



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

Date of endorsement:

25/02/2026



Context Statement

Kurralta Park Community Kindergarten, owned by West Torrens Council and leased by the Department for Education, operates full-time and offers Occasional Care for children aged two years to preschool. Enrolling 55–66 children annually, the centre follows the Early Years Learning Framework and National Quality Standards, fostering supportive relationships and celebrating diversity. Its recent indoor redesign and nature-focused play areas provide calm, inspiring spaces for play-based learning.

Located in Marlestone's diverse, semi-industrial neighbourhood, the kindergarten draws families from various cultural backgrounds. Community connection is central, with the educators utilising "kindy learning books" to document and showcase each child's journey, strengthening partnerships with families and encouraging active parental involvement. A beautiful mural on the side of the building wall, (painted by a local parent) depicts the partnership with our diverse families and wider community members and brings visibility of our philosophy to life. The program includes Soccer Joeys, Mindfulness Movement classes, scientific shows, hatching experiences, the life cycle of the butterfly, and a literacy-focused agenda evolving toward numeracy.

The kindergarten's welcoming environment and ongoing improvements reflect its commitment to sustainability, inclusivity, and excellence for all children and families.

Governing Council Report

The kindergarten year in 2025 was especially meaningful, offering countless opportunities for children to build friendships, experience joyful play, and engage in curiosity-driven discovery. This year Kurralta Park Community Kindergarten has been filled with achievements to share and celebrate.

The indoor environment, enhanced by natural elements, provides a visually calming and welcoming setting for learning. The staff team thoughtfully shaped the play space by introducing engaging play invitations, cosy tents, and comfortable calming areas. Educators use these spaces to support children's engagement, making the environment an active contributor to their learning.

This year's Quality Improvement Plan focused on strengthening children's self-regulation, persistence, and communication skills across the curriculum. Educators expanded their knowledge of self-regulation strategies and enhanced language support to help all children, including those who are bilingual, understand and express emotions and communicate effectively.

The curriculum invited children to explore through provocations, inquiry and questioning, and intentional teaching that blended numeracy, literacy, nature play, and protective behaviours. Targeted Numeracy and Literacy programs, including pre-lit, were implemented using diverse activities such as storytelling, music, drawing, painting, and small group games to create engaging experiences.

Children's learning was inspired by rich storybook programs including titles like "The Tiger Who Came to Tea," "The Gruffalo," "Ten Little Fingers," "Dear Zoo," and "Rosie's Walk." These stories nurtured language development and conceptual understanding, with children discussing story events, recognising rhymes, developing empathy, and describing their thoughts and feelings. Such activities encourage expressive language, concept formation, and self-awareness, ensuring children grow as confident communicators and learners.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
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%
2025 centre	78.02%	84.4%	88.1%	87.1%

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 were 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.

