

2024 annual report to the Community

Mitchell Park Kindergarten

Mitchell Park Kindergarten number: 3654

Partnership: Marion Inland



Preschool director:

Caren Matthias

Signature

Date of endorsement:

30/01/2025



Context Statement

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

Governing Council Report

What a privilege it has been to be a part of Mitchell Park Kindergarten this year!

Literacy has been a focus for teaching this year, especially phonological awareness. Learning what it means the rhyme and create rhythm with syllables, play based learning has help engage the children. The use of music and songs to explore different languages, including Kaurua Warra the local indigenous language, has helped the children develop a connection to the community.

This year there was a large focus on Building Connections, through helping the children develop a key understanding of identity, and wellbeing. This included using characters from the Kimochis program, such as “Cloud” for mood regulation and “Bug” who helps teaches how to overcome scary feelings. Mindfulness and emotional literacy was further fostered through a visit from Harold the Giraffe, who taught the children some techniques for remaining in control of their own bodies. Healthy physical habits have also been encouraged, such as the Eat a Rainbow program which helped the children try new foods and become a Rainbow Warrior!

Caring for the country is a big part of what it means to be Australian and this year the children have learnt about the importance of sustainability and showing respect for nature. Further encouraging the children to connect with nature, there have been opportunities to plant seeds, watch them grow, and even taste them! New raised garden beds have been installed to facilitate this. They were also able to watch and document the lifecycle of Monarch Butterflies and Silkworms.

There were plenty of enjoyable moments throughout the year as well! Between celebrating different cultural holidays’ and Book Week there, the children were able to get dressed up and have some fun! Not to mention when the children were able to go and experience Superluminal, exploring the themes of light and dark.

Throughout the year the families have has the chance to be involved though picnics on and off site. They have been encouraging to partner with the kindy in fundraising through the people’s choice lottery, a Jolly Socks sale, and self portrait group tea towels, which have made fantastic Christmas gifts! Alongside this, the site has revisited their philosophy, collaborating with the children and families to develop an updated version focusing on what it means to belong.

I have thoroughly enjoyed my time being a part of the Mitchell Park Kindergarten and can’t wait to hear what happens there next!

Naomi Lehmann

Governing Council Chairperson 2024

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre		82.3%	88.2%	89.6%
2022 centre	83.4%	72.9%	73.9%	69%
2023 centre	79.1%	82.3%	87.1%	76.9%
2024 centre	83.1%		74.8%	

