

2024 annual report to the Community

Salisbury Park Kindergarten

Salisbury Park Kindergarten number: 2668

Partnership: Salisbury



Preschool director:

Danielle Samuel

A handwritten signature in black ink, appearing to read 'Danielle Samuel'.

Date of endorsement:

26/02/2025



Context Statement

Information about Salisbury Park Kindergarten is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Salisbury Park Kindergarten is a part-time, stand-alone centre operating at 0.8 capacity, open from Tuesday to Friday. Nestled in a tree-lined suburban street, we are conveniently located opposite Salisbury Park Primary School and behind Hope Central Church. As an active member of the Salisbury Education Partnership, we are committed to fostering high-quality early childhood education in our community.

Our dedicated staffing team in 2024 included a 0.8 Director, 0.8 Teacher, 0.2 Teacher, and 0.8 Early Childhood Worker (ECW). In Term 2, our Director undertook a leadership role in another portfolio, and we welcomed a new Director from a local school within our Partnership, ensuring a smooth transition in leadership. Throughout the year, we also employed two regular Preschool Support Workers and engaged Bilingual Support Workers to enhance inclusivity and language support, reinforcing our commitment to meeting the diverse needs of our children and families

Enrolments have remained consistent over the past five years. We began 2024 with 34 children enrolled. With the first mid-year preschool intake moving off to school in term 3 we welcomed 12 children, which gave us an enrolment of 33 children. Eligible children attended their 15 hours of preschool over two and a half days. Notably, approximately 55% of our families resided outside the local area, choosing Salisbury Park Kindergarten based on sibling continuity, recommendations from family and friends, our exceptional outdoor learning environment, and our high-quality program rated *Exceeding the National Quality Standards*.

We celebrate a diverse, multicultural community, with over 20% of our families from culturally diverse backgrounds, 18% having English as a second language, and between 10-15% identifying as Aboriginal.

We continue to experience a high number of children requiring additional support. Our team worked closely with families, support workers, student support services and specialists to ensure these children received tailored interventions to support their development.

Parental involvement remained strong, with 8 parents nominating for our Governing Council, and seven actively contributing throughout the year. We also benefited from the ongoing support of a dedicated retired community member who volunteered regularly and was recognised through a Volunteer of the Year award at our end of year family celebration night.

We have a collaborative relationship with Salisbury Park Primary School, where between 60-80% of our children transition. We engage in regular programs that support children's continuity in learning and enhance a smooth transition into school. Programs and events include a regular 'Student Swap' with the Reception classes, attendance at school assemblies 2-3 times per term and library visits twice per term with the Reception classes. We also share celebrations for events of national and local significance (e.g. Book Week celebrations and parade).

We also actively engaged with the wider community through events such as Bush Kindy sessions at Carisbrooke in terms 2 and 3, National Outdoor Kindy day promoting nature-based learning, bike riding in the carpark at Hope Church which is located next door and visits from the SA Police and Metropolitan Fire Services. We ended the year with an excursion to the Adelaide Zoo in term 4.

We continued to reflect upon and refine our site-specific Reconciliation Action Plan (RAP). This plan will guide our efforts to embed Aboriginal and Torres Strait Islander perspectives into our daily practices and curriculum.

We concluded the year with our highly anticipated Annual Family Celebration Night, which was a great success, with over 60 attendees celebrating the achievements of our children and community. These numbers were slightly down on previous events due to the heat on the night.

As we move forward, Salisbury Park Kindergarten remains dedicated to fostering a supportive, inclusive, and high-quality learning environment. Through continued community engagement, innovative teaching, and a strong commitment to diversity and inclusion, we look forward to another successful year of growth and learning.

Governing Council Report

2024 has been another successful year at Salisbury Park Kindergarten!

This year marked a significant milestone as our mid-year kindergarten children transitioned to school for the first time. Thanks to the Student Swap Program and other transition activities, these children made a smooth and confident start, becoming familiar with their new school environment. It has been wonderful to see them adapt so well, and we are proud of their progress.

