

# Unley Kindergarten

2025 annual report to the Community





Acting Preschool Director: Lauren Luce

Signature

Unley Kindergarten number: 4691

Partnership: Greenhill South

# Context Statement

Information about Unley Kindergarten is available on the center's website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

## Chairperson report

### AGM 2026 Unley Kindergarten

Dear families, staff and community members,

It is my pleasure to present the Chairperson's Report to the Annual General Meeting for Unley Kindergarten, reflecting on the achievements and highlights of 2025.

### Overview and Governance

The Governing Council met regularly throughout 2025 to support the effective governance of Unley Kindergarten. Our meetings were well attended and council members contributed generously with their time and expertise. We worked closely with site leadership to oversee and support the ongoing operations, ensuring alignment with Department for Education priorities.

### 2025 Highlights and Achievements

- The kindy maintained strong enrolments and welcomed new families, further cementing our reputation for high quality early childhood education
- Our educators continued delivering a play-based learning program, focusing on the Early Years Learning Framework outcomes and providing engaging experiences for all children.
- Successful fundraising at the Sports' Day – via donation and thanks to Bakers' Delight, enabled us to begin on our beautification of the front garden, adjacent to the front gate.
- Improvements to the indoor and outdoor learning environments occurred include refreshing soft-fall, construction of a shade sail over the mud kitchen, and installation of new door handles.
- The site participated in a quality improvement process, implementing feedback from family surveys and quality area audits to further enhance our service.
- Parent and community engagement was strong with high participation in events and celebrations throughout the year, such as Sports Day, Art Show and Graduation Ceremony for the Mid-year intake, and Christmas trail and Graduation in the Botanic Gardens.

### Acknowledgments

On behalf of Governing Council, I would like to acknowledge the dedicated teaching team, led by director Jodie Grimm in term 1 and Lauren Luce in terms 2-4, for their unwavering commitment to each child's learning and wellbeing.

Special thanks to all council members for their partnership and collaborative approach.

Our heartfelt appreciation to all families – your involvement and support underpin the success of our Kindergarten Community.

### Closing

2025 has been a year of growth, positive change, and community spirit at Unley Kindergarten. As we look to 2026, I am confident that our Kindergarten will continue to thrive and provide exceptional early childhood education.

Thank you for all your ongoing support.

Amy Limmer

Chairperson

Unley Kindergarten Governing Council

## Unley Kindergarten 2025 AGM Director's Report

The 2025 year commenced with a continuation of regular staff, including Jodie Grimm as Director, Teachers Melissa Sacharias and Tanya Hudson, and Early Childhood Workers Julieann Sutton and Uzma Kazmi. The team was further strengthened with the appointment of two new teachers, Amber Clegg and Varinia Blyth. In Term 2, Jodie Grimm commenced maternity leave, and Lauren Luce assumed the role of Acting Director during her absence. The kindergarten community adapted well to these staffing changes.

At the end of Term 2 we farewelled the 2024 mid-year cohort as they transitioned to school, celebrating their time at kindergarten through a graduation presentation at our Art Show family event. In Term 3 we welcomed the 2025 mid-year cohort, who quickly settled into their new kindergarten environment with the help of their continuing peers. Both cohorts of children demonstrated flexibility and resilience during this transition period.

Existing structures and processes were upheld throughout the year to provide continuity for the kindergarten community. In Term 3, we welcomed three new members to the Governing Council, whose contributions have been vital to the effective and ongoing operation of the kindergarten. Kindergarten facilities were maintained, with the initiation of a new shade cloth structure to further enhance the outdoor learning environment.

With a portfolio-wide focus on National Quality Standard (NQS) compliance, the team worked alongside the Education Lead for Early Childhood, Petra Passon, to undertake a compliance audit and identify areas for improvement. In response to audit feedback, the team prioritised collaborative time to review and update site policies, procedures, risk assessments, and organisational processes. Positive feedback from the Education Standards Board following visits in Terms 3 and 4 highlighted the progress made in this area.

In Term 2, the team participated in an IESP grant review to seek additional funding to support children with additional learning needs. We successfully demonstrated how targeted supports and adjustments would be implemented to enhance children's learning outcomes. As a result, the kindergarten received an additional \$12,943 in funding, bringing the site's total grant allocation to \$21,944. This funding enabled the continued employment of Early Childhood Workers and supported the provision of high-quality learning experiences for all children.

