

2024 annual report to the Community

Modbury Kindergarten

Modbury Kindergarten number: 4634

Partnership: Modbury



Preschool director:

Francine Schiller

Signature

Date of endorsement:

11/02/2025



Context Statement

At Modbury Kindergarten, we embrace holistic approaches to learning and development, recognizing the whole child, their individual strengths, wealth of knowledge, desire for learning, and anticipation to be seen and appreciated for who they are and what they bring. We foster a collaborative and inclusive environment, that values diversity and difference, empowering children, families, and educators to grow together over time. We recognise that children with high levels of wellbeing and a sense of security are ready to learn and engage with others. By cultivating a nurturing environment, we aim to inspire a lifelong love of learning and support children to become confident, compassionate, and well-rounded individuals who are active citizens.

Governing Council Report

As 2024 comes to an end, we are fortunate to be able to reflect on a positive and successful year at Modbury Kindergarten. Children and parents are welcomed warmly into the kindy environment, whether during the Tuesday and Wednesday kindy sessions, or at the playgroup on Thursdays. Staff are readily available to chat to parents and provide regular updates on the children's learning both verbally, and through a weekly newsletter. It has been so exciting to see the growth in the children throughout the year, and being on the Governing Council allows an extra insight into the day-to-day running of the kindy.

As a Governing Council we have supported the kindy by reviewing policies and procedures, providing feedback to the kindy, and assisting with the planning of events. We have also worked with the staff to help plan the next steps of the kindy's outdoor play area which will be updated over the next few years. Governing Council also oversaw the installation of new signage outside of the kindy, which drew inspiration from the surrounding landscapes.

The children were invited to take part in many learning experiences over the year. A particular highlight for the community was the engagement of an Aboriginal artist, Shane Cook, to collaborate with the children to paint a new mural in the outdoor area. This enriched the learning that the children were already doing around artwork and using different tools and media. Children then travelled to Adelaide Botanic Gardens and walked the Aboriginal plant trail to connect to the Country that inspired their artworks.

Another highlight was the repositioning of the kindy's Food Garden. Moving the Food Garden from the front area to the back of the kindy meant it was more accessible for the children. The children were involved in the planning of the new garden, from mapping out garden beds to creating artworks with a local artist for the new signage.

Whether it was a large-scale collaborative learning project, small group music sessions, cooking with volunteers from the community, independent bookmaking or playing with friends, the children at Modbury Kindergarten had a year full of rich learning experiences. Thank you to the Modbury Kindergarten staff for an amazing year.

Michelle Muggleton

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	93.8%	93.6%	90.8%	86.6%
2022 centre	81%	73.2%	78.4%	80.8%
2023 centre	90.5%	89.6%	78.3%	87.1%
2024 centre	95.7%		79.6%	