This year, we welcomed a new Director, Dani to our team whilst Julie undertook a Early Childhood Leader role. Claire, Helen, Jo and Wahaj were familiar faces with Wahaj filling in for Judy who was unfortunately absent due to illness for the majority of the year.

Exciting Events of the Year:

- Bush Kindy at Carisbrooke Park
- A visit from the local Salisbury Police and Metropolitan Fire
- An excursion to the Adelaide Zoo
- Mid-year graduation and end of year family night

We enjoyed numerous other activities throughout the year, each contributing to the children's learning and development.

Facilities Improvements:

- Painting and treating logs around the yard
- Resurfacing of the paths around the kindy
- Tree audit and consequence works to ensure safety

We also implemented our Quality Improvement Plan (QIP). Our improvement goal was: *Children will develop a strong sense of identity and belonging by engaging in experiences that foster an understanding of self, family and the local community.*

As part of this we continued to build a strong partnership with Salisbury Park Primary School with events such as the Student Swap Program, attendance at assemblies, Sports Day and a library visit.

Policy Reviews: Throughout the year, we undertook several important policy reviews, including:

- Sun smart and inclement weather policy (term 2)
- Sickness and medication management policy (term 3)
- Emergency management Plan (term 3)
- Safe sleep and resting policy (term 4)
- Safe arrival of children procedure (term 4)

Family Night: Our end-of-year Family Night was a resounding success, featuring a BBQ, face painting, and a magic show. I would like to express my heartfelt thanks to the Governing Council members and everyone who volunteered on the night. We were delighted to receive donations from families and local businesses for our end of year raffle.

In Conclusion: The children at Salisbury Park Kindergarten have thrived in 2024, and we are so proud of their growth and achievements. I would also like to extend my thanks to our wonderful Educator Team for their commitment and passion throughout the year.

Kyle Coleman - Chairperson

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	89.2%	85.5%	98%	93.8%
2022 centre	86.9%	69%	86.5%	78.4%
2023 centre	91.5%	94.8%	90.6%	78.1%
2024 centre	95.6%		88.9%	

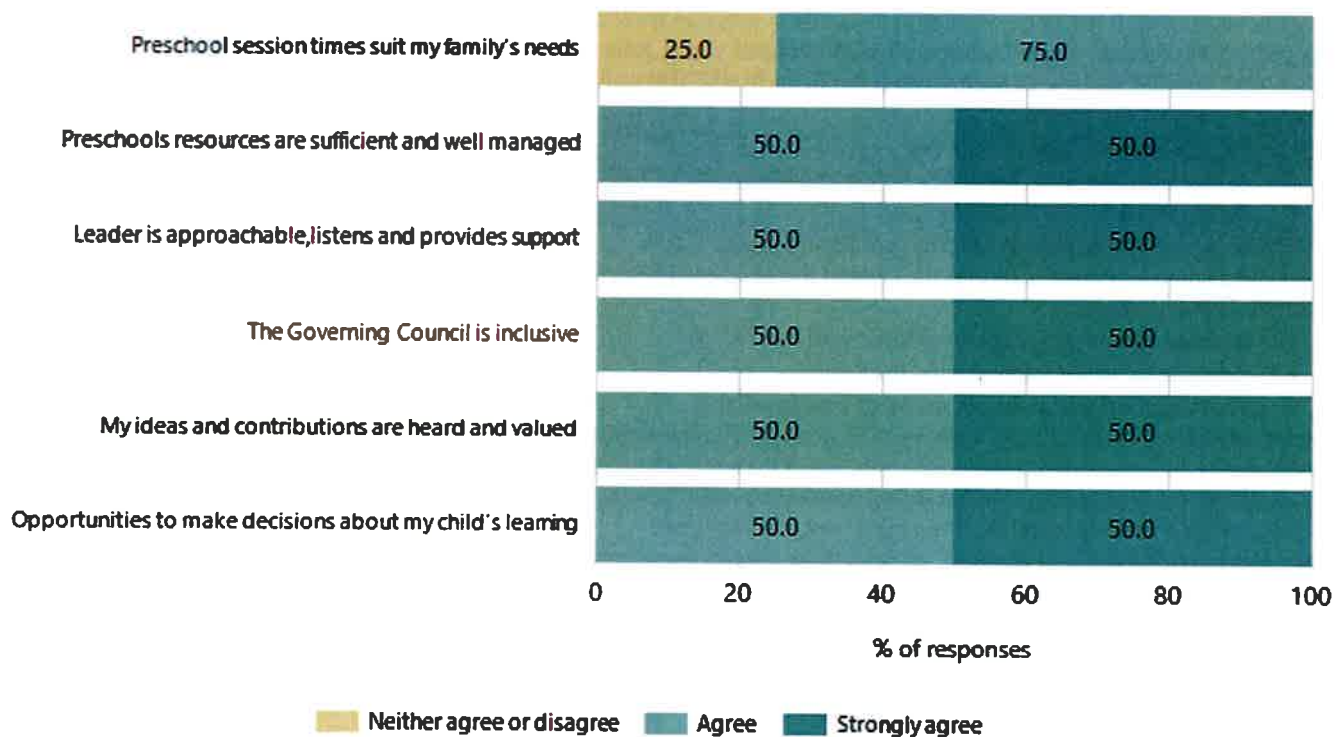
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked 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.

