

2024 annual report to the Community

Wynn Vale Community House Kgtn

Wynn Vale Community House Kgtn number: 4680

Partnership: Golden Way



Preschool director:

Pauline Bosco

 Signature

Date of endorsement:

4/03/2025



Government
of South Australia
Department for Education

Context Statement

Information about Wynn Vale Community House Kgtn is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Quality Improvement Plan

Goal: Developing children's regulation skills to persevere in sustained shared thinking.

Significant progress was made in 2024, The site has achieved their goal to continue building Educator capacity (knowledge, skills, strategies) to support children's regulation to improve social-emotional development, well-being, engagement and learning, with good outcomes being observed with children. Zones of Regulation is now fully embedded with regard to a common understanding and language for Educators, children and families, and a common approach to feelings and zones of regulation. This included provision of an information session for parents / caregivers. Post evaluation showed significant increase in Educator capacity, the environment, children's ability to recognise and articulate their feelings and utilising strategies with support.

Governing Council Report

Chairperson

As a first-time member of the governing council, the educators made the experience smooth and enjoyable. The meetings were structured and gave parents a great insight into the Kindy, now and for future and get to know each other. The educators have been responsive to both parents and children, addressing needs promptly with a compassionate, nurturing, and friendly approach that created a welcoming environment for all. The new Quality Improvement Plan has resonated with parents, and the Cafhs visits at the Kindy proved convenient for families. WVCHK focused on educating the children about Indigenous culture, fostering an appreciation for its rich history and traditions.

This year, we thank the City of Tea Tree Gully for revitalizing the garden and the Mayor for visiting the children. We also appreciate the parents who volunteered to make the excursions possible. The children enjoyed exploring the Community Garden and regular outings to Wynn Vale Dam brought excitement to their learning.

WVCHK has undergone improvements, including new blinds for a more comfortable space and an upgraded outdoor play area. They have two friendly pets, a stick insect and a turtle. The educators work hard to keep the space clean, safe and fun for the children. The educators' passion, knowledge, and care are evident in their interactions, activities, and strong relationships with the children. There are many activities set up for the children each day whether its role playing, arts and crafts, water activities, the list goes on. Their commitment to high-quality education is reflected in securing grants, attending training, and continuously improving the centre. They collaborate with parents and keep us informed through updates, vision boards, and direct communication.

Though separate from the local Catholic school, the centre fosters a strong relationship, supporting the children through school visits. This collaboration enhances their learning and prepares them for the transition to school.

The centre truly puts children first. The end-of-year concert was a memorable highlight with gifts, and singalongs. We thank the educators and Director Pauline for their ongoing support and encouragement to our children. It's been a fantastic year. Warmest welcome to new members and families attending the Wynn Vale Community House Kindergarten.

Kindest regards,
Chantelle Crisp

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre		88.7%	95%	90.7%
2022 centre	91%	65.7%	79.6%	76.2%
2023 centre	95.3%	94%	84.7%	75.6%
2024 centre	95.8%		88.9%	

