



Kurralta Park Community Kindergarten

2025 annual report to the Community

Kurralta Park Community Kindergarten

Kurralta Park Community Kindergarten number: 5626

Partnership: West Torrens



Preschool director:

Dareska-Jane Brus

Signature

Date of endorsement:

18/02/2025



Context Statement

The Kurralta Park Community Kindergarten is nestled in a vibrant inner city, semi-industrial area with a diverse range of housing options. We are a multicultural kindergarten with a high percentage of families with connections overseas. At the heart of this dynamic environment, the kindergarten serves as a haven for inclusivity and connection. The minimalist, nature-inspired aesthetic sparks curiosity and creativity providing a tranquil backdrop for meaningful play-based learning.

Targeted Literacy & Numeracy programs are imbedded to support the children’s development of their phonological awareness and number skills. The kindergarten’s program is rich with experiences which support the children’s overall wellbeing, positive self-image while captivating children’s imagine. Through our dedication to excellence, inclusivity, and community engagement, Kurralta Park Community Kindergarten stands as a vibrant hub where everyone in the community comes together to learn, grow, and thrive.

Governing Council Report

Kindy year is my favourite year. I love everything about it. The friendships, social connections and interactions, the joy of play, wonder and discovery - all of it.

This year Kurralta Park Community Kindergarten has given us so much to celebrate.

The walls have been covered with neutral tones, instead of the primary colours. Natural elements were added to the indoor environment to make it visually calming, neutral, and warm, adding warmth and depth to the intensions and provocations set out for children’s learning. The staff team decorated the light filled indoor area with plants in hanging pots and added fairy lights. These natural objects warmed the environment to entice the children’s natural curiosity and interest, making the paly space calm and boosting the idea of the environment at the third teacher. The educational team developed provocations for children’s learning to entice interest, excitement and challenge the children’s knowledge and understanding of each other and their surroundings, using the document Provocations – A Start Up Guide (2017, S Haughey & N Hill) to expand knowledge in support of engaging the environment as the third teacher.

The curriculum enabled children to learn through story books. They are the basis for exploration of ideas using provocations, inquiry/questioning, and intentional teaching that incorporates numeracy, literacy, nature play and the protective behaviours curriculum. A specific Numeracy and Literacy program (Pre-Lit) is used with intentionality and specific resources, incorporated through discussion, storytelling, music, singing, drawing, painting, and 4-year-old writing and games (experienced during small group times).

Exploring Julia Donaldson’s Room on the Broom during Book Week offered significant benefits, particularly in relation to Outcome 4: Children are confident and involved learners from the Early Years Learning Framework. The story’s engaging plot and rhythmic text stimulated language development through its repetitive patterns, helping children build vocabulary and understand sentence structure.

Four family picnics were arranged by the Governing Council at a local playground outside of kindergarten opening hours. In Term 4 a fundraiser raffle was arranged and drawn at the final picnic. Money raised was used to purchase new tables for a seated eating outdoor area, Named the Kurralta Café.

Families were invited to celebrate the Diwali festival. Parents/guardians and children dressed in traditional clothing from their or another’s culture, traditional dances were learnt, and we cooked Pakora, a yummy Indian savoury food.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	93.7%	79.3%	97.3%	87.2%
2022 centre	83.5%	74.5%	70.5%	62.3%
2023 centre	85.5%	85.2%	85%	70.9%
2024 centre	89.7%	88.2%	84.6%	85.2%