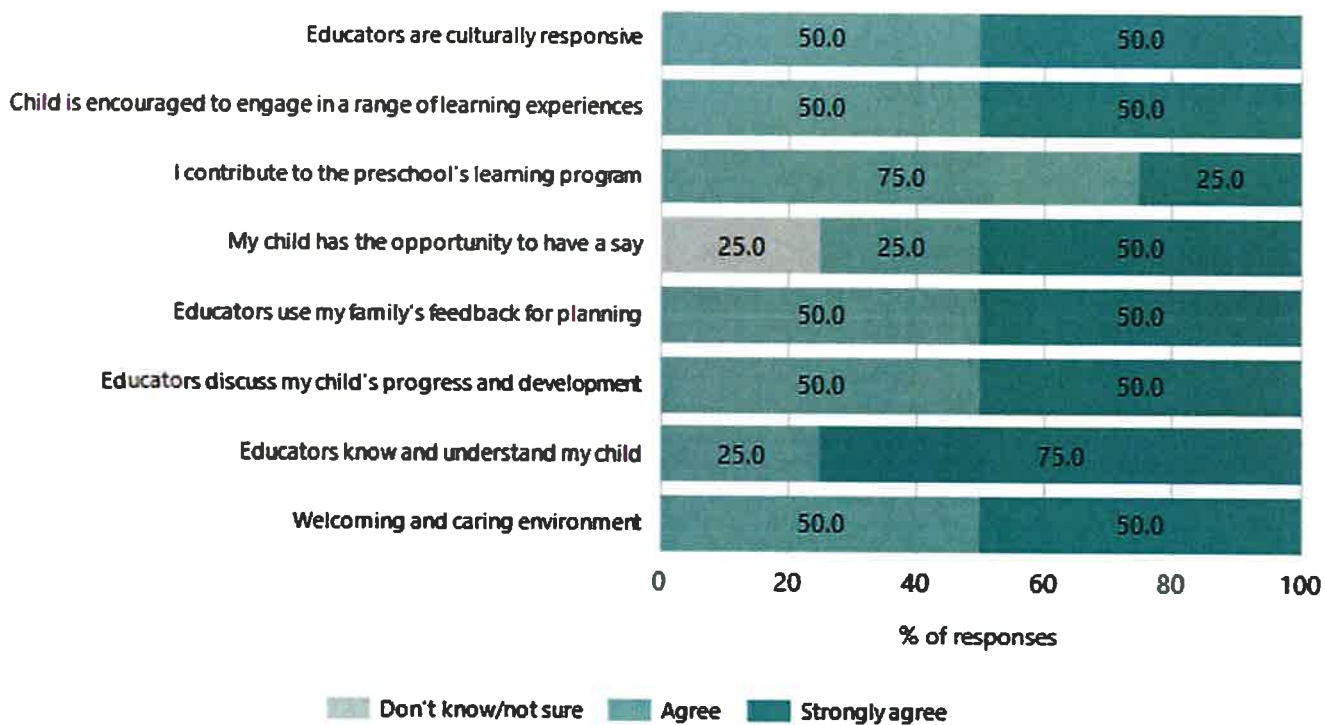
Preschool Family Opinion Survey

Governance, Leadership and Management