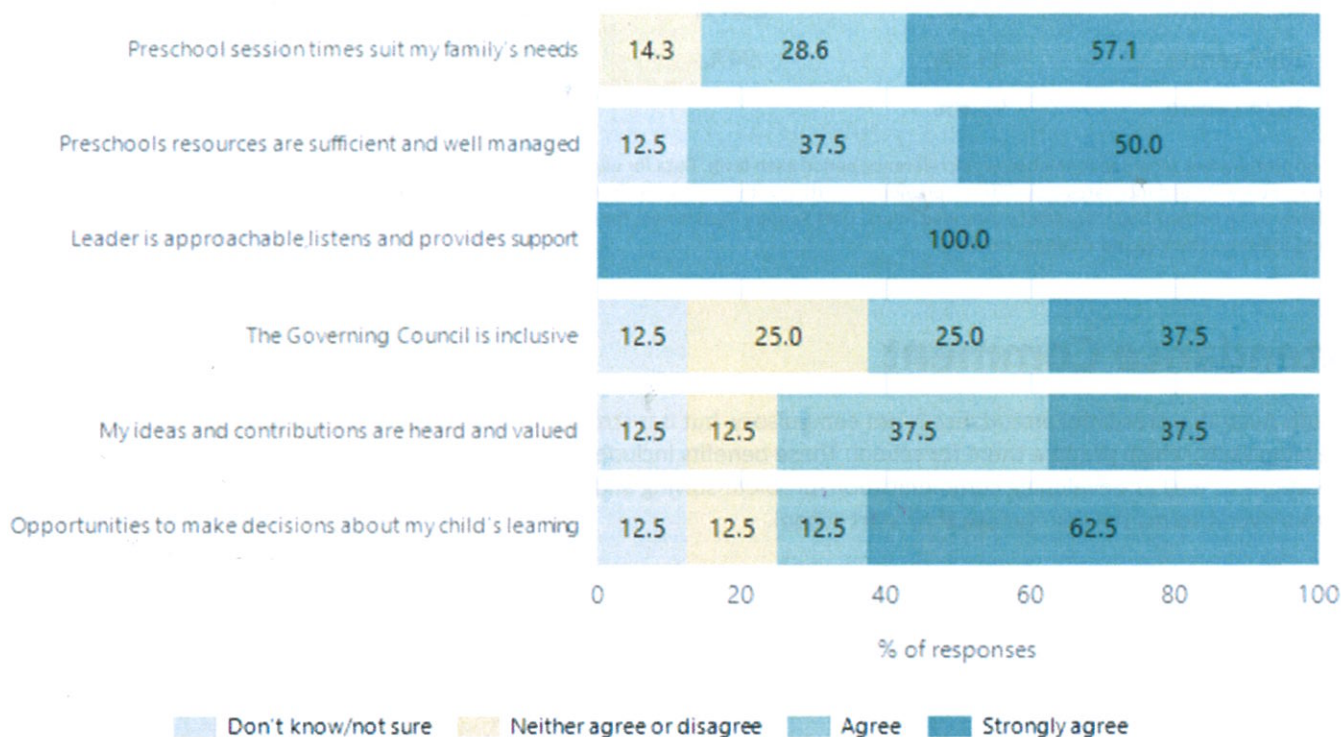
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked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