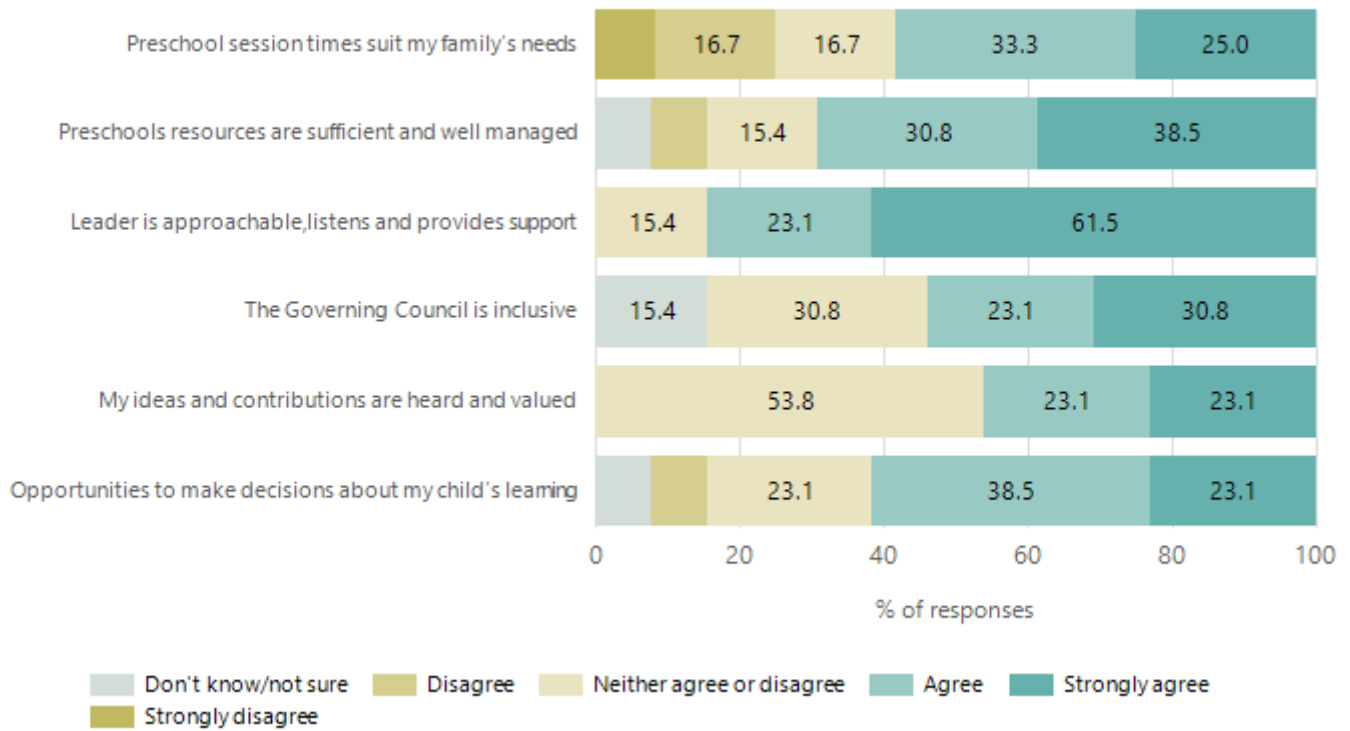
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

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. All children are entitled to access a preschool program over 4 terms the year before they start school.