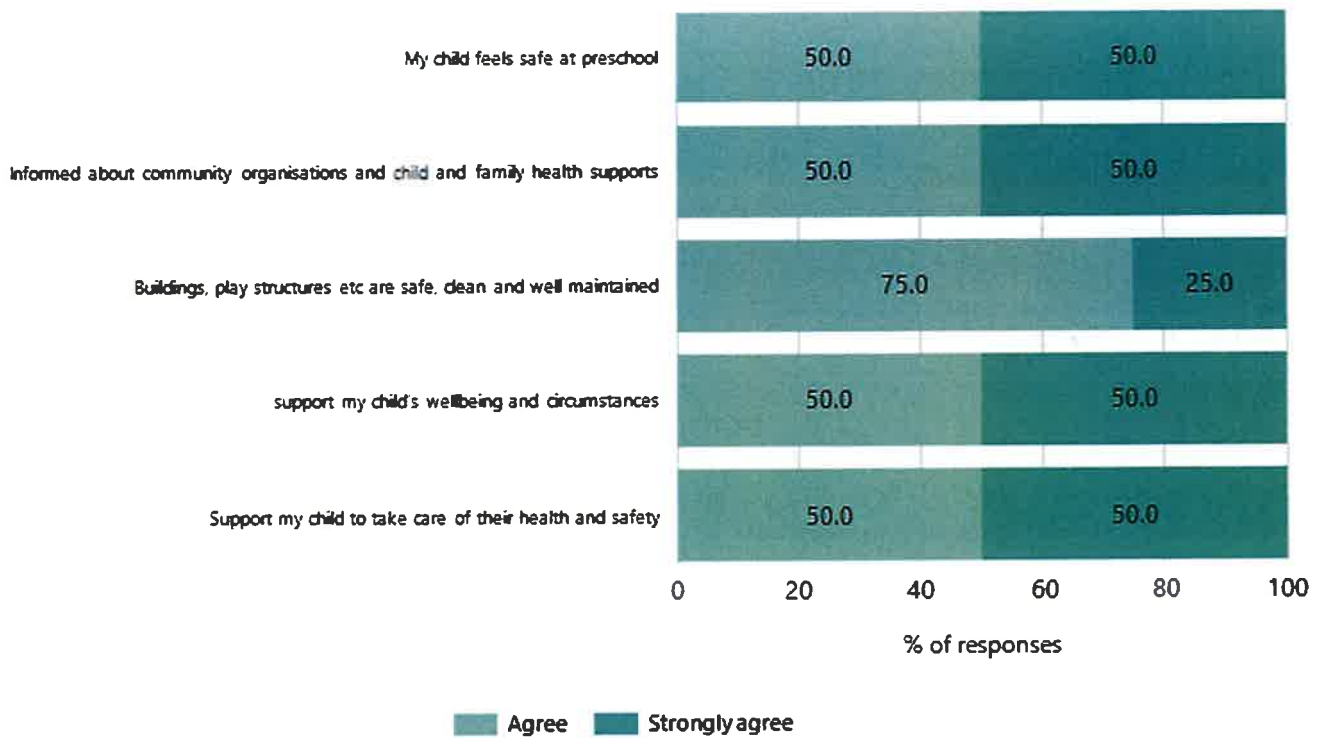
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



