We have an active Governing Council who work hard to support the goals of the kindergarten PQIP including maintaining and improving the outdoor environments and fundraising to replenish & update resources. Members have joined us on the joint RAP working party with CVPS.

The education staff are united and committed to supporting each other in developing high quality outcomes for every child based on the understanding that children are capable and competent within a culture of continuous improvement based on critical reflection and self review practices. The staff team participate in robust professional development opportunities through the Mitcham Hills Partnership PLC, ORBIS literacy and local PD in Bookmaking and "Mathasising" learning spaces.

A highlight of our year has been developing continuity of well-being in collaboration with Coromandel Valley Primary School with "Kindy @ Coro" days held during term four. Preschool children accessed the school environment for full days on four occasions gaining invaluable experience and a sense of knowing what comes next in their learning journey.

## Governing council report

not available

## Preschool quality improvement planning

National Quality Framework Priorities 2021

1. Upgrade indoor & outdoor learning environment ; Sandpit/ lawn area, slide & fort, mud kitchen, chalk board, children's tables and chairs, complete library

The identified improvements have commenced and will be completed in 2022.

2. Create a Reggio Emilia inspired 'atelier ' ; a creative studio for young children's imagination, expression and experimentation that actively strives to encourage dynamic learning processes through the arts and supports embedding the "art show" event into CVK's educational program.

The atelier was well utilised each day as a safe space to reset or to support transition times for children who required language processing and planning support.

3. Develop opportunities for purposeful engagement by families with specific aspects of the CVK educational program e.g. Governing Council, RAP, art show, bush block, Facebook page, playgroup, parent Q&A, open nights.

While many activities were postponed by COVID restrictions CVK was able to develop with CVPS a joint RAP working party met regularly via zoom and were able to participate in the Colebrook documentary. CVK art show was a ticketed event with 15 minute show throughs that worked really well for families to access the event safely. GC met via Web EX for all meetings and communicated by email.

Literacy Challenge of practice : If educators scaffold children to use language to connect to their world and intentionally plan a range of opportunities in mark making both indoors and outdoors, children will use the following Literacy Learning Processes: communicating, encoding, decoding, creating meaning, making meaning, reflecting critically so they can (Success Criteria): use images & approximations of letters and words to convey meaning, express ideas & make meaning using a range of medium, represent ideas & create stories, ideas, characters and scenarios, exchange ideas & feelings from their play, music and art.

Numeracy Challenge of practice : If educators recognise purposeful and incidental numeracy learning opportunities indoors and outdoors and intentionally plan to increase provocations and scaffold learning, children will use the following Numeracy Learning Processes : patterning, reasoning, sorting, generalising, noticing, comparing, communicating, sorting, visualising, wondering so they can (Success Criteria) : identify variations and sort and classify information, use comparative language, make decisions informed by deductions and inferences.

# Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	36	39	40	40
2019	53	53	53	55
2020	45	43	43	42
2021	52	52	54	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.

# Attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	93.1%	94.3%	93.8%	88.8%
2019 centre	96.2%	90.5%	83.6%	95.2%
2020 centre	87.0%	92.9%	98.2%	93.5%
2021 centre	91.1%	94.7%	92.8%	92.7%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

CVK attendance rates continue to be consistently well above the state average. CVK staff have communicated effectively and consistently with families asking for notification of absences to help inform our decision making. Families have been committed to contacting the Kindergarten to advise when and why children are absent from their Kindergarten session. A number of families have had the opportunity to travel safely interstate this year creating some gaps in attendance for between two and five week periods.

The Kindergarten has a strong practice philosophy and policy for unwell children not attending Kindergarten, effective hygiene and contagion control, regular and thorough site and resource cleaning and daily practices monitoring the wellness of individual children. During the winter season our community had a number of absent days due to communicable diseases such as common cold, gastroenteritis and chicken pox. Parents have been particularly vigilant with children presenting with cold symptoms and keeping them at home until they are well. Over the year several families have needed to self isolate due to COVID-19.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
104 - Coromandel Valley Primary School	73.0%	75.0%	79.1%	68.8%
1226 - Craighburn Primary School	21.0%	8.3%	11.6%	18.8%

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 2021 collection.

## Destination schools comment

Coromandel Valley Primary is approximately 2.5km from CVK and continues to be a popular destination school. Families indicate CVK as their school of choice for the following reasons:

1. sibling attendance at the school
2. proximity to home
3. work transport route
4. they offer the international Baccalaureate (IB) program
5. friends and family have recommended the school

The Kindergarten has recognised this by developing and maintaining a close working relationships with the leadership and early years

teachers at CVPS. Teachers at both sites attend the Mitcham Hills Partnership PLC and CVK has attended the school for "Kindy @ Coro" days in term four. By doing so we have enhanced the transition program, well-being and continuity of learning for our students.

## Family opinion survey summary

There was a return of 27% of the preschool parent surveys. Of the returns 99% agreed strongly or agreed with the high quality of the following categories;

### TEACHING AND LEARNING:

FB photo updates clearly aligned with EYLF assuring our child is receiving high quality educational opportunities.

The teachers have made additional efforts to help our child learn and grow.

A variety of teaching staff and learning environments / activities makes the Kindy a fun place.

They do a fantastic job.

### STUDENT SUPPORT:

Our child requires some additional support and this is always considerate and empathetic to help them meet their needs.

Educators work in collaboration with external educators and therapists.

My child comes home excited and always willing to share something different they have been part of each week.

### RELATIONSHIPS AND COMMUNICATION:

Our child's focus teacher is approachable and honest.

Communication is great! I love seeing what my child has been doing on the FB posts.

I have looked forward to the parent teacher meetings each term.

The Q& A sessions have been very informative.

No issues.

They are a wonderful team.

### LEADERSHIP AND DECISION MAKING:

Great communication and planning.

Strong leadership.

### Any other Comments:

Our children have enjoyed their time at CVK and thrived.

Thank you for helping support our child through his learning journey.

It is obvious that all the teachers at Coro Kindy love the children and care about their well-being.

## Relevant history screening

All current education staff, relief staff and relevant contractors have provided the site with the relevant working with children screening check prior to commencing work at CVK.

# Financial statement

Funding Source	Amount
Grants: State	\$473,306
Grants: Commonwealth	\$0
Parent Contributions	\$44,920
Other	\$73

## 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	Teaching staff x2 have attended ORBIS training in literacy and local training in bookmaking and MHP PLC. Resources to support learner identity and enriching literacy opportunities have been purchased. The teaching cohort have developed agreed understanding and set literacy goals using stop light data and are described through ILPs.	All children have developed learner identities as authors and illustrators. 98% child participation in vocabulary assessed through bookmaking (publishing books).
Inclusive Education Support Program	Individual curriculum and environmental adjustments to support purposeful involvement and interaction in play based curriculum have been implemented, monitored and assessed each term.	Understanding of safe & unsafe behaviour including boundary training. Increased purposeful play & participation in small group times. Development of interoception concepts.
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.