



# Kirinari Kindergarten

## 2022 annual report to the community

Kirinari Kindergarten Number: 6540

Partnership: Blue Lake

Signature

Preschool director:

Ms Michelle Moore

Governing council chair:

Alisha Stephens

Date of endorsement:

21 February 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Kirinari Kindergarten is situated in the small town of Allendale East, is co-located on the site of Allendale East Area School and is part of the Blue lake Partnership.

The majority of families are of Anglo-Saxon origins, are two parent families and are generally employed on farms, fishing industry or in businesses/organisations within the rural city of Mount Gambier.

In 2022 the site was staffed by a Director (0.6), Teacher (0.6.) and an Early Childhood worker for varying hours across the year. We had an enrolment of 17 children. Numbers of children enrolled generally fluctuate from 12-25 which impacts significantly on staffing numbers and the qualifications of staff employed at the site.

Kirinari Kindergarten is a part time kindergarten with children attending for 9 sessions a fortnight. Sessions are Tuesday and Wednesdays from 8:30-3.15pm and alternate Thursdays in weeks 2, 4, 6, 8, 10 from 8:30-11:30am.

Playgroup is run on Thursday mornings from 9.30-11.00 and is integrated with the preschool program. In 2023 a Playgroup coordinator was employed to support Playgroup families and implement the "Talk, Play, Read & Sing" initiative.

Kirinari kindergarten has built close links with the school, working collaboratively to improve transition processes and sharing information about past and current students. The kindergarten is also fortunate to utilise some of the school facilities such as the Gym, Playground, canteen and the Library and some collaboration for learning with reception classes and the performing arts department of the school. The Kindergarten children have also joined together with the school for special event such as Book week celebrations and Music performances.

1) Staff: a committed staff team who have reflected on and continually improved their practice and pedagogy to ensure greater educational outcomes for children as well as their own professional growth. Staff have used the work of Simon Breakspear Agile Leadership and Teaching Sprints to drive improvement across the site and developed clear and consistent processes to improve efficiency.

2) Governing Council: a hard -working, positive and pro-active group of parents who have contributed to the Kindergarten on various levels including decision making, fund-raising, supporting the curriculum and special events. In 2022 the Governing Council played a major role and really drove fund-raising initiatives which was beneficial to all site stakeholders.

3) Families: confidently enquire and seek clarification from the staff on the educational program and how the learning environment that is provided impacts on children's learning. There has been a real sense of connection to the site and other families who attend the Kindergarten.

Families have readily sought information and actively contributed ideas regarding their children's learning.

4) Children: thrive being part of a smaller cohort in which they are able to develop secure and respectful relationships with educators and peers and participate with confidence to develop their skills and interests and make progress in their learning.

5) Child and parent feedback regarding the Children's learning portfolios, displays and the formative and summative reports has been extremely positive.

## Governing council report

The Governing Council of Kirinari Kindergarten worked tirelessly across 2022 to develop a real sense of team who were pro-active in fundraising, including the generation of new and fresh ideas, organization of events and the coordination of events. The two most successful fundraisers have included a Pie Drive and The Art Show later in the year was the most successful income generating event and was highly attended by families. The feedback received from families was incredibly positive and the children were so proud of all that they had achieved as "Artists".

Governing Council introduced a new role on Governing Council-A fund-raising coordinator. This was expertly filled by Danielle Tulak who was able ensure success across all aspects of fundraising and a total of \$2676.28 was raised in 2022, a very pleasing result. It was exciting to watch the new Kitchen and Office upgrade come to fruition and be built after a number of years saving/allocating funds and developing the plan etc. The end result is awesome!

A huge Thanks to everyone who has contributed to the Kindy across 2022 in whatever capacity you were able.....it was appreciated by children, families and staff ☐

# Preschool quality improvement planning

Quality Area 1-In 2022 educators have continued to reflect on the design and implementation of the curriculum and their pedagogy to improve practice and progress children along the learning continuum using documents such as the Early Years Learning Framework and Preschool Indicators of Numeracy and Literacy. Educators have engaged with Simon Breakspear Improvement strategies such as the use of Teaching Sprints. Educators have become more strategic and narrow in their improvement foci for teacher practice leading to improved outcomes for children. The Kindergarten's focus on sustained shared thinking as a tool for developing the children's ability to communicate their thoughts, understandings and feelings to others has proven an extremely effective strategy in our improvement journey. Across 2022, Educators engaged with Student Support Services and the IESP team to gather learning data on individual children and determine learning needs/interventions required, plan and implement responsive interventions and map their progress to ensure children are progressing. This has been hugely beneficial to both educators and children.

Quality Area 2- Emergency drills were practiced at least twice per term as well as participating in emergency drills of Allendale east Area School. Site documentation became more precise in recording in this area. Kindergarten educators regularly communicated with Allendale East staff to ensure the School Bus Policy and processes to ensure the policy and processes were actioned and reviewed as required. COVID 19 health and safety protocols were followed at all times in line with Department for Education guidelines.