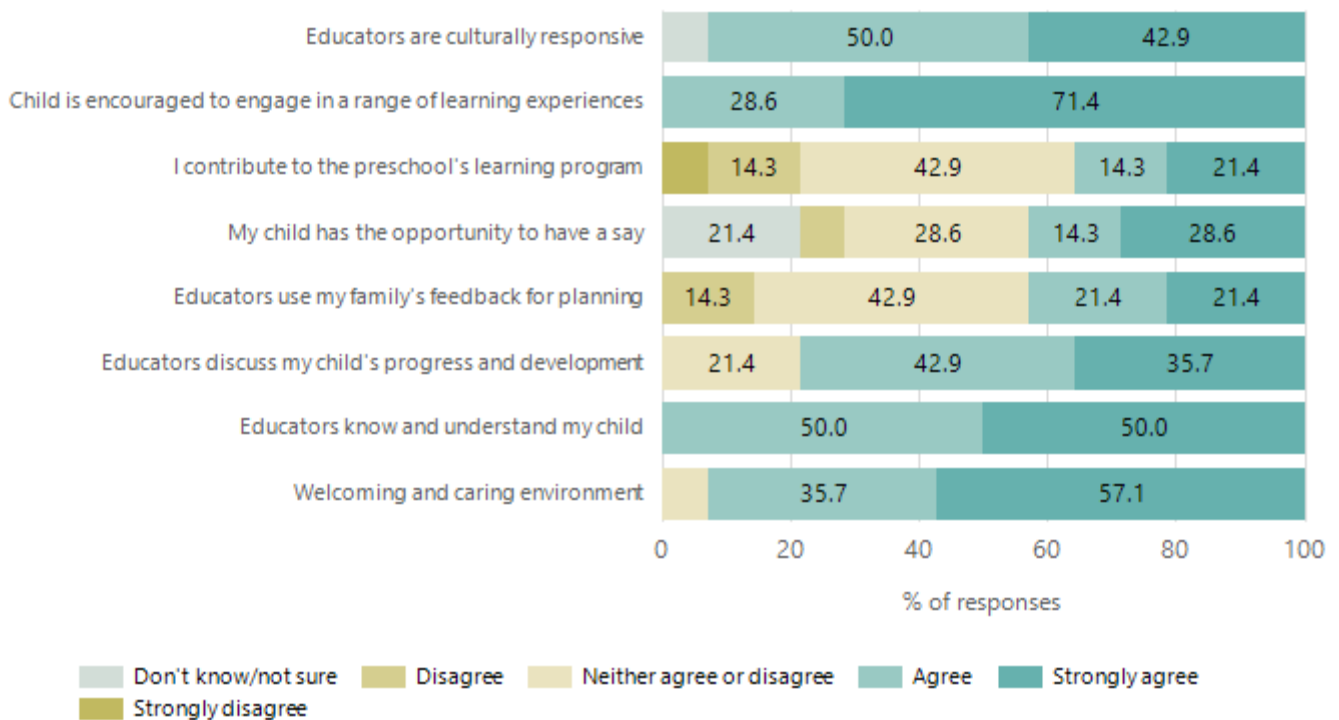
Preschool Family Opinion Survey

Governance, Leadership and Management



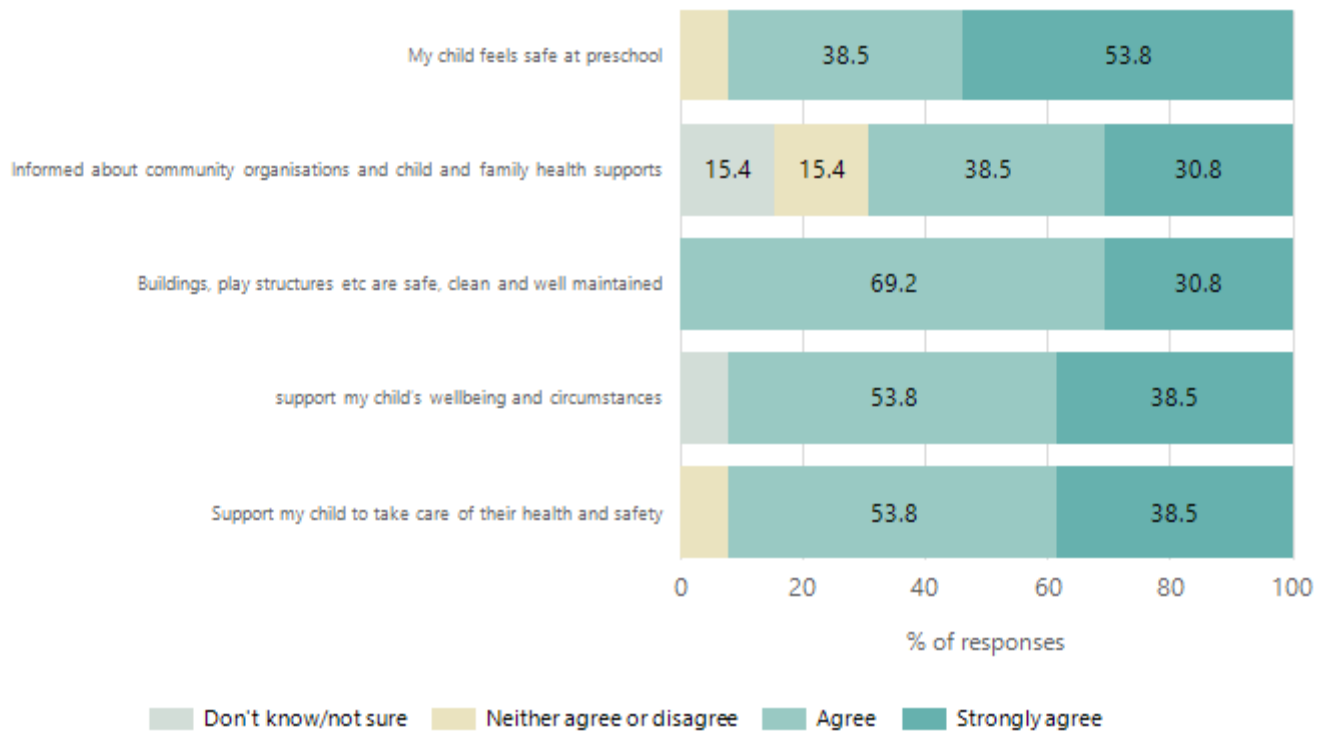
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