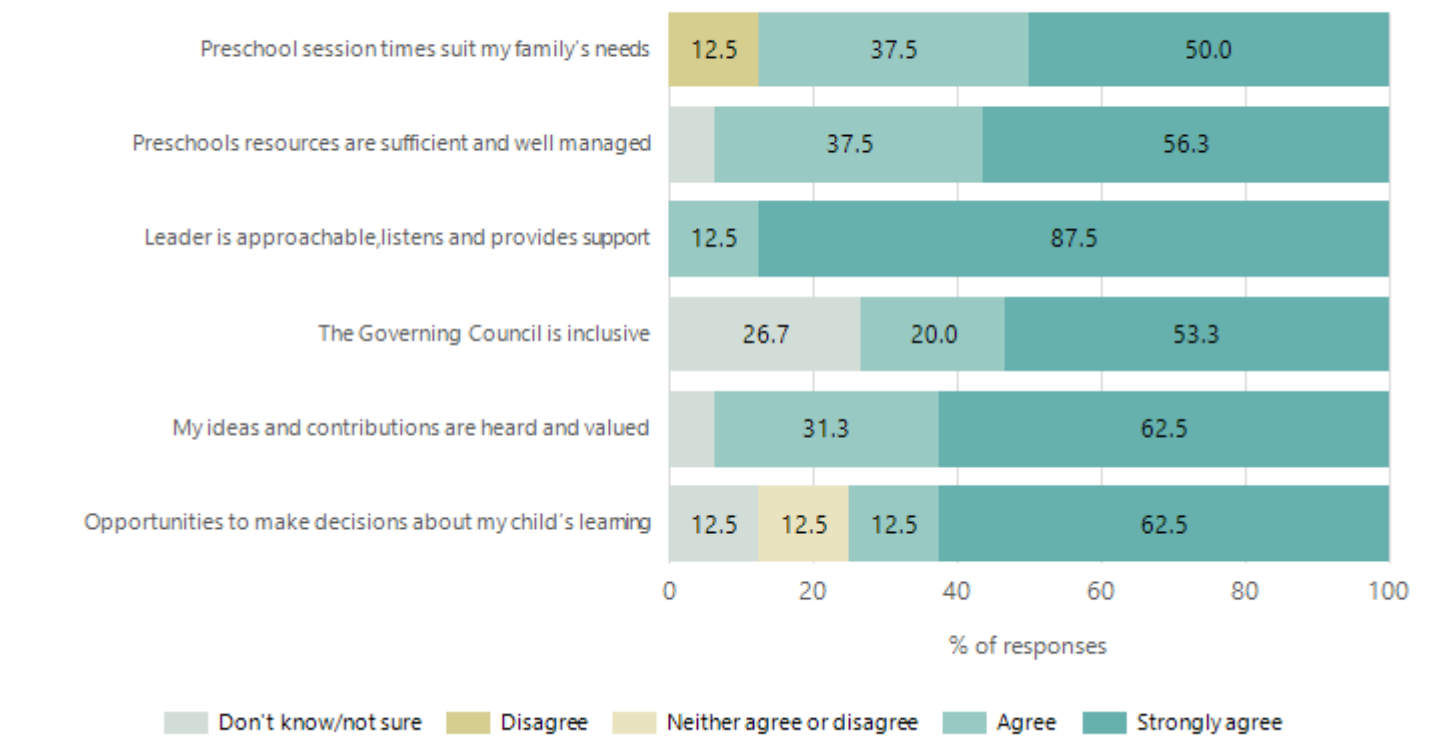
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked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