Throughout the year, the preschool program offered a range of engaging and stimulating learning experiences inspired by children's interests and curiosities. An ongoing inquiry project focused on insects and the natural environment supported deep learning, observation, and investigation. In addition to exploring creatures within the kindergarten garden (furry caterpillars and worms were a clear favourite), children also had the opportunity to interact with animals visiting from the Nature Education Centre, including a blue-tongued lizard, green tree frogs, and spiny leaf insects. Further opportunities to observe and research life cycles were provided through the care of tadpoles and silkworms. This inquiry culminated in an incursion facilitated by Kris and James from *Bugs n Slugs*, celebrating and extending children's learning.

Sadly, we said farewell to one of the kindergarten's much-loved pet chickens, Snowy. Although her sudden illness was a shock, this experience provided a meaningful opportunity to explore concepts of life and death, emotions, and cultural diversity. The children expressed their reflections through drawings, which were compiled into a commemorative book in Snowy's memory. We were also fortunate to have a parent share insights into how their family honours loved ones after passing, through the Mexican Day of the Dead celebration.

Connections with the wider community continue to be a key focus, with incursions and local excursions enriching the learning program. We maintained our collaboration with Rebecca from Greenhill Living, who facilitates a Gardening Program during Nature Kindy Fridays, and visited Unley Library each term to participate in engaging sessions with Karyn, the Librarian. Lana from *More Than Sports* offered a complimentary trial, supporting the facilitation of our Sports Day event, with this partnership planned to continue into 2026. Children explored Aboriginal cultures and artwork through an Ochre Play session delivered by Southern Cultural Immersion and walked to Unley Primary School to support smooth school transitions. In addition, children enjoyed several visits to the Village Green, providing opportunities to develop gross motor skills in an open environment, and participated in woodworking sessions led by our dedicated volunteer, Sandy. In Term 3, the Possum group welcomed three Occupational Therapy students from the University of South Australia who completed a 10-week placement. During this time, the students implemented a Sensory Motor Integrative Learning Experience (SMILE) program, which the children eagerly engaged in during their weekly visits.

The 2025 Preschool Quality Improvement Plan (PQIP) focused on strengthening partnerships with families to support children's sense of identity and agency as learners. Throughout the year, the team engaged in ongoing professional learning, using *A Culture of Agency* by Lisa Burman as a guiding mentor text, alongside Department strategy resources. This supported critical reflection and the continued enhancement of pedagogical practice. Key areas of development included increased flexibility in program delivery and partnering with children in the design of learning environments, resulting in noticeable growth in children's confidence, engagement, and learning outcomes.

A parent questionnaire focusing on partnerships and communication methods provided valuable insight into family perspectives. Positive feedback was received regarding children's individual Learning Portfolios and the Floorbook as effective tools for documenting and sharing learning. The survey also identified areas for further reflection, including the use of online platforms and opportunities to increase family engagement.

As part of our ongoing commitment to strengthening partnerships with families, community members were invited to contribute to the preschool program in ways meaningful to them. We were fortunate to have several family members share their interests, skills, and cultural experiences with the children, including cooking, bracelet making, and gardening.

Individual Learning Plans were trialled with the Term 3 cohort, with the aim of further strengthening partnerships with families through a collaborative and ongoing approach to identifying and documenting children's learning goals.

Community events—including the Art Show in Term 2, Creepy Crawly Games in Term 3, and the Treasure Trail at the Botanic Gardens in Term 4—were highly successful and contributed to a strong sense of belonging and partnership within the kindergarten community. Children's agency was actively supported through these events, with children working alongside educators during the planning and preparation stages.

The Garden Project commenced as a way to enhance the visual appeal of the kindergarten's front entrance while also providing an opportunity to partner with families through a collaborative working bee. We are grateful to the families who have contributed to this project, with further development planned to continue into 2026.

Looking ahead to 2026, the team at Unley Kindergarten will build on the 2025 PQIP by further strengthening partnerships with families to foster a strong sense of belonging and community, while continuing to support children's agency and identity as confident, capable learners.

