



2024 annual report to the Community

Prospect Kindergarten

Prospect Kindergarten number: 5661

Partnership: Adelaide - Prospect



Preschool director:

Ashlesha Keskar

Signature

Date of endorsement:

24/04/2025



Government
of South Australia
Department for Education

Context Statement

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



Prospect Kindergarten is a DfE (Department for Education) preschool offering preschool and playgroup sessions. We are a Category 1 site & in 2024, we provided a preschool program for around 70 preschool children with approximately 33 children per session. The children attend full days (9:00 am to 3:45 pm) on Monday, Tuesday, or Wednesday & Thursday and three sessions (9:00 am–2:00 pm) each Term on Friday, depending on family preferences and availability. The preschool is open during school term times. Children in their eligible years of preschool are offered 15 hours per week. Aboriginal children and children under the guardianship of the Minister are offered preschool at 3 years of age. Playgroups are held and offered to families to foster a sense of community, help children familiarise themselves with the environment, and ensure a smooth transition to Kindy.

The play-based preschool program offers a broad curriculum based on Becoming, Being, and Belonging and the Early Years Learning Framework.

The Centre represented a diverse community, with 80% of the children and families coming from culturally and linguistically diverse (CALD) backgrounds.

Highlights of the year 2024

In 2024, our site appointed a full-time Leader, bringing dedicated leadership to our team, which comprises fully qualified and experienced professionals, including teachers, early childhood educators, and bilingual support staff. We

promoted an inclusive curriculum that embraced bilingual families, children with additional needs, and First Nations families.

A highlight of the year was our significant progress in supporting children with speech difficulties. By collaborating with internal staff, external providers, and DfE Speech and Language Support Services, we conducted assessments and assisted families in securing essential evaluations. One of our key achievements was successfully integrating children with special needs into their learning environments through dedicated one-on-one support. This enabled them to engage in their education and reach their goals, significantly enhancing their learning experiences.

Our PQIP emphasised planning a language-rich environment, and we successfully implemented Sustained Shared Thinking strategies in our practice. Focusing on children's observations, we strengthened our curriculum planning while our teachers participated in professional development to connect with current knowledge and research, enriching our high-quality preschool program.

The kindergarten was directed by an enthusiastic Governing Council, which played a crucial role in guiding our goals within DfE directions, actively participating in fundraising efforts that allowed us to upgrade our library and resource room. Communication with families remained a priority, and Class Dojo was used to share children's learning stories, including photos and updates about their growth.

The Christmas concert enjoyed a strong family turnout, while our Kindy staff and children made admirable contributions to community development, mainly through mural painting at the Irish Park Reserve. The transition to EMS DfE Finance was successful, and in 2024, our team continued to adapt to changing situations while maintaining a high-quality preschool program.

We look forward to consistent staffing in the following year to ensure our children's learning continuity. My heartfelt thanks go to our staff, preschool and playgroup community and the outstanding governing council for their ongoing support.

Governing Council Report

2024 saw the establishment and solidification of Ash Keskar as sole Director of Prospect Kindergarten. She cultivated a strong and positive leadership that fostered a great cohesiveness within the site. This ranged from streamlining policies and procedures, carefully selecting and hiring highly qualified teachers and implementing an essential early intervention speech support program, all enhancing the student experience and learner outcomes for the children who attended.

Ash actively sought the opinions of The Governing Council in key decision making, ensuring parent voice was considered with such matters as fee increases, creating the kindergarten's new mission statement and understanding and approving budgets.

The members of the Governing Council successfully engaged in a Kytons Bakery fundraising initiative, with all of the profits raised going to upgrading the kindergarten library.

The year-end financial reports for 2024 reflected favourable outcomes, owing to a conservative approach to spending. Additionally, a modest fee increase in Term 3, to support the maintenance of the kindergarten's facilities and the purchasing of quality resources, also resulted in a net financial surplus.

The Governing Council is extremely grateful to Ash and her dedicated teaching staff for their initiatives in providing a safe and nurturing learning environment for our children. As the year concluded, we saw a happy and confident group of children ready to embark on their school journey.

We wish Ash and her team all the best in their future endeavours to continue making Prospect Kindergarten an exceptional place to learn and play.

With warm regards,

Lucy Jaeger, on behalf of the 2024 Governing Council

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	86.6%	86.2%	81.6%	82.6%
2022 centre	75.9%	79%	68.9%	78.8%
2023 centre	78.8%	85%	84.7%	74.6%
2024 centre	79.4%		81%	

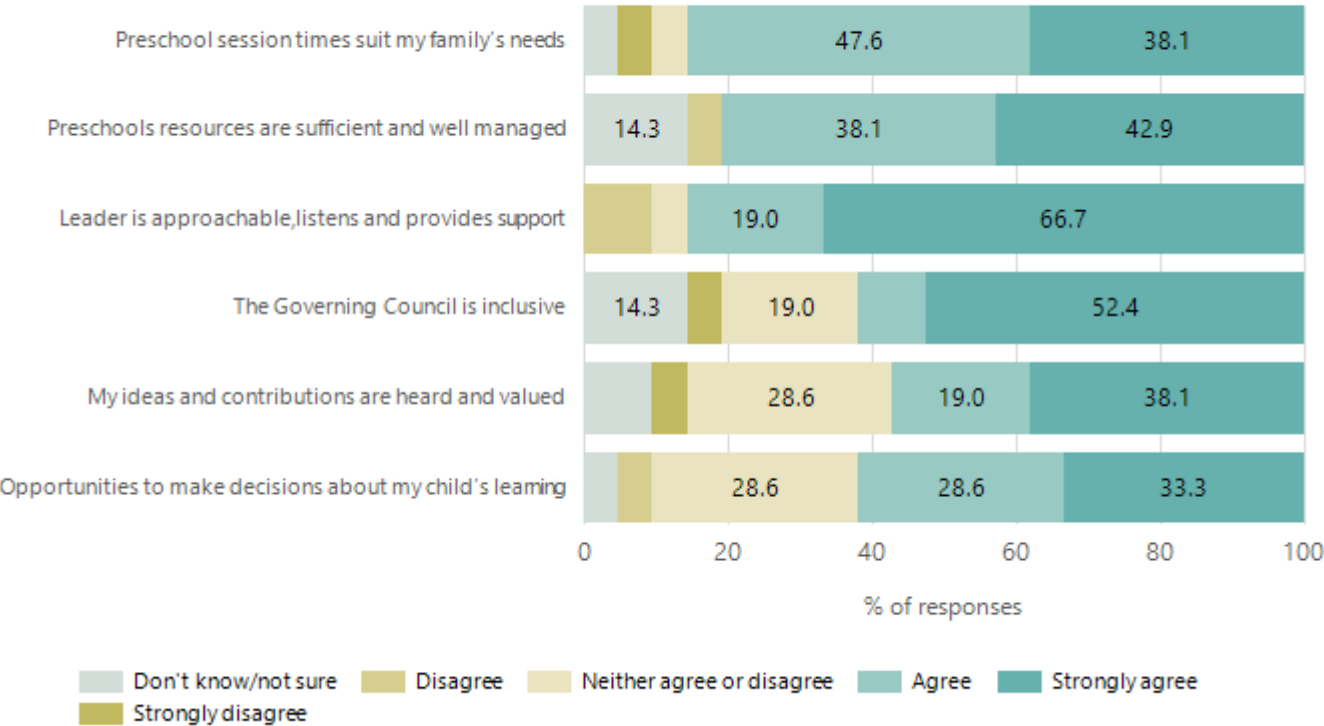
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked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