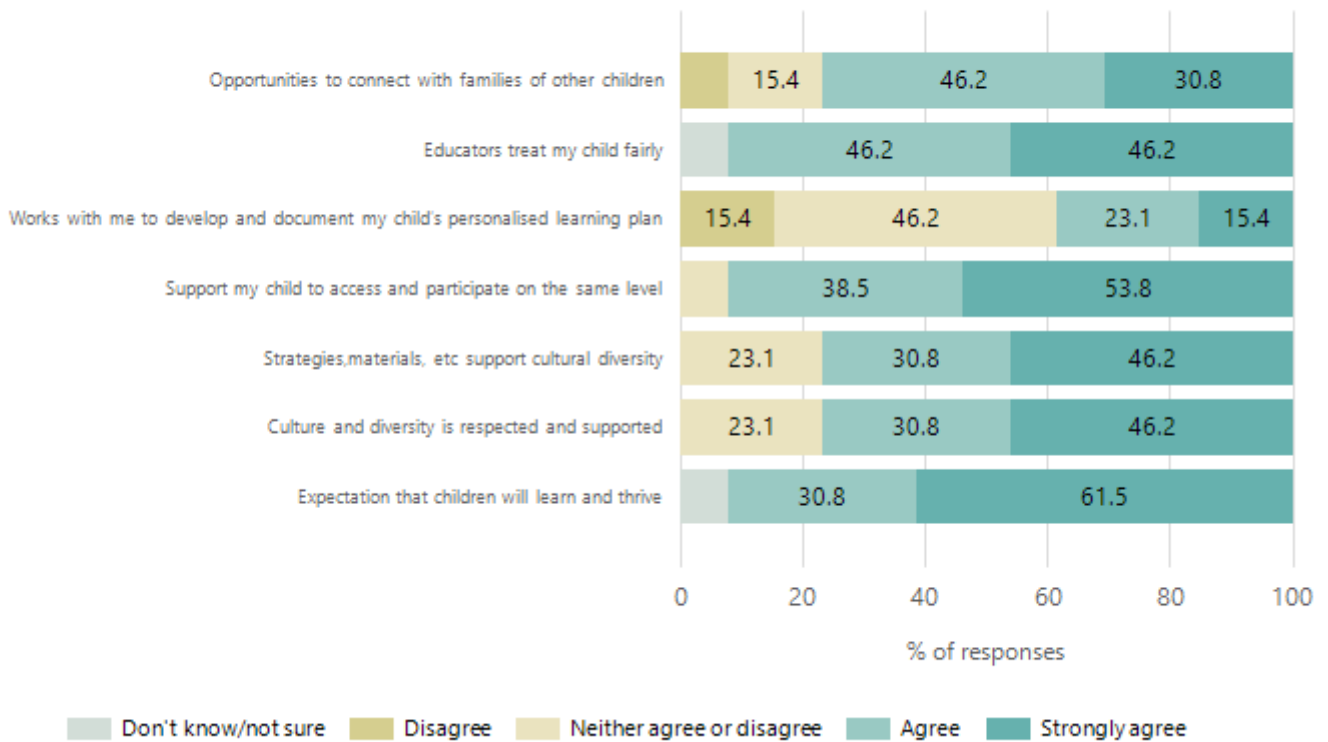
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0231 - Brooklyn Park Primary School	3.7%		
0346 - Plympton Primary School	11.1%	9.3%	9.2%
0381 - Richmond Primary School	55.6%	46.7%	39.5%
0907 - Plympton International College	13.0%	6.7%	
8405 - Emmaus Christian College		4.0%	
9066 - Tenison Woods Catholic School	3.7%		
9999 - Unknown		18.7%	36.8%

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, 2024.

Highest Qualifications held by the teaching workforce and workforce composition

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	2
Postgraduate Qualifications	1

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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 Equivalents	0.0	2.8	0.0	2.3
Persons	0.0	3.0	0.0	3.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	\$549,662.28
Grants: Commonwealth	
Parent Contributions	\$38,380.00
Fund Raising	\$721.00
Other	\$1,533.51

Data Source: School supplied data.