Quality Area 3-The Kindergarten curriculum included topics such as sustainability and other environmental issues. The Kindergarten's vegetable garden provided opportunities to discuss healthy foods to grow, harvest and eat as well as share with families at home. We continue to recycle food-scrap and provide the scraps to children whose families have chooks at home when possible. A gardener is employed for 2 hours per week to help maintain the Kindergarten outdoor space including the garden and general cleaning/maintenance.

Quality Area 4-All educators undertook Performance Development (using the Department provided proforma) with line managers to determine areas of strength, interest and areas in which they would like to further their professional growth and how these were linked with the PQIP priorities of the Kindergarten.

Educators review the Kindergarten's Philosophy with all families being invited to contribute. The Philosophy currently in place was deemed a true reflection of educator and family beliefs and did not need to be altered in 2022.

Quality Area 5-Educators and Governing Council spent considerable time reviewing a range of Kindergarten policies to ensure they were reflected in site practice.

Educators have continued to build strong and mutually respectful relationships with children and have actively supported the development of the children's sense of belonging, dignity, security and sense of agency.

Quality Area 6-Parent Information libraries/area and the content provided for families included local services and activities as well as those on offer in Mt Gambier. Parent and community involvement in the Kindergarten was high

Quality Area 7- A review of a range of site policies occurred in consultation with families and altered as required. New policies were written/sourced in line with NQS and Department for Education guidelines.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	14	14	13	13
2020	13	N/A	13	13
2021	19	19	19	17
2022	15	15	16	16

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	99.3%	97.1%	98.3%	90.5%
2020 centre	90.4%		86.3%	89.8%
2021 centre	82.8%	81.1%	74.0%	87.2%
2022 centre	91.0%	71.3%	82.0%	88%
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

This was a slight increase in attendance from previous 2 terms and the end of the previous year. This was also slightly higher than the state average for those periods.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
751 - Allendale East Area School	100.0%	100.0%	100.0%	100.0%

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

100% of children leaving Kirinari Kindergarten to attend school in 2023 will attend Allendale East Area School.

## Family opinion survey summary

The return rate for the Client Opinion Survey was extremely low, with 5 of a possible 16 being returned. There were a number of attempts to encourage clients to return the surveys through avenues such as Governing Council meetings, letters, SMS reminders as well as face to face contact. Of the Client Opinion Surveys returned.....the majority of responses either strongly agreed or agreed with the statements being made across the survey. The responses that were marked as unsure or neutral to the statements have been carefully considered and noted as possible areas for review in the future.

Family comments on Quality of Teaching and Learning:

"It isn't communicated enough"

"All teachers at Kirinari work hard at challenging my child and keeping her interested. The teachers respect and encourage her indigenous background"

Family Comments of support of learning:

"My child receives support surrounding her indigenous culture and encourages her interactions with her peers to include sharing of information and activities related to culture"

Family comments on Relationships and Communication:

"My child has become confident in social settings, interacts with both children and adults in a caring and considerate manner. She is encouraged to ask questions and try her best. She is looking forward to school next year."

"Children's progress, I feel isn't communicated enough"

Family comments on Leadership and Decision Making:

"Participation. Opinions and suggestions are always taken into account when decisions are made concerning the education of my child. Leadership in this Kindy is always striving to improve."

General comments:

"Over the 2 years my child has been attending Kirinari Kindy she has developed a healthy appetite for learning, is confident in her social skills, and gets along great with peers. She has a positive outlook, thirst for knowledge and is proud of her culture. Thankyou Kirinari Kindy!!"

## Relevant history screening

All staff members have current Criminal History Screenings. All adults who were involved in Governing Council were current parents of the site.

## Financial statement

Funding Source	Amount
Grants: State	\$207,772
Grants: Commonwealth	\$0
Parent Contributions	\$4,650
Other	\$3,102

## 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	Funding throughout 2022 supported staff to engage in working with Simon Breakspear to develop greater understanding and precision in identifying improvement /teaching strategies that lead to improved Literacy & Numeracy outcomes for children and educator ability to track and monitor children's progress over time. All children have learning portfolios in One Note in which data is collected, analysed and identifying next steps for learning are planned for.	Evidence/data collected by educators suggests that children made progress towards their defined goals.
Inclusive Education Support Program	Funding was used to support children to access the curriculum with a mix of 1:1 support and small group learning experiences that are planned for intentionally to meet their defined individual goals for learning. Educators engaged regularly with Support Services personnel and the IESP Mapping Tool to develop their understanding and ability to plan intentionally for and track and monitor children's progress.	Evidence/data collected by educators suggests that children made progress towards their defined goals.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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