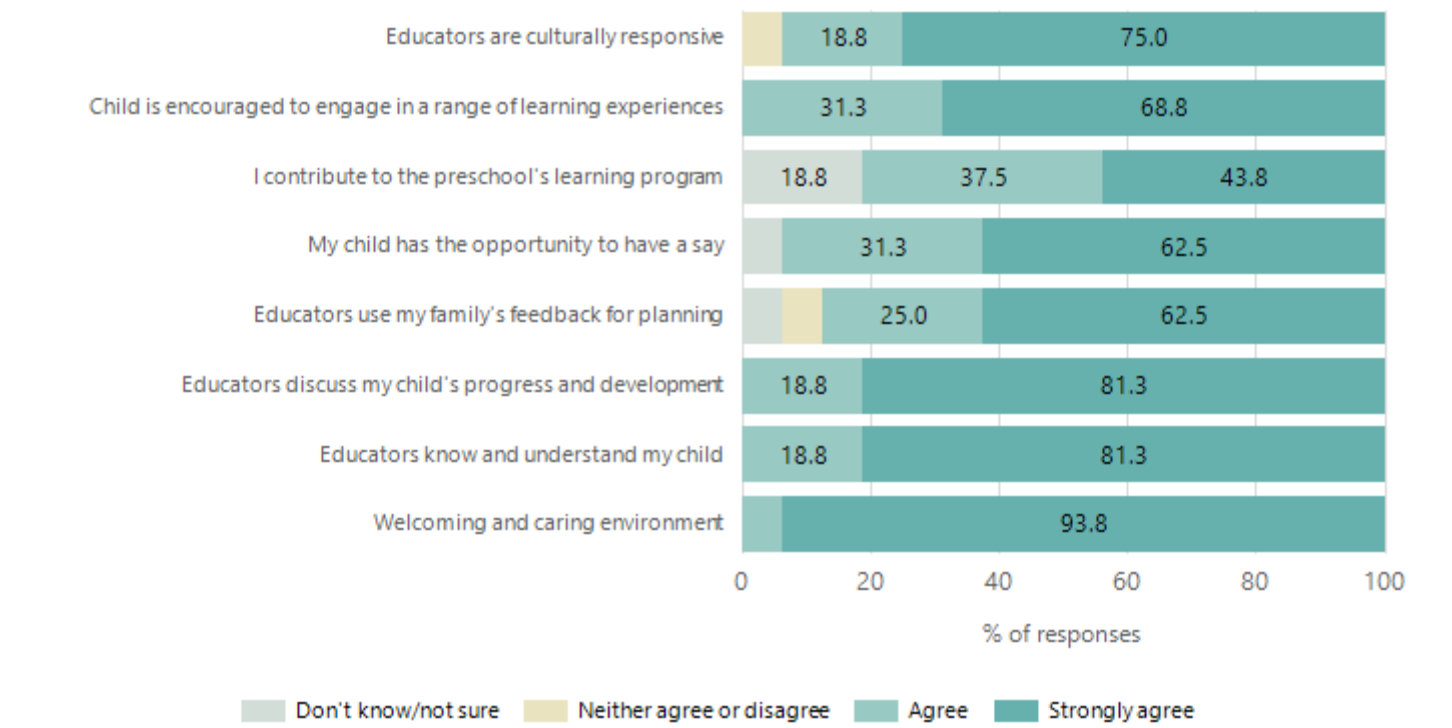
Preschool Family Opinion Survey

Governance, Leadership and Management



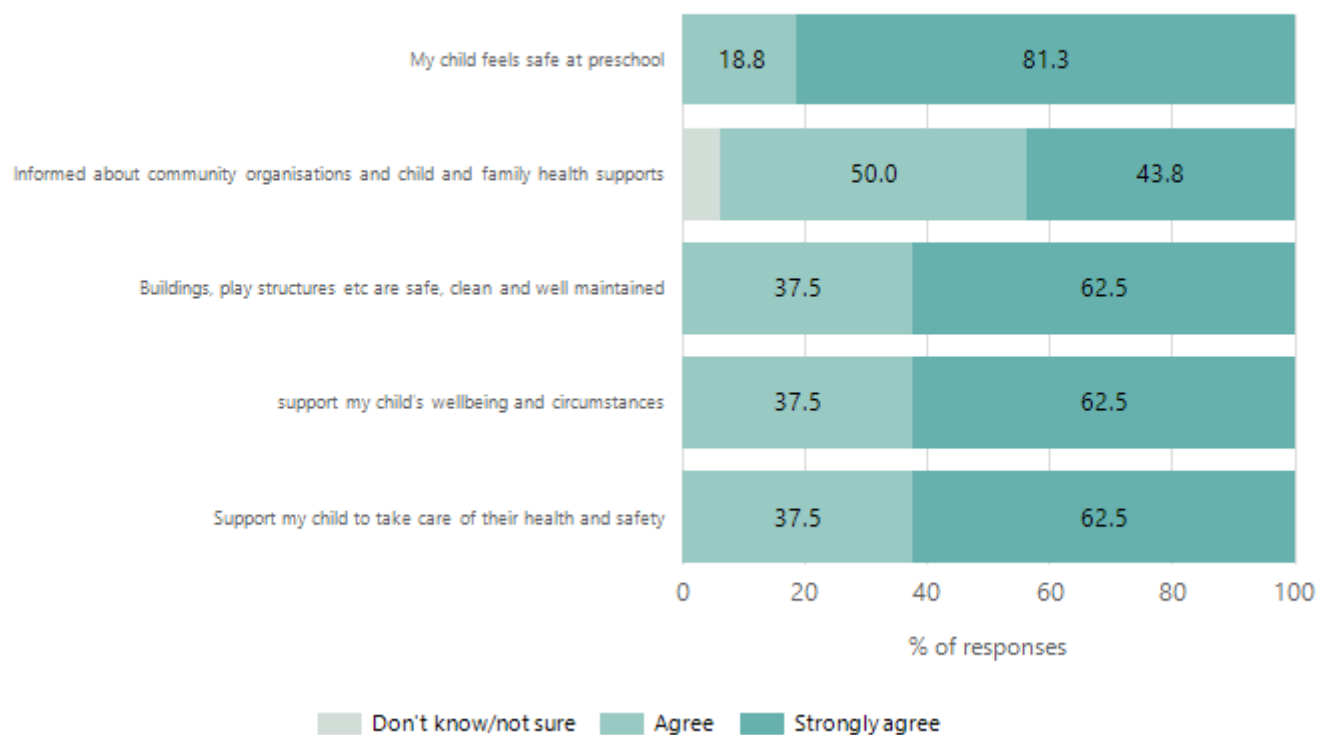
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



