

2024 annual report to the Community

Vale Park Pre-school

Vale Park Pre-school number: 4672

Partnership: Morialta



Preschool director:

Vicki Angel

 Signature

Date of endorsement:

14/05/2025



Government
of South Australia
Department for Education

Context Statement

Information about Vale Park Pre-school is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Governing Council Report

Chairperson's Report: Vale Park Preschool Annual General Meeting 2024

Kaurna Acknowledgement

I would like to begin by acknowledging that we meet today on the traditional lands of the Kaurna people, the custodians of the Adelaide Plains. We pay our respects to their Elders past, present, and emerging, and extend that respect to all Aboriginal and Torres Strait Islander peoples present today. We recognise their deep connection to this land and celebrate their ongoing cultural contributions to our community.

Chairperson's Report

Vale Park Preschool Community,

It has been an incredible year at Vale Park Preschool, and I am both honoured and proud to present the 2024 Chairperson's Report. This year, we have continued to build a vibrant, inclusive community, where our children, staff, and families have all played a vital role in fostering a positive learning environment.

Educational Programs and Enrolments

Our enrolments remained strong throughout the year, with a total of 72 children enrolled across our groups. We welcomed families from diverse cultural backgrounds, enriching our community and providing children with a broad perspective on the world. The preschool's focus on language and music has been a highlight, as has the continuation of play-based learning, which encourages creativity and curiosity in every child.

Community Engagement and Events

2024 has been marked by numerous community events that have brought families together and raised funds for the preschool. We hosted *Family Park Mornings* each term at Hamilton Reserve, which provided a wonderful opportunity for families to socialise and for the children to enjoy outdoor activities and each other's company. Our fundraising efforts were further bolstered by successful events like the *Father's Day Sock Fundraiser* and the *Term 4 Art Show*, where the children's artistic talents were showcased. These events were vital not only in raising funds but also in building a strong, connected community.

Fundraising and Financial Performance

I am pleased to report that, financially, we have maintained a healthy budget position throughout the year. Careful management has resulted favourably against budget, and we have been able to direct these funds towards key areas such as curriculum resources and facility improvements. This careful management has allowed us to reinvest into the preschool's outdoor play areas throughout the year.

Infrastructure and Safety Improvements

Significant upgrades were made to the preschool's outdoor spaces. One of the most exciting developments was the enhancement of our nature play area, where children can explore and engage with their environment. This includes the addition of new planter boxes and a sensory garden. Additionally, the removal of unsafe structures, such as the climbing rope pole, has ensured that our preschool remains a safe place for all.

Professional Development and Staff Achievements

The teaching staff continued to demonstrate their commitment to providing high-quality education through ongoing professional development. This year, there was an emphasis placed on reflective practice and curriculum improvements, with the Preschool Quality Improvement Plan (PQIP) focusing on areas such as oral language development. The staff also participated in a range of training programs, including the Child Protection Curriculum, ensuring that the highest standards were maintained for the care and safety for our children.

Challenges and Looking Forward

While we have had many successes this year, we also faced challenges, including managing increased enrolments and the costs associated with maintaining and upgrading the facilities. However, these challenges have only strengthened our resolve, and as we move into 2025, we are excited to continue building on the foundations laid this year. Plans are already underway for new cultural programs and further upgrades to our outdoor learning spaces.

Closing Remarks

On behalf of all the families in the VPPS community, I would like to extend sincere thanks to our Director, Vicki Angel, and the entire team at Vale Park Preschool. Your dedication and hard work have been pivotal in supporting the children and us as families throughout the year. You have helped our children not only grow but develop key skills that will serve them well in their future learning journeys. I would also like to thank my fellow Governing Council members for their ongoing commitment and support. Finally, a big thank you to all of our families for their involvement and contributions throughout the year.

