



Barbara Kiker Memorial Kindergarten

2022 annual report to the community

Barbara Kiker Memorial Kindergarten Number: 5604

Partnership: Western Adelaide Shores

Signature

Preschool director:

Mrs Genny Fabijan

Governing council chair:

Carly Lukacs

Date of endorsement:

13 February 2023



Government
of South Australia
Department for Education

Context and highlights

Barbara Kiker Memorial Kindergarten is a category 2 kindergarten and is part of the Flinders Park 3 portfolio which includes the Western Adelaide Shores and Holdfast Bay partnerships. The kindergarten is a stand-alone kindergarten and is situated in the Walter Kidman Reserve, Sydney Ave, Kidman Park. Our main feeder school is Kidman Park Primary School which is located nearby. Our enrolment capacity in 2022 was 66 children. Staff included the Director, Genny Fabijan (0.5 teaching), curriculum leader Angela Plisko (1.0), 2 part-time teachers Kari Jones and Tamara Bowyer, a full-time ECW Kate O'Connell, two part-time ECW's Karyn Desmond and Par Millar, finance and admin officer Jodie Mulyk (0.1). We provided additional support to children who could not speak English through the Bilingual Support Program. Our kindy is resourced by the Department for Education for speech pathology, educational psychology, hearing advisor and special education advisor.

The Kidman Park suburb is undergoing urban renewal to medium density housing, resulting in an increase in population for the suburb. Children who attend Barbara Kiker Kindergarten are representational of the cultural diversity of the local community with Italian, English, Australian, Indian and Greek being the most common ancestries.

Two highlights of the year included our excursion to see the production, 'Home' at the Dunstan playhouse and our colour-blast event. We enjoyed incursions throughout the year including the Karuna cultural experience, Honey Bees and their importance in our garden as pollinators and police visits.

Governing council report

I have been thrilled to act as Chair of the Governing Council at Barbara Kiker Memorial Kindergarten for 2022. It has been a wonderful year for all the children at the centre and has been wonderful to contribute to the decisions made for the centre as part of the council.

This year, we held two main fundraisers for the kindy with Behind the Doors Wines. Families were invited to purchase wine with a portion of the proceeds donated back to the kindy. This was a successful fundraiser and was the only one needed for the year. In keeping with the tradition set from past years, we also organised tea towels with the children's self-portraits and a colour fun run and both were able to be run without fundraising involvement from families.

The children had a range of incursions and excursions during the year and loved their visit to Dunstan Playhouse to see a performance of "Home"! A wonderful organisation teaching about Kaurna culture visited Group B, and a parent kindly hosted a lunch for Group A, where children could learn more about food choices and how food is prepared. They also enjoyed the many topical and themed activities and learnings curated by the kindy team and have come home excited with their new knowledge of nature lifecycles, gardening and crafts, in addition to mathematics principles and literature understanding.

As Chair of the council, I have personally had an insight into the amazing work that the educators and teachers put into making kindy such a positive and nurturing experience for children. As the director, Genny goes far above and beyond managing the balance of the Department of Education and parental involvement. The paperwork is massive and as a parent, I would never know how much behind-the-scenes work is being done, based on how wonderful the face-to-face communications are and how much focused attention the children receive.

Thank you to Genny and the team for a wonderful year. I will be sad to say goodbye to kindy at the end of this year when my daughter goes to school but am very excited I have a second child coming up through the centre before too long!

Thanks again, Carly Lukacs

Preschool quality improvement planning

Literacy Goal: To further develop children's concepts about print knowledge for literacy.

Our challenge of practice: If we develop and implement strategies as a team to increase print knowledge through systematic, intentional teaching, then we will increase children's emergent literacy skills.

Outcomes: Through data collection sets, it was evidenced that children made progress in learning phonological awareness skills (syllabification, identifying rhyming words and producing rhyming words, identifying initial sounds and blending sounds to make a word), concepts of print (author, illustrator, title, information through illustrations, directionality of text, punctuation marks, prediction of story, memory of the plot).

Numeracy Goal: To further develop children's understanding of spatial attributes and relations.

Our challenge of practice: If we develop and implement strategies to support mapping skills through intentional teaching, then we will optimise children's understanding of spatial awareness as a driver of pattern and structure recognition.

Outcomes: Through data collection sets, it was evidenced that children made progress in learning spatial language, directionality, creating maps of the yard, noticing attributes of 2D and 3D shapes, how they move, how they fit and where they exist in the environment.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	77	77	73	73
2020	67	71	67	63
2021	61	61	51	50
2022	58	60	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.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	94.1%	88.0%	86.8%	86.4%
2020 centre	90.7%	85.0%	89.8%	91.7%
2021 centre	94.6%	92.8%	78.2%	92.6%
2022 centre	76.2%	81.0%	84.9%	83.5%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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

Attendance was generally high across the year with exceptions being for Covid infections and other illnesses.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8405 - Emmaus Christian College	0.0%	0.0%	0.0%	5.4%
996 - Kidman Park Primary School	57.1%	60.0%	63.6%	59.5%
9040 - St Francis School	11.4%	7.7%	9.1%	13.5%
6015 - St Michael's College: Jnr School	1.4%	3.1%	3.0%	5.4%
8370 - Star of the Sea School	11.4%	9.2%	12.1%	8.1%

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 2022 collection.

Destination schools comment

7 children departed midyear to attend private schools for Term 3, 2022. Kidman Park Primary School is still the school of choice for our Kindy families with 50% of our children enrolling at the school for 2023. 20% of the families enrolled their child at a private school for 2023.

Family opinion survey summary

Parents have confidence in the quality of the governance, teaching and learning of the kindergarten with families feeling welcomed and included. They believe staff provide a safe environment, their children being happy and enthusiastic on arrival in the morning. Families acknowledged the work and dedication of the staff and were grateful for the above and beyond work invested by staff. Some comments included: "We have loved being a part of the beautiful community you have created and will continue to be a part of it for years to come." (Leach family), "Your passion and commitment has created a nurturing environment to making the start of Claires learning journey an amazing one.", "Thank you for guiding him to make the right choices and making him feel comfortable to learn and express himself." (Nate's family), "Thank you for a wonderful kindy year for Kyle, he loved every single day of kindy and this is a reflection of the happy, fun, safe and engaging space you all create". "Your dedication, loyalty, love and care is so profound."

Relevant history screening

All staff, including relieving staff have a current Working with Children's check (WWCC). The Director is responsible for ensuring all third party provides such as cleaners and photographers are compliant with Department for Education and ACECQA regulations.

Financial statement

Funding Source	Amount
Grants: State	\$507,056
Grants: Commonwealth	\$0
Parent Contributions	\$43,890
Other	\$3,857

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	Resourcing was used to release teachers to collect data sets on children's learning, purchasing literacy and numeracy resourcing for teaching skills to achieve the PQIP literacy and numeracy goals.	Children demonstrated significant growth in learning through explicit, intentional teaching across the year.
Inclusive Education Support Program	Our cohort of children in 2022 had higher than average needs for speech and language, wellbeing and social skills. We utilized our IESP resourcing to develop one plans, small group learning opportunities, speech and language support, documentation of children's needs for planning and referrals to Student Support Services and other agencies, small group learning for social skills, one-to-one learning for speech and language programs.	Most children made significant improvement across the year for speech and language, social skills and wellbeing. Some children were identified as being eligible for a speech and language class for 2023.
Improved outcomes for non-English speaking children who received bilingual support	Two children received resourcing for Bilingual support.	The Children showed significant improvement in English receptive and expressive language skills over the year.

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