**Lauren Luce** *Acting Director, 2025*

# Preschool Attendance

	Term 1	Term 3
2022 centre	82.9%	82%
2023 centre	30.3%	95.3%
2024 centre	92.2%	84.7%
2025 centre	94.4%	80.8%

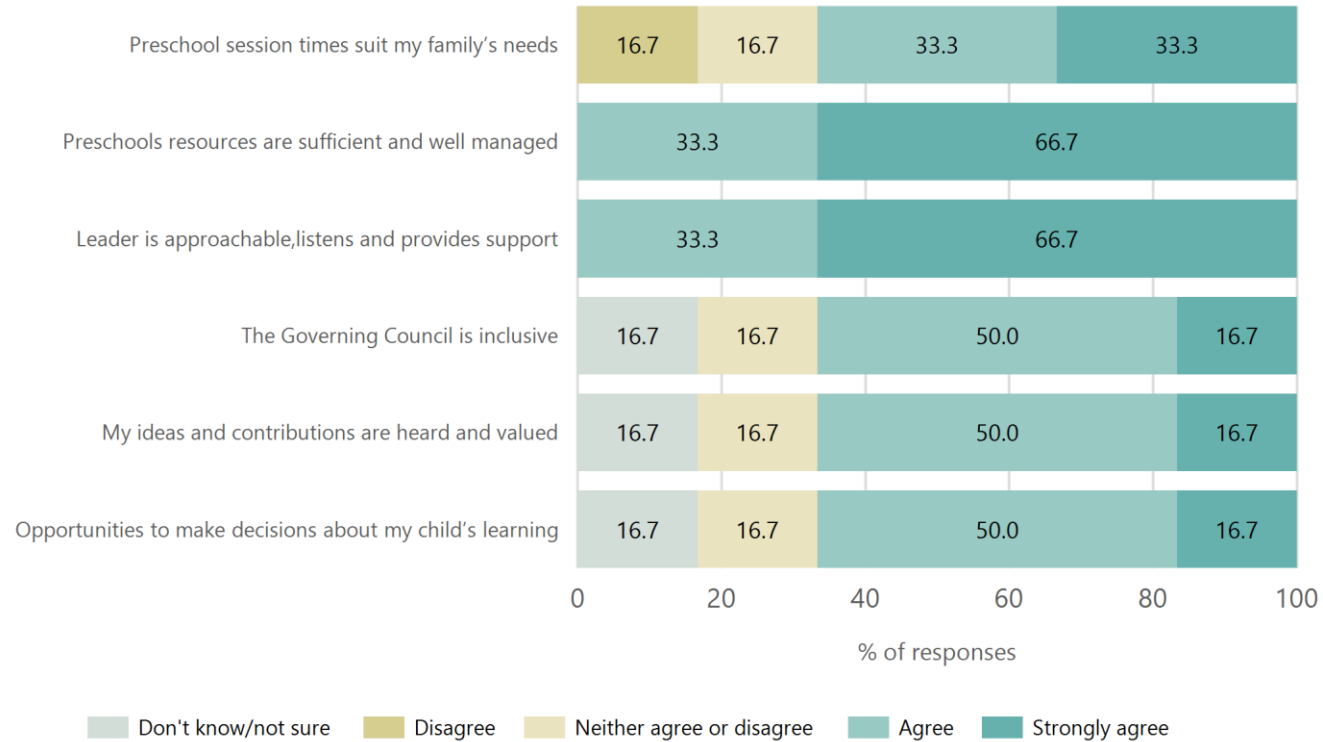
Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

## Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills.

