

2024 annual report to the Community

Netley Kindergarten

Netley Kindergarten number: 5635

Partnership: West Torrens



Preschool director:

Renata Stadtkus

Date of endorsement:

09/04/2025



Government
of South Australia
Department for Education

Context Statement

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

Governing Council Report

Netley Kindergarten Governing Council Annual Report 2024

As Chair of the Governing Council at Netley Kindergarten, I am pleased to provide this report outlining the key activities and initiatives undertaken throughout 2024. Our Governing Council has worked diligently to enhance the kindergarten experience for both the children and their families, focusing on community engagement, educational opportunities, and creating a supportive, nurturing environment for our little learners.

Meetings and Parent Information Workshops

The year began with a strong focus on fostering connections between families, educators, and the children. In our first term, we held our annual Governing Council AGM, which was a productive meeting that set the stage for the year's initiatives. We also hosted an insightful Big Feelings Parent Workshop, which was run by an Occupational Therapist (OT). This workshop provided valuable strategies for families to support their children in managing big emotions, which is a key aspect of early childhood development. Throughout the year we also supported the kindy organise and run two working bees, which was significant in maintaining and improving the grounds and facilities.

Family Belonging Events

A core principle at Netley Kindergarten is ensuring that families feel a sense of belonging and connection. To promote this, we organized Family Belonging Events where families were invited into the kindergarten. During these events, children had the opportunity to proudly show their families around the kindy, share their spaces, and engage in creative, hands-on activities. Families participated in making and art activities, contributing to our collaborative Green Wall. This initiative was a wonderful success, reinforcing the importance of community and the role that families play in the learning environment.

Cross-Group Engagement: Play in the Park

In response to a suggestion from the previous Governing Council, we worked to create opportunities for the Gecko and Lorikeet groups to interact and form bonds. The Play in the Park event was established to encourage this crossover. This event, which was held in combination with the Kindergarten Transition Program, also welcomed new families into the kindy. The event allowed both returning and new families to mingle, explore the kindy space, and engage in the learning community, easing the transition for children entering the kindergarten environment. A highlight of the year for both children and families is always the Mid-Year and End-of-Year Graduation Performances. These performances provide an opportunity for the children to showcase their learning and growth, and for families to celebrate their achievements.

Reflection on the Year & Recommendations for 2025

As the year came to a close, we reflected on the long break and the changes in educators that happens from year to year. After considering feedback from families and staff, the Governing Council proposed that a Meet and Greet opportunity be scheduled in Week 0 of 2025. This gathering would serve to ease the transition for children as they begin their new kindy year, offering a chance for families to meet educators, familiarize themselves with the environment, and build connections before the year officially begins.

Fundraising Efforts: Recipe Book Project

In 2024, the Governing Council initiated a Recipe Book Project as a fundraiser for the kindergarten. The idea was to collect recipe submissions from families and compile them into a beautiful book which can be sold to raise money for the Kindy. Unfortunately, we encountered challenges in gathering enough recipes to move forward with the project in 2024. However, this remains a valuable idea, and we strongly recommend that

the next Governing Council continue the work. It will be essential to begin the process early in the year and actively chase up recipe submissions from families. We believe this project has the potential to be a cherished keepsake and an effective fundraising tool for the kindergarten. Early contact with families and sending an example of what is to be submitted may help increase the collection of recipes.

The past year has been filled with moments of connection, growth, and reflection. As a Governing Council, we have worked hard to build a welcoming, inclusive environment at Netley Kindergarten, always keeping the needs of the children and families at the forefront. Governing Council is a great way to be involved in your child's kindy experience and contribute to the kindy community. The meetings are short and flexible with face-to-face and zoom options, with urgent matters often resolved through email correspondence. We encourage more people to be a part of Governing Council and look forward to you all continuing this work and supporting the kindergarten in 2025 and beyond.

Chloe Blowes
Chair, Governing Council
Netley Kindergarten

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	91.9%	90.1%	88.5%	88.3%
2022 centre	77.9%	73.6%	74.1%	83.1%
2023 centre	79.2%	79.2%	84.2%	86.9%
2024 centre	85%		75.8%	