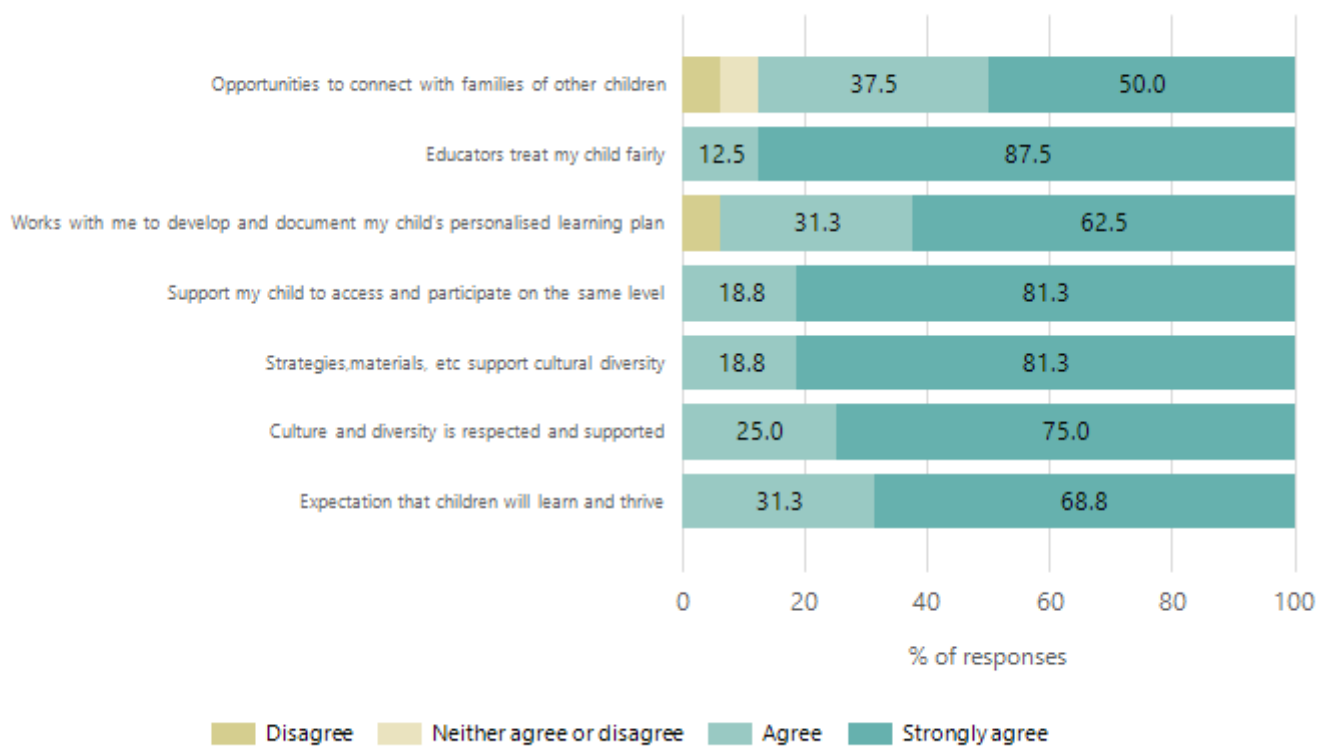
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0127 - Edwardstown Primary School		3.8%	
0932 - Clovelly Park Primary School	13.5%	17.0%	17.2%
0933 - Warradale Primary School			3.5%
0993 - Marion Primary School	5.4%	5.7%	8.6%
8261 - IQRA Islamic College of South Australia		3.8%	
8405 - Emmaus Christian College	5.4%		3.5%
9070 - St Bernadette's School	5.4%	7.6%	15.5%
9074 - Stella Maris Parish School		5.7%	
9999 - Unknown	56.8%	41.5%	44.8%

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	4

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	3.8	0.0	1.6
Persons	0.0	4.0	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	581 037.35
Grants: Commonwealth	0
Parent Contributions	32 319.00
Fund Raising	2529.33
Other	1296.70

Data Source: School supplied data.