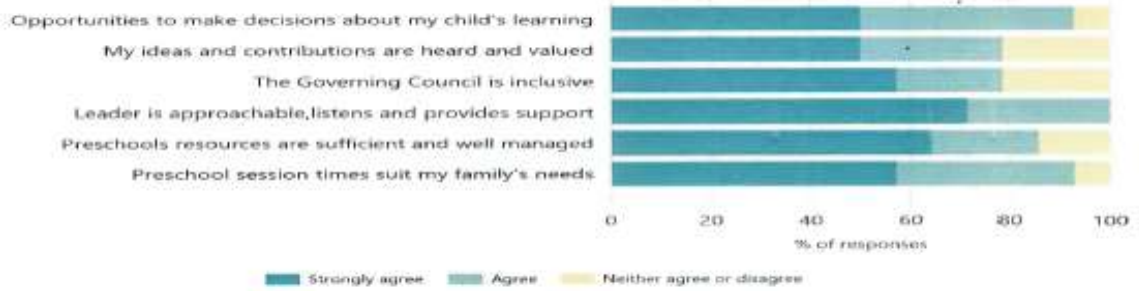
Preschool Family Opinion Survey

Preschool Parent Survey Results



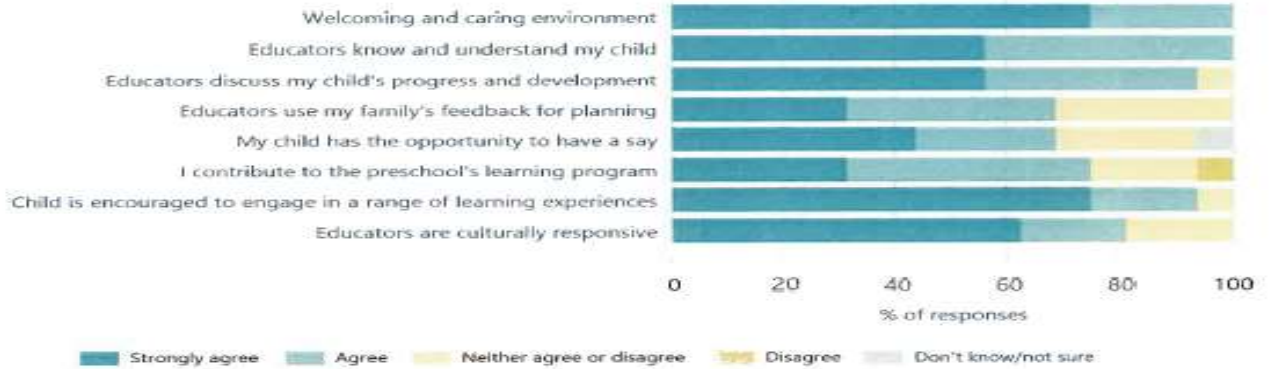
Kurralta Park Community Kindergarten

Governance, Leadership and Management



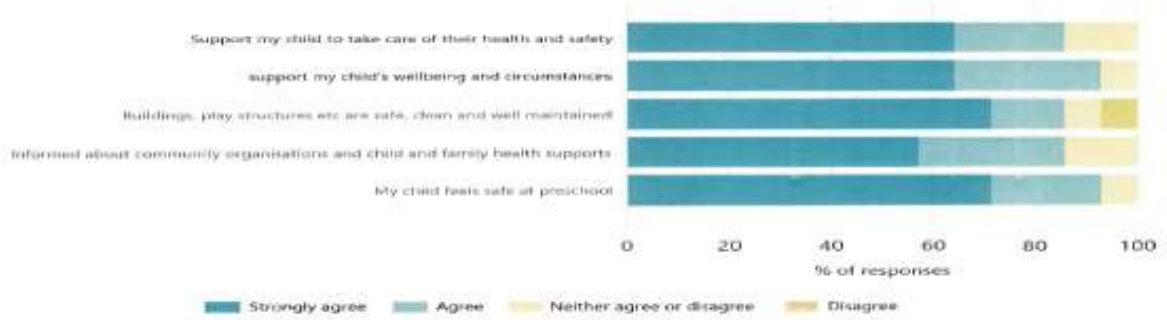
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Quality of Teaching and Learning



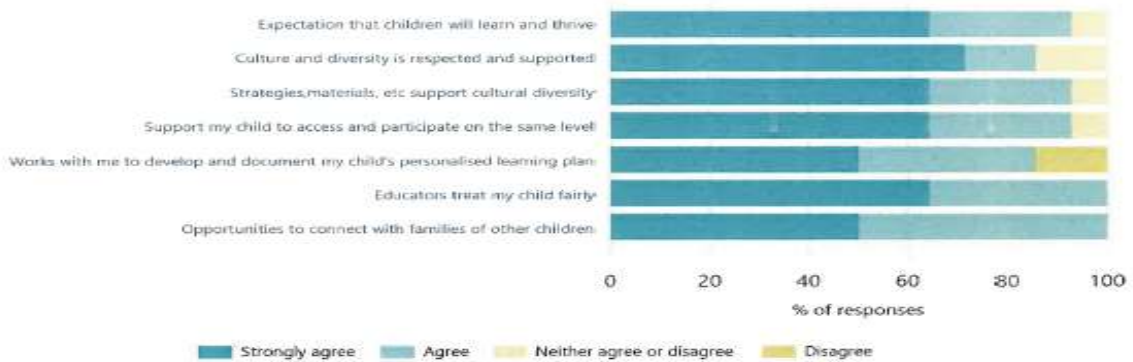
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Safety, Health and Wellbeing



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Support and Inclusion



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

Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
0106 – Cowandilla primary School			4.54%
0346 - Plympton Primary School	9.3%	9.2%	9.09%
0381 - Richmond Primary School	46.7%	39.5%	45.45%
0907 - Plympton International College	6.7%		4.54%
8405 - Emmaus Christian College	4.0%		
9066 - Tenison Woods Catholic School			22.72%
9999 - Unknown	18.7%	36.8%	13.66%

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

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 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 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 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	\$689,576.68
Grants: Commonwealth	
Parent Contributions	\$40,470
Fund Raising	\$48.20
Other	\$1,137.70

Data Source: School supplied data.