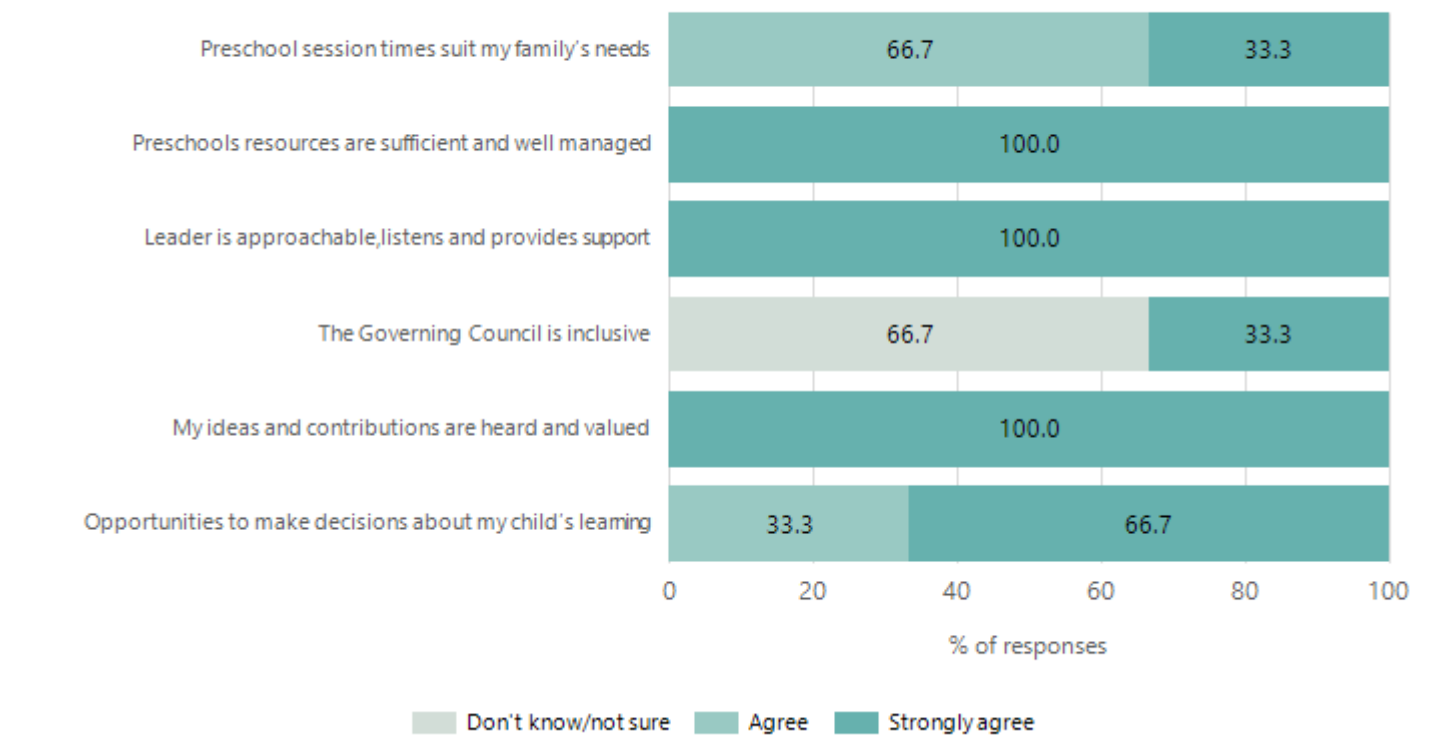
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked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