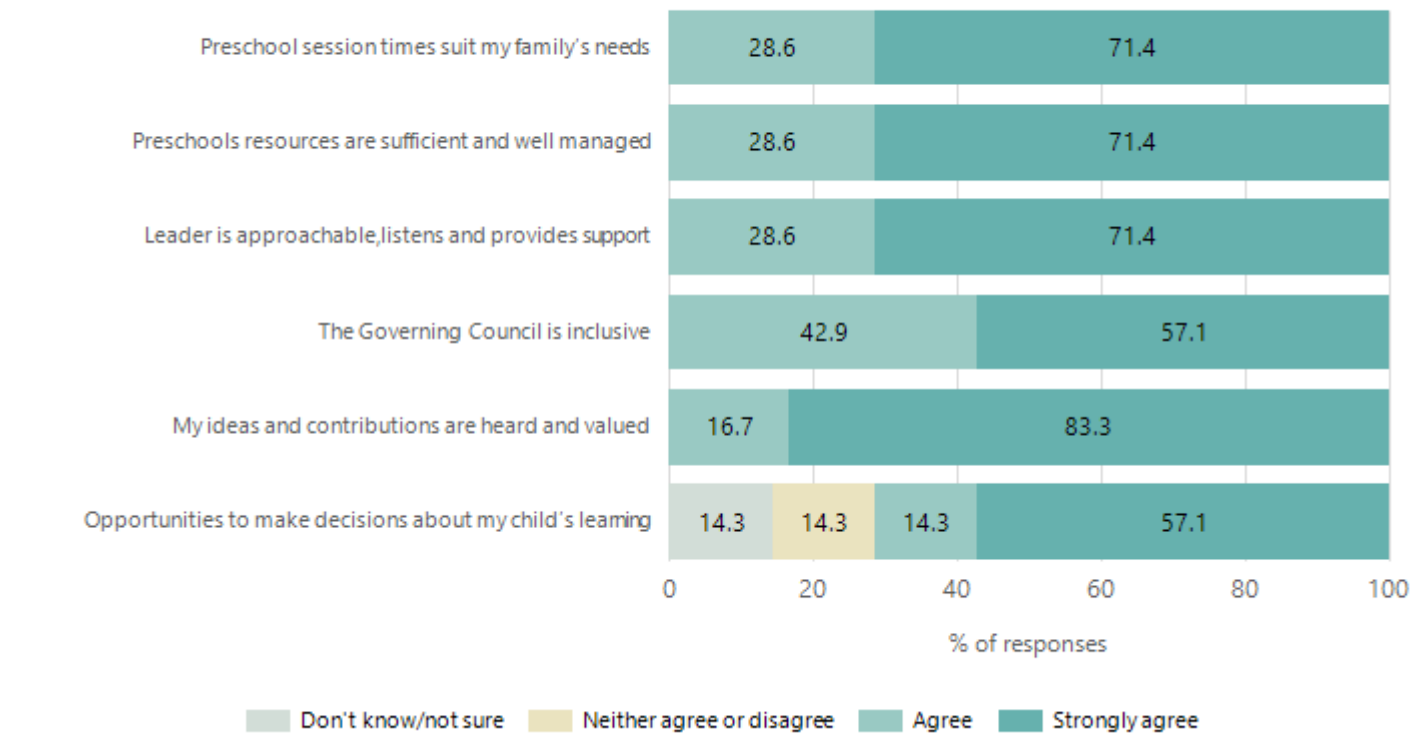
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024.

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.