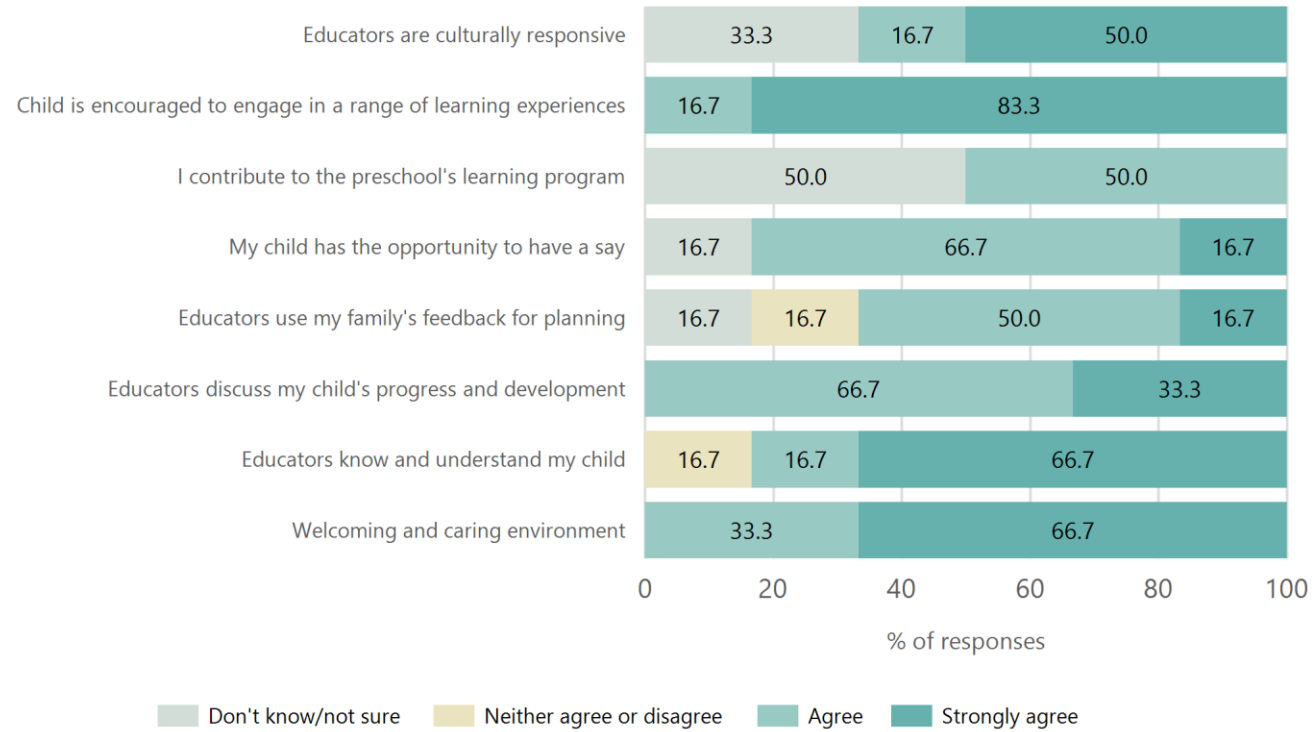
# Preschool Family Opinion Survey

## Governance, Leadership and Management



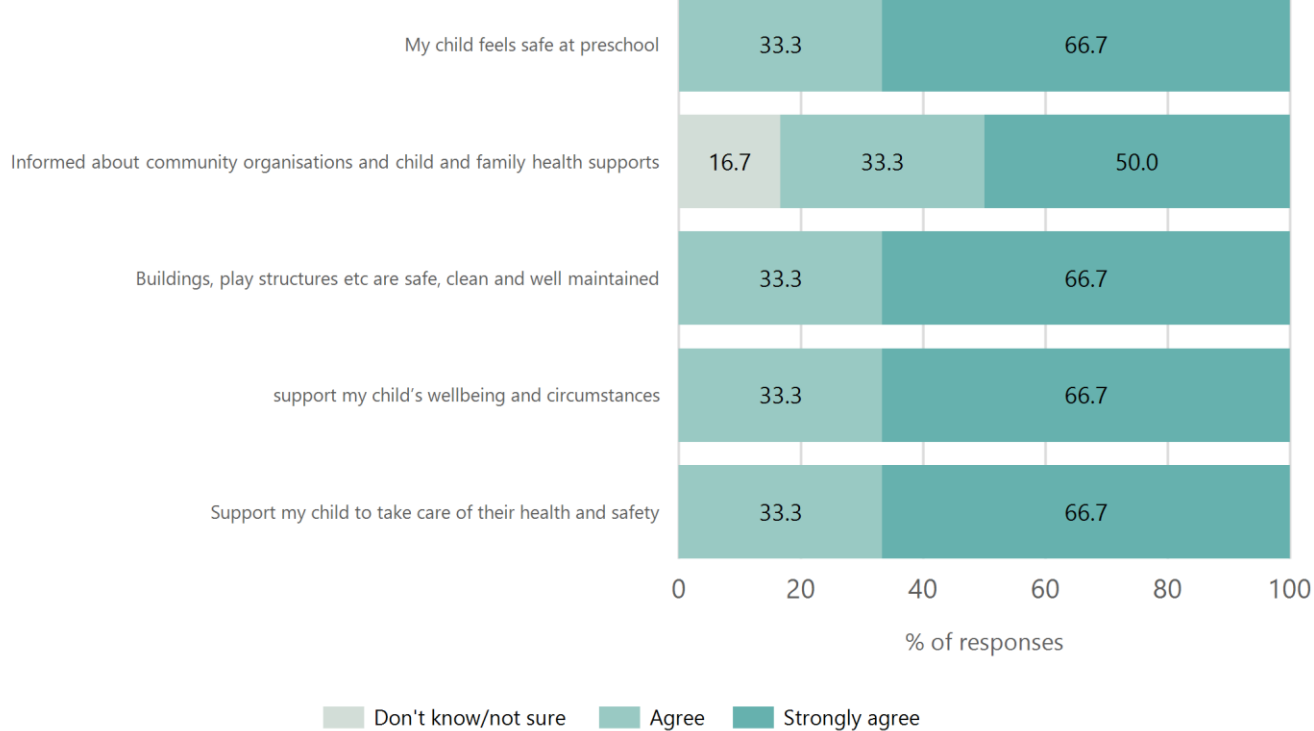
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