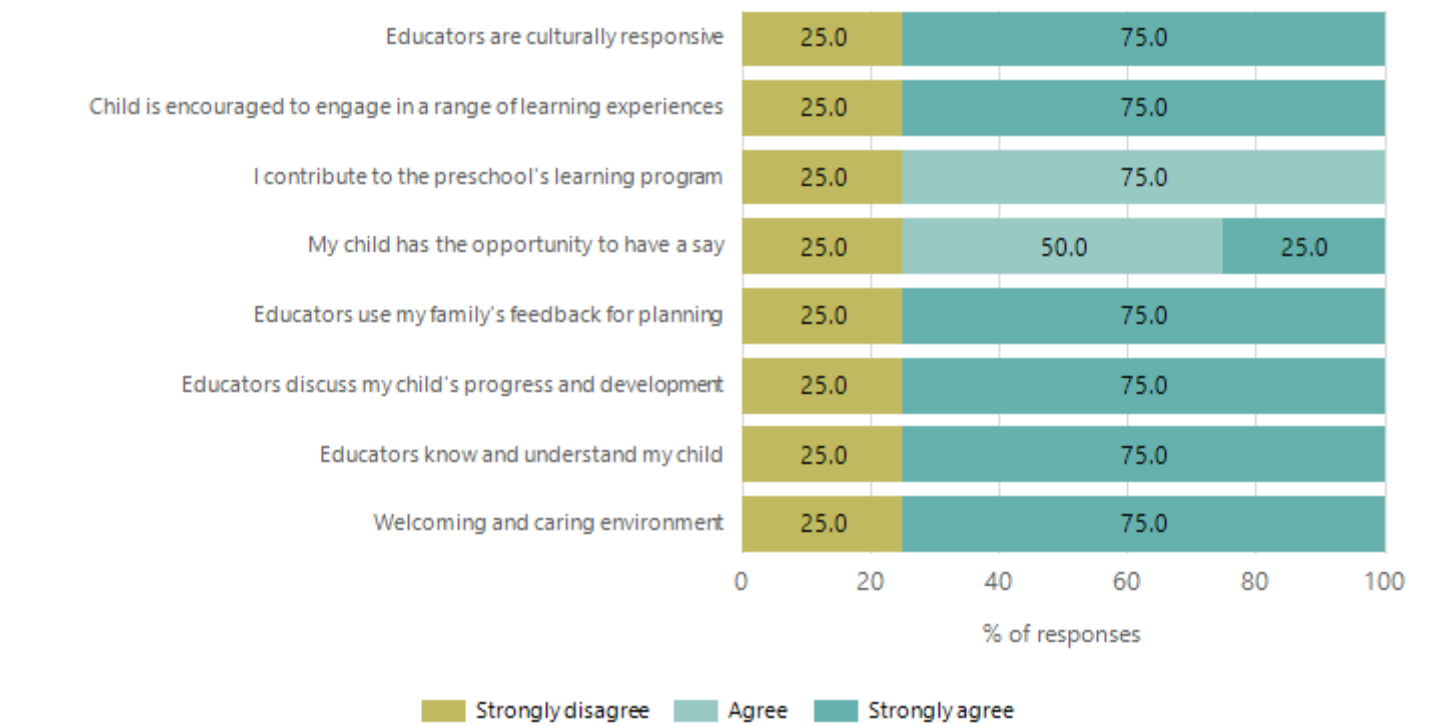
Preschool Family Opinion Survey

Governance, Leadership and Management



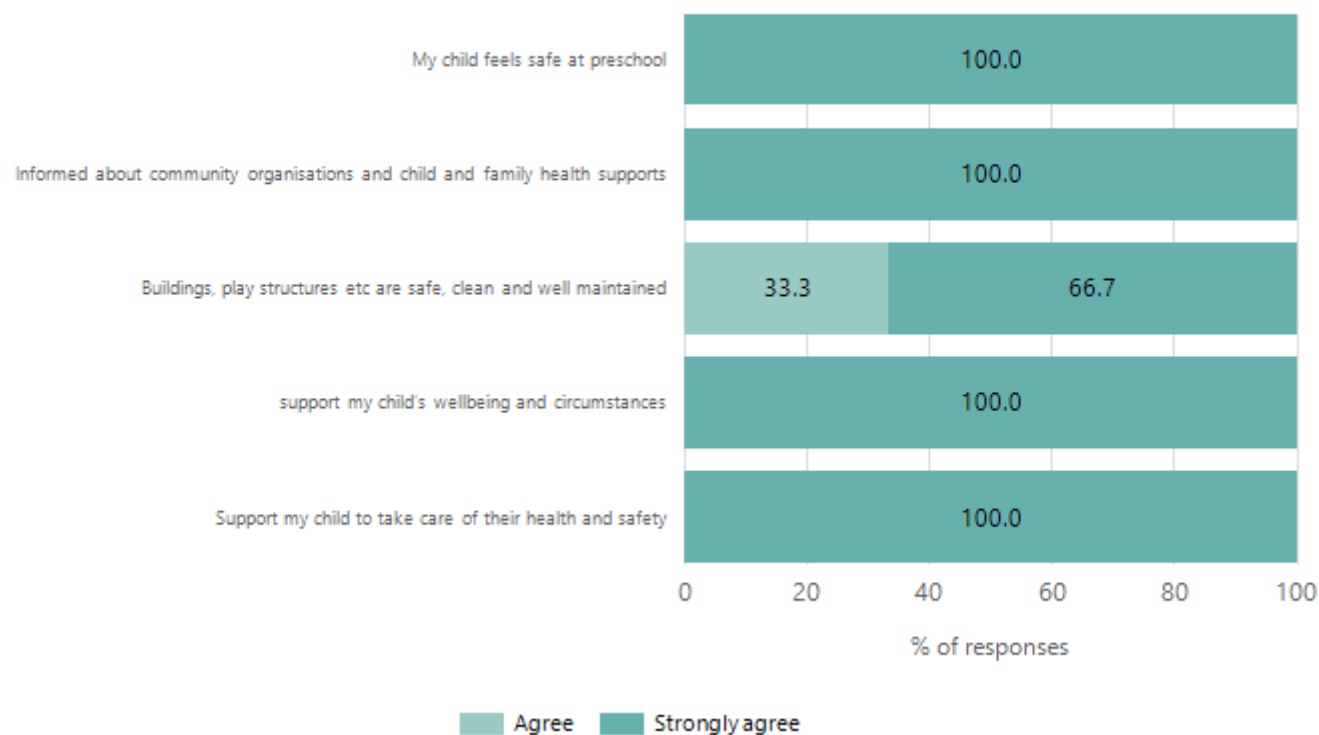
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