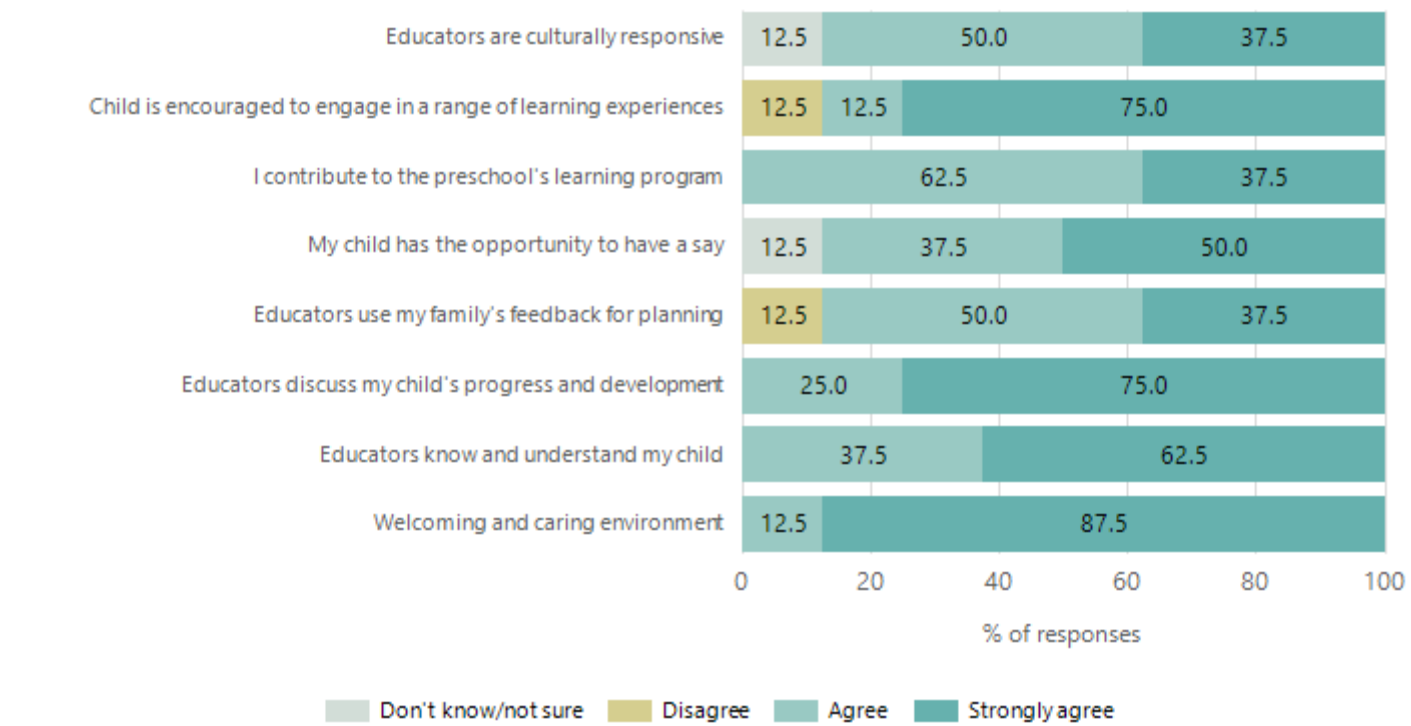
Preschool Family Opinion Survey

Governance, Leadership and Management



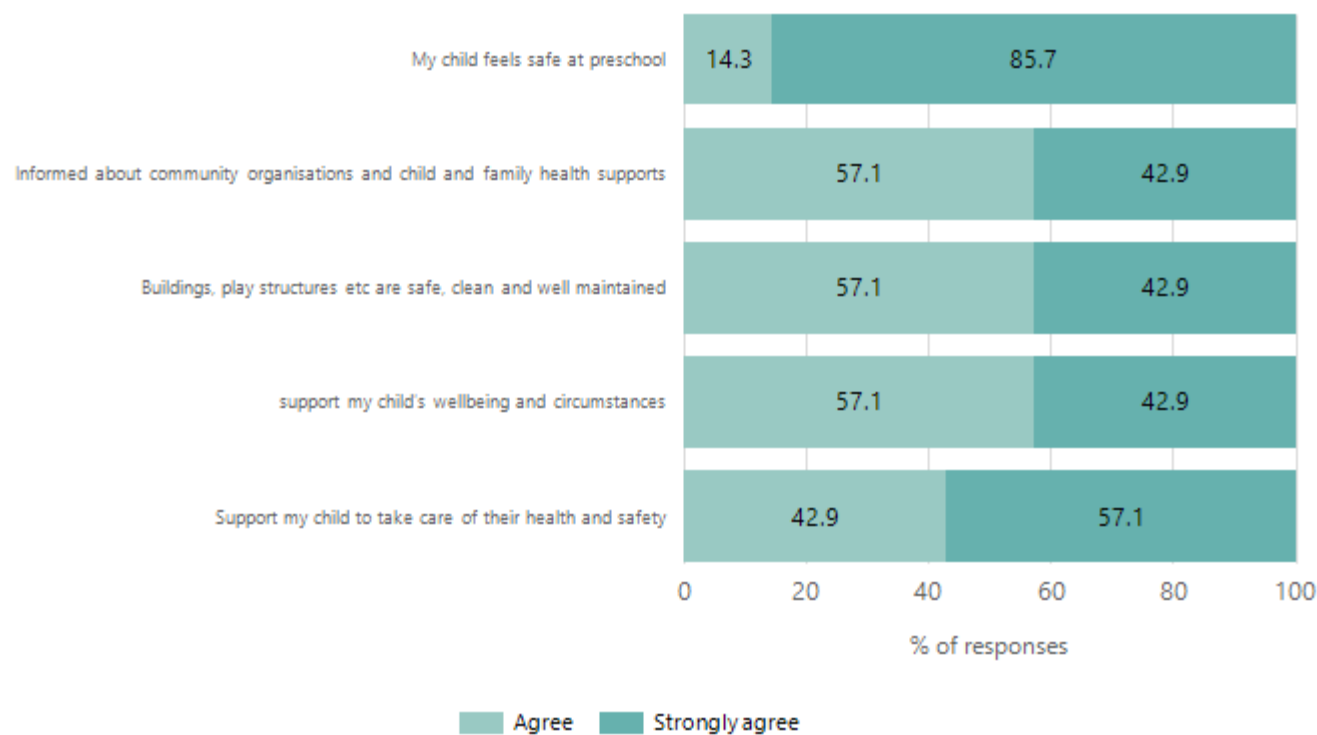
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