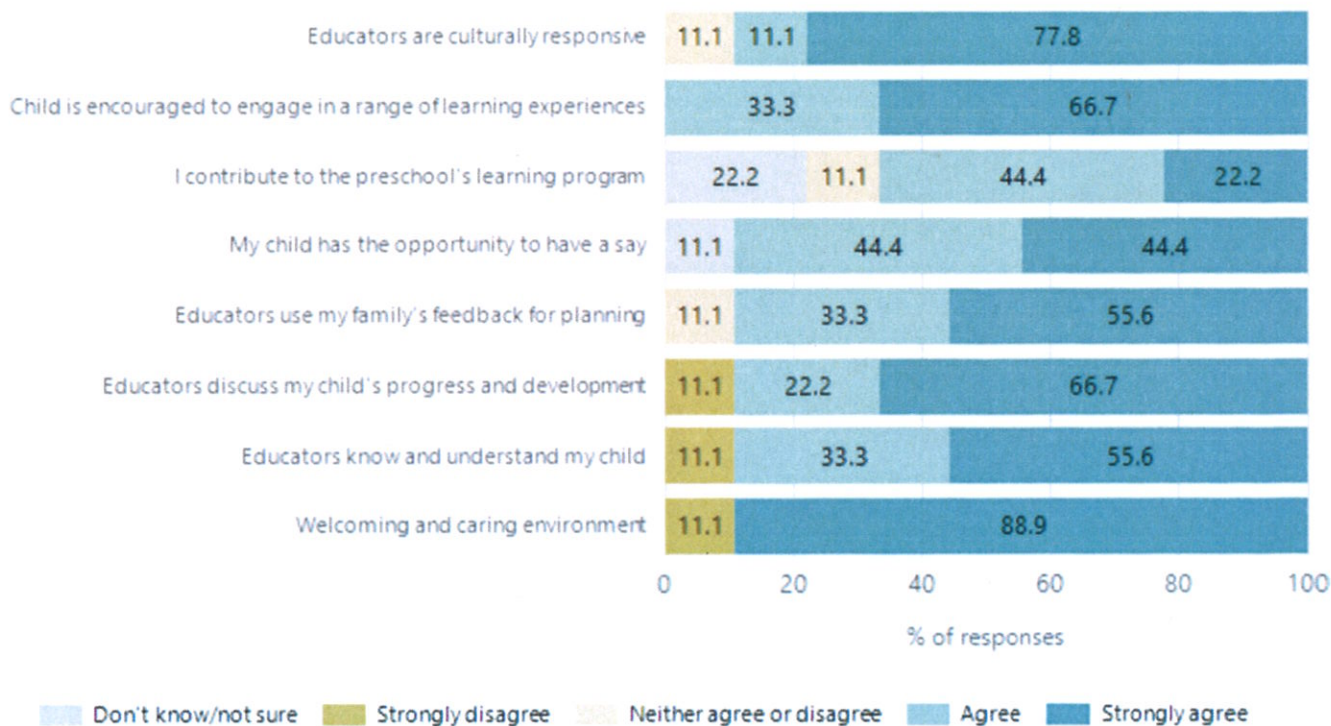
Preschool Family Opinion Survey

Governance, Leadership and Management



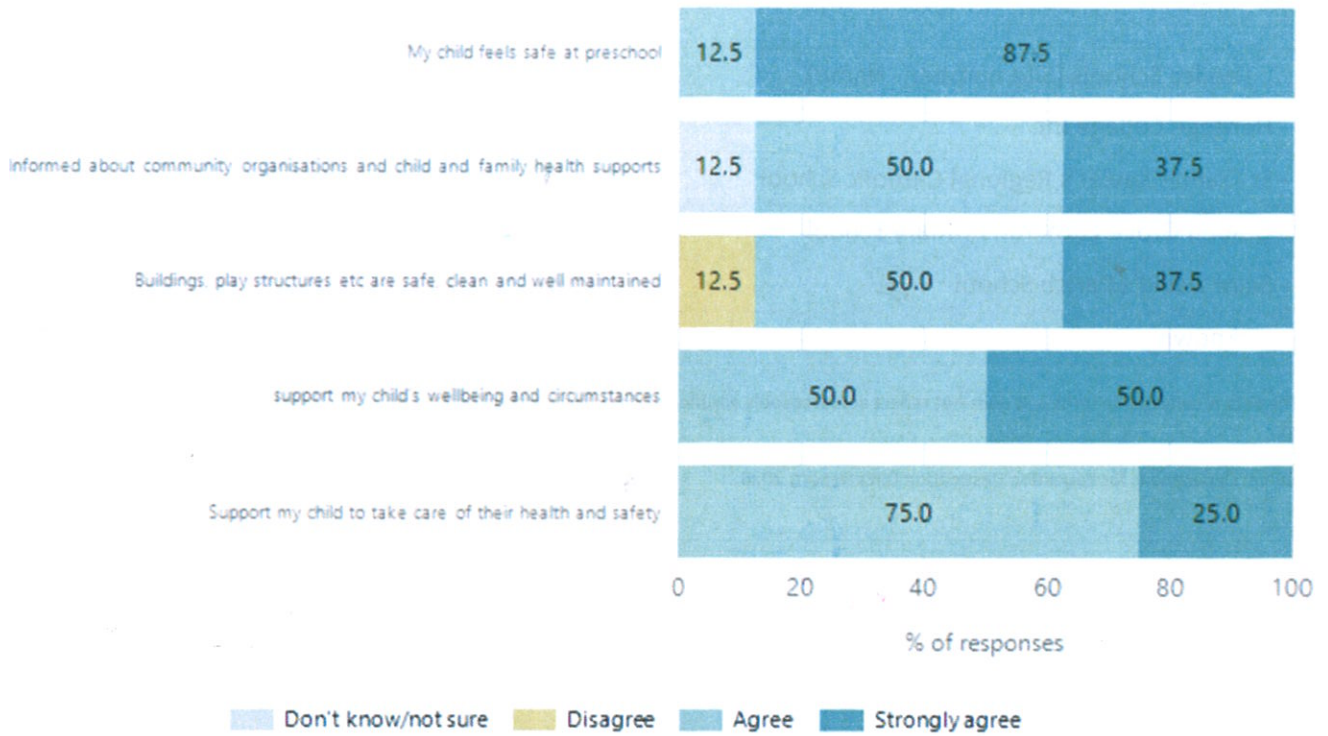
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