## Quality of Teaching and Learning



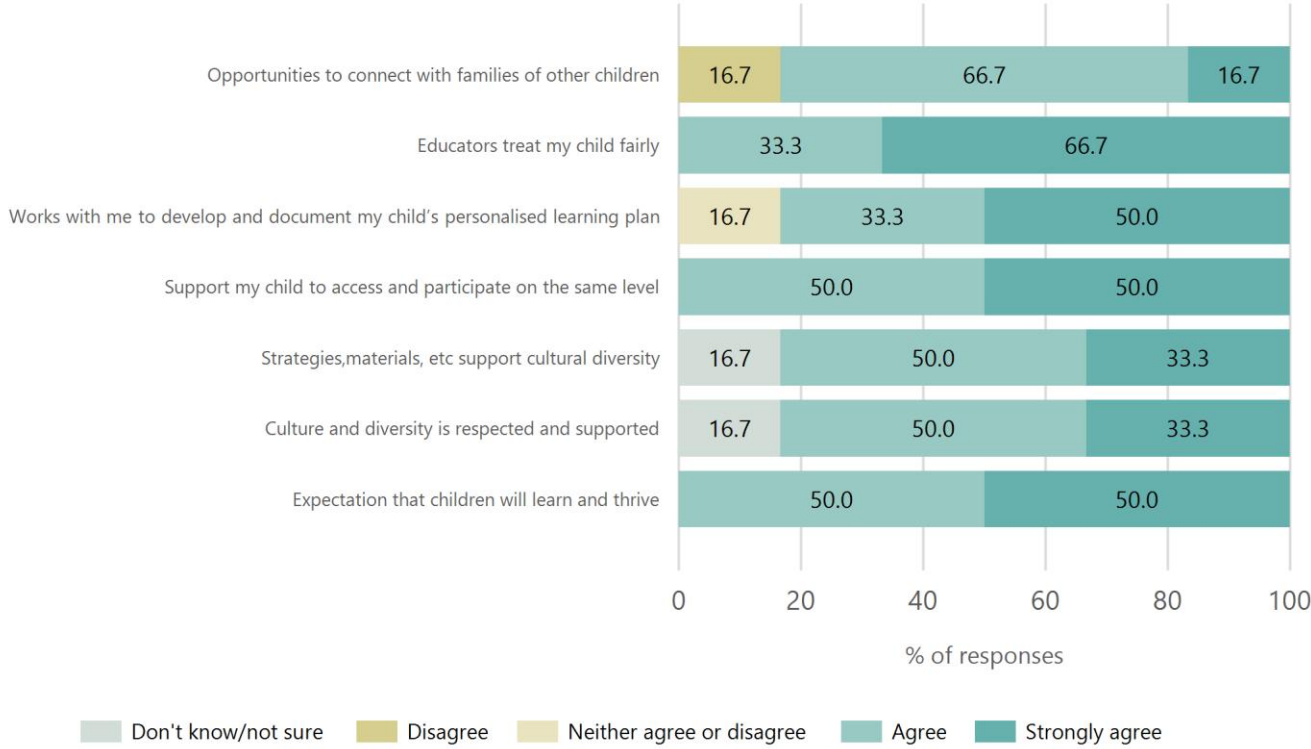
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

# Safety, Health and Wellbeing



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

# Support and Inclusion



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

# Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
0447 - Unley Primary School	64.9%	52.0%	44.2%
9057 - St Raphael's School			4.7%
9999 - Unknown	29.7%	42.0%	46.5%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2025.

# Highest Qualifications held by the teaching workforce and workforce composition

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All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	5
Postgraduate Qualifications	1

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

## Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalent	0.0	4.2	0.0	0.6
Persons	0.0	6.0	0.0	2.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

# Financial Statement

Funding Source	Amount
Grants: State	\$505,137.92
Grants: Commonwealth	
Parent Contributions	\$32,760.00
Fund Raising	\$195.00
Other	

Data Source: School supplied data.