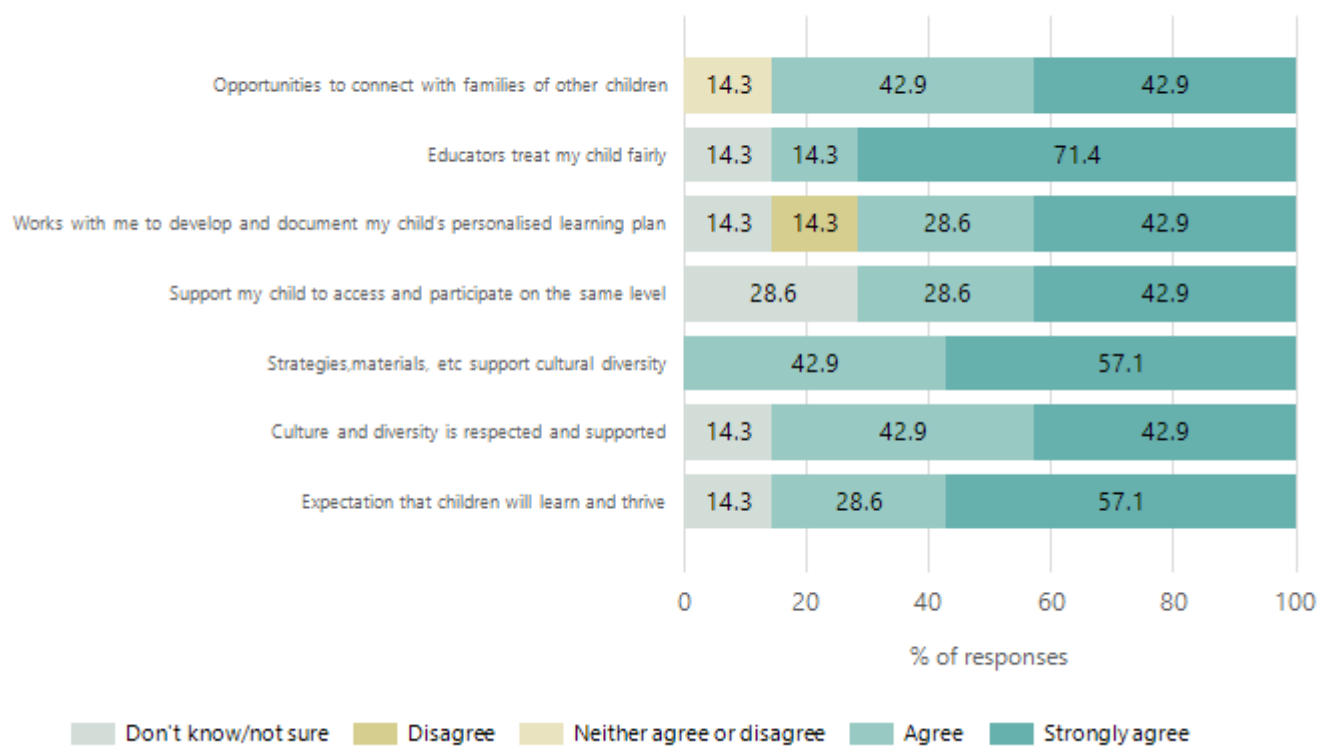
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0272 - Modbury School P-6	3.5%	3.3%	3.3%
0982 - Dernancourt School	3.5%		
1015 - Banksia Park School R-6	6.9%		
1090 - Redwood Park Primary School		6.7%	
1134 - East Para Primary School			3.3%
1210 - Modbury West School	10.3%	13.3%	10.0%
1430 - The Heights School	13.8%		
1540 - Ardtornish Primary School		3.3%	6.7%
1848 - Golden Grove Primary School	3.5%		
8003 - Heritage College Inc	10.3%	13.3%	
8006 - St Francis Xavier's Regional Catholic School		6.7%	
8032 - Cedar College			3.3%
8226 - Golden Grove Lutheran Primary School		6.7%	16.7%
8364 - St Paul's College	3.5%		3.3%
8385 - Saint David's Parish School	6.9%		3.3%
8411 - Torrens Valley Christian School			3.3%
8419 - Good Shepherd Lutheran School - Para Vista	3.5%	3.3%	6.7%
8421 - King's Baptist Grammar School		6.7%	3.3%
9013 - St Francis of Assisi School	3.5%		
9115 - Prescott Primary Northern		3.3%	
9441 - Pinnacle College - Golden Grove Campus		3.3%	
9999 – Other Locations	31.0%	30.0%	36.7%

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	1.7	0.0	0.7
Persons	0.0	3.0	0.0	1.0

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	\$310,158
Grants: Commonwealth	Nil
Parent Contributions	\$10,870
Fund Raising	\$409
Other	Nil

Data Source: School supplied data.