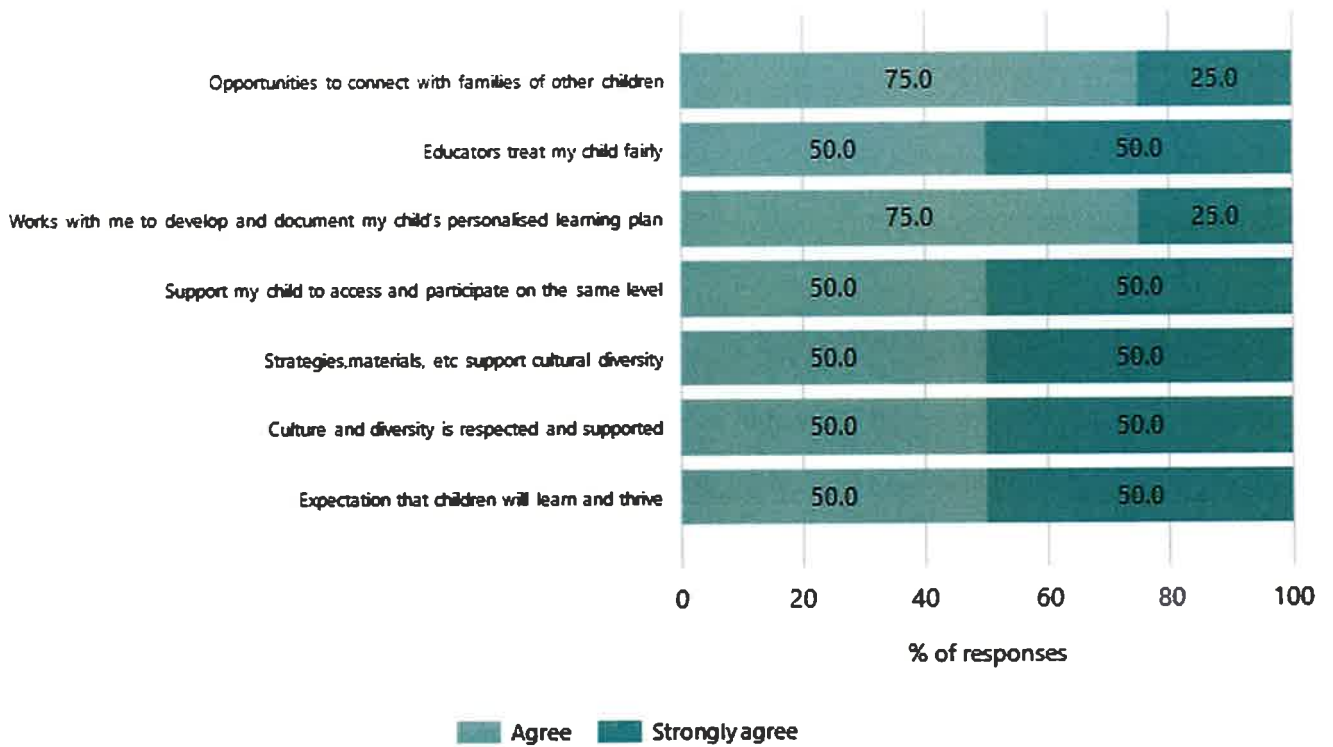
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0983 - Brahma Lodge Primary School			4.3%
1140 - Salisbury Park Primary School	74.2%	69.1%	59.6%
1177 - Salisbury Heights Primary School	3.2%		
8033 - St Columba College	3.2%		
9072 - St Augustine's Parish School	6.5%		4.3%
9999 - Unknown	12.9%	28.6%	25.5%

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, 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	3

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	2.5	0.0	2.1
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	\$486,396
Grants: Commonwealth	0
Parent Contributions	\$16,258
Fund Raising	\$240
Other	\$2,891

Data Source: School supplied data.