Sincerely,



Ben Bithell, Chairperson, Governing Council, Vale Park Preschool

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre		85.1%	89.7%	90%
2022 centre	82.6%	83.2%	85.7%	85.5%
2023 centre	94.9%	86.5%	91%	88.4%
2024 centre	89.5%		86%	

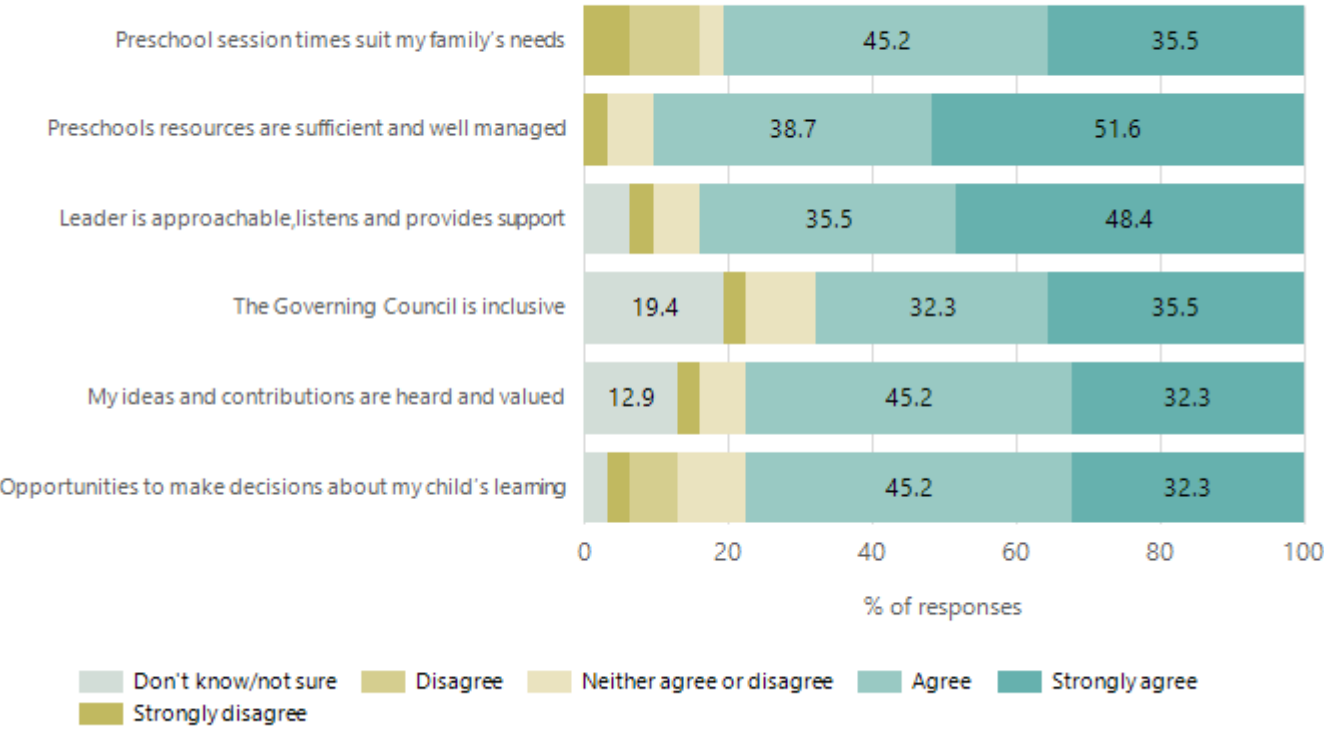
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked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