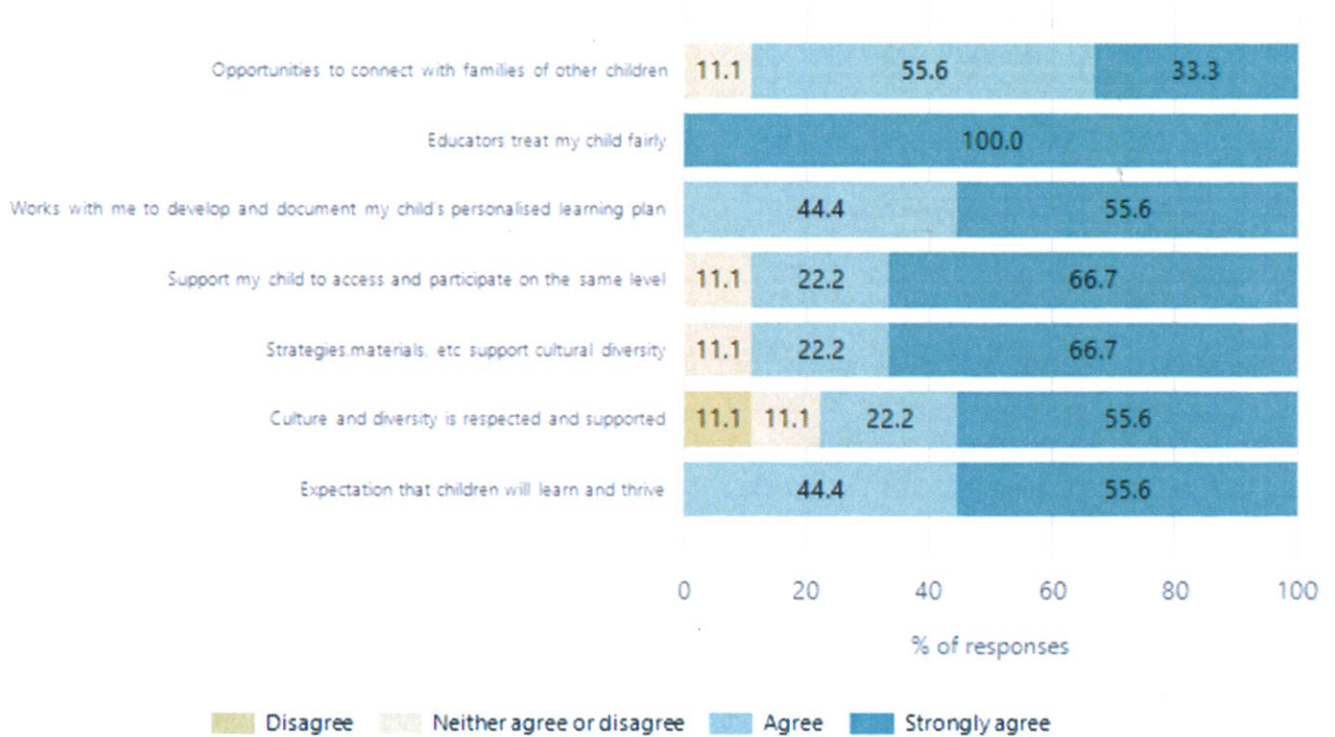
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
8003 - Heritage College Inc	3.6%		
8006 - St Francis Xavier's Regional Catholic School	14.3%	38.5%	80%
8226 - Golden Grove Lutheran Primary School	3.6%		
8385 - Saint David's Parish School	3.6%		
9999 - Unknown	75.0%	59.0%	20%

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

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	1.4	0.0	1.0
Persons	0.0	2.0	0.0	2.0

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	\$310,557.74
Grants: Commonwealth	\$0
Parent Contributions	\$19,840
Fund Raising	\$95.01
Other	\$2,055.58

Data Source: School supplied data.