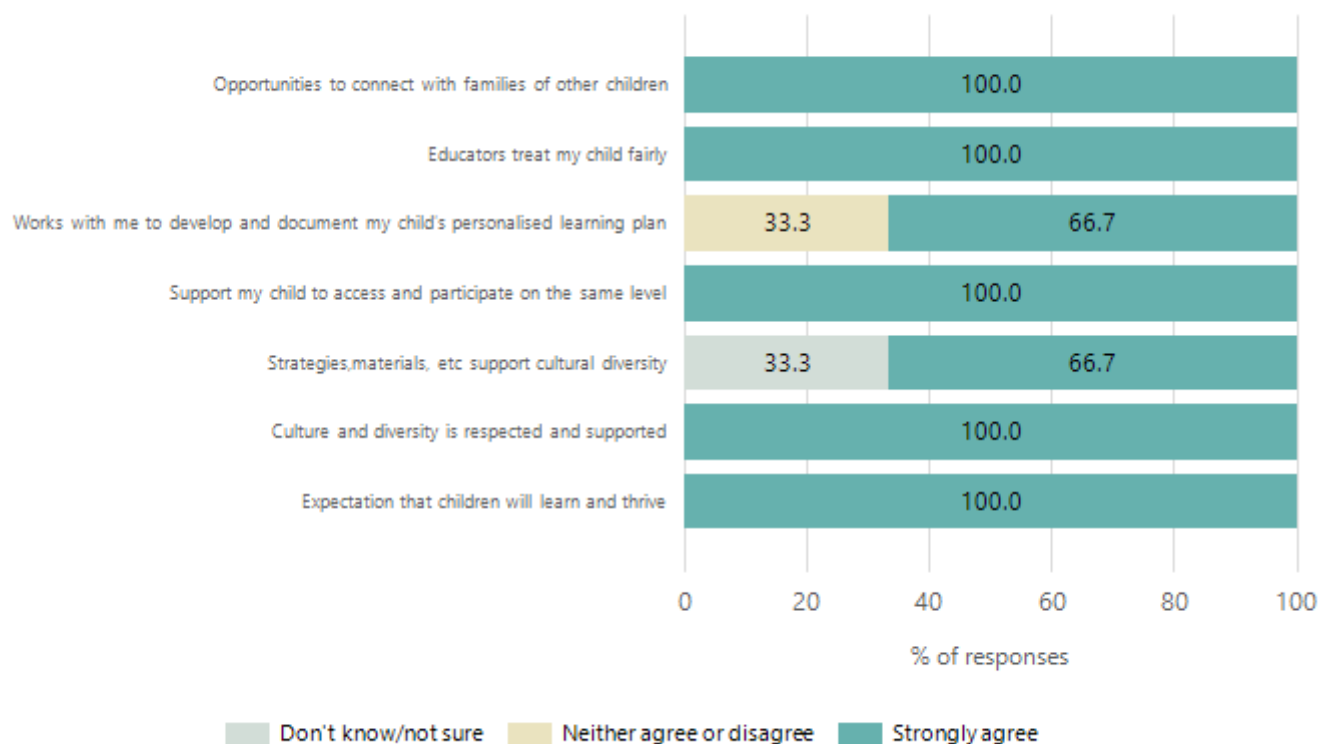
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0346 - Plympton Primary School	21.6%	6.9%	8.5%
0391 - St Leonards Primary School	8.1%	6.9%	
0907 - Plympton International College	18.9%	29.3%	18.3%
8026 - Immanuel Primary School	5.4%	3.5%	
8220 - St Mary's Memorial School	5.4%		
8405 - Emmaus Christian College			4.2%
9063 - St John the Baptist Catholic School	5.4%	10.3%	16.9%
9999 - Unknown	24.3%	36.2%	29.6%

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
Postgraduate Qualifications	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	3.5	0.0	0.8
Persons	0.0	5.0	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	\$544,846.02
Grants: Commonwealth	
Parent Contributions	\$45,375.95
Fund Raising	0
Other	\$2,645.75

Data Source: School supplied data.