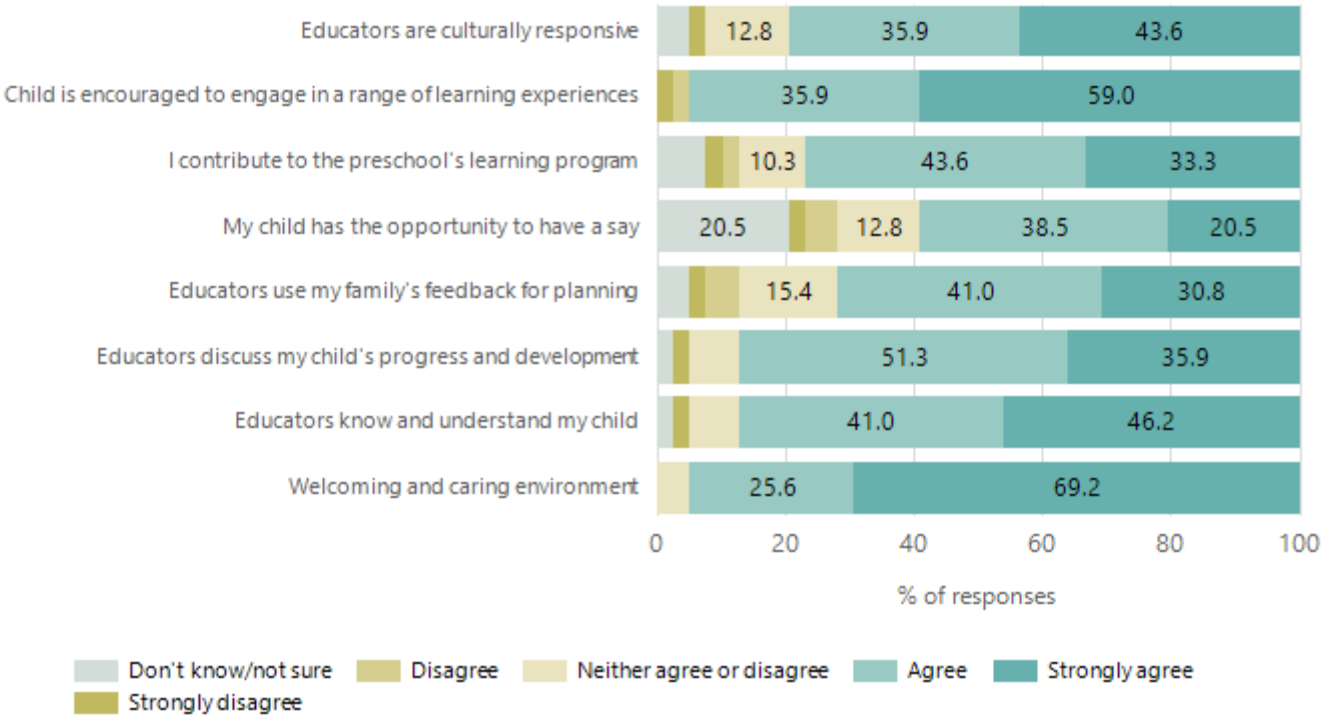
Preschool Family Opinion Survey

Governance, Leadership and Management



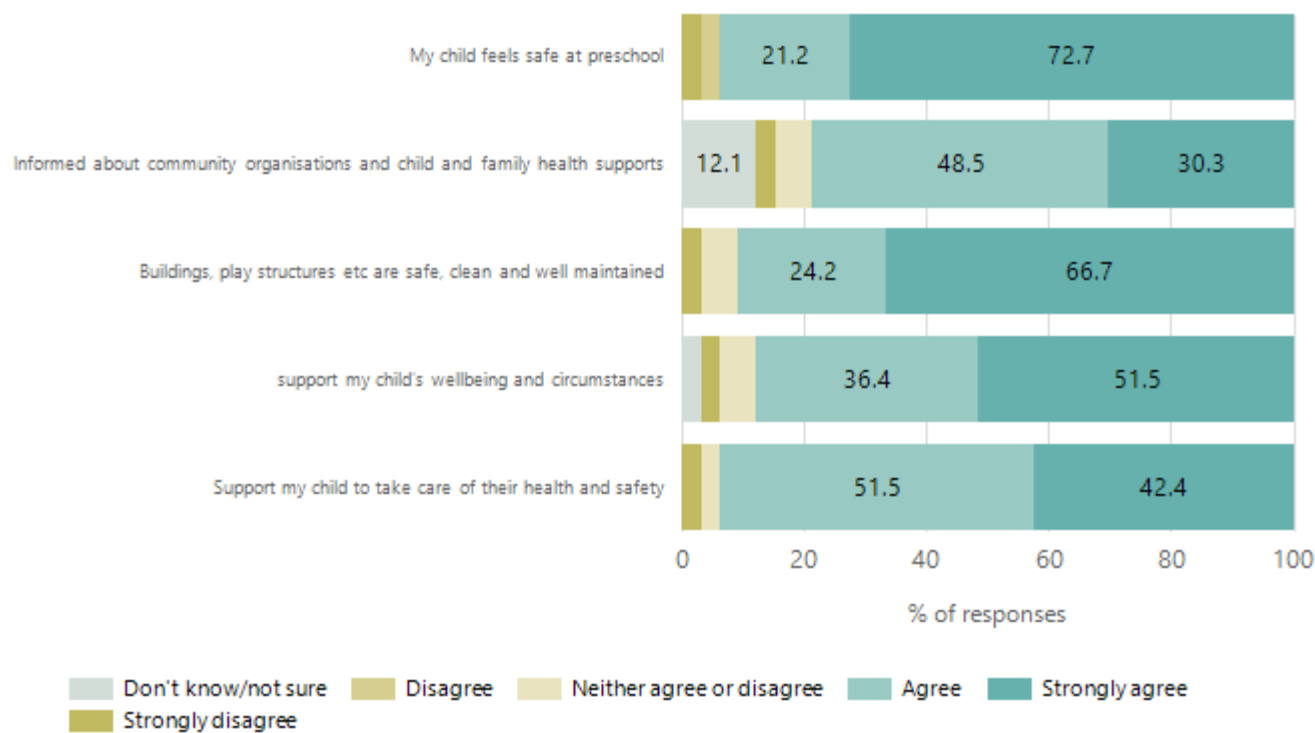
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



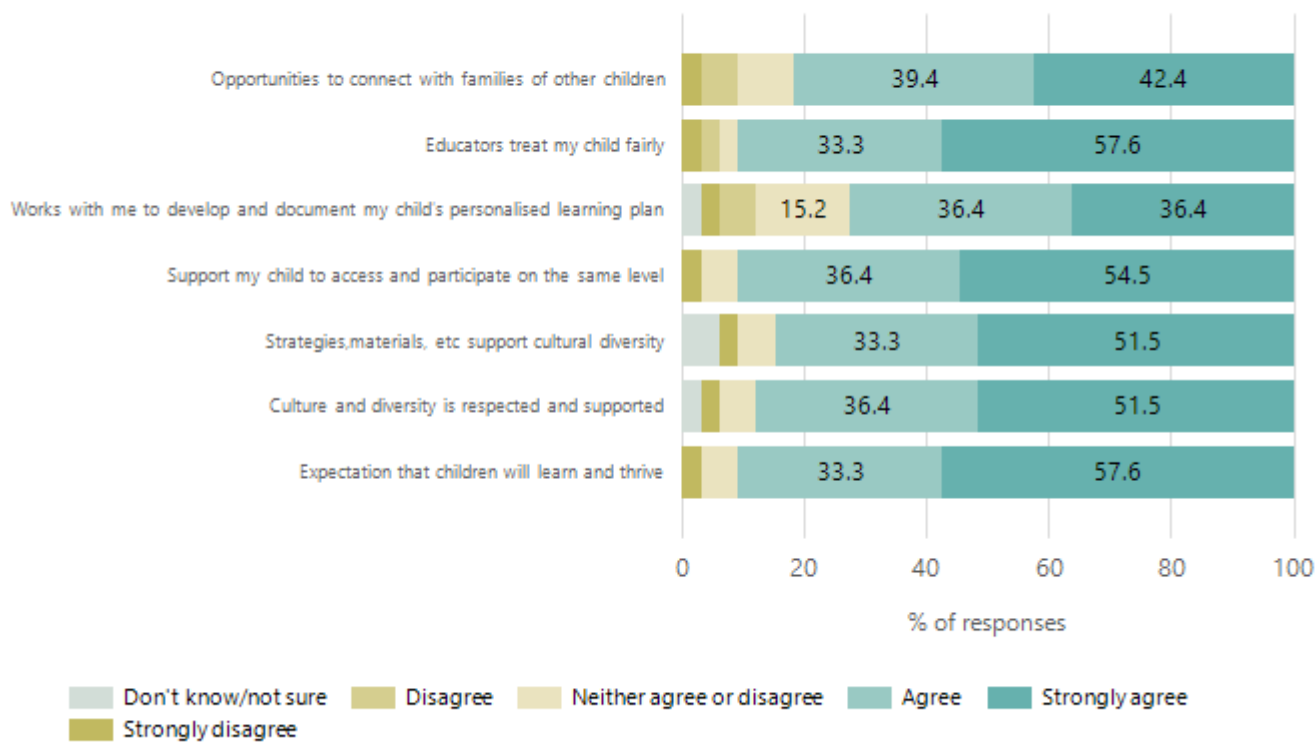
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0457 - Walkerville Primary School	4.4%	7.4%	3.8%
0967 - Vale Park Primary School	63.2%	58.0%	58.1%
1036 - East Adelaide School	10.3%	7.4%	4.8%
9031 - St Martin's Catholic Primary School	4.4%		
9083 - St Monica's Parish School			3.8%
9088 - St Pius X School	4.4%		
9999 - Unknown	7.4%	21.0%	21.0%

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
Postgraduate Qualifications	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	2.8	0.0	2.6
Persons	0.0	3.0	0.0	4.0

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	631,602
Grants: Commonwealth	Nil
Parent Contributions	51,133
Fund Raising	2956
Other	Nil

Data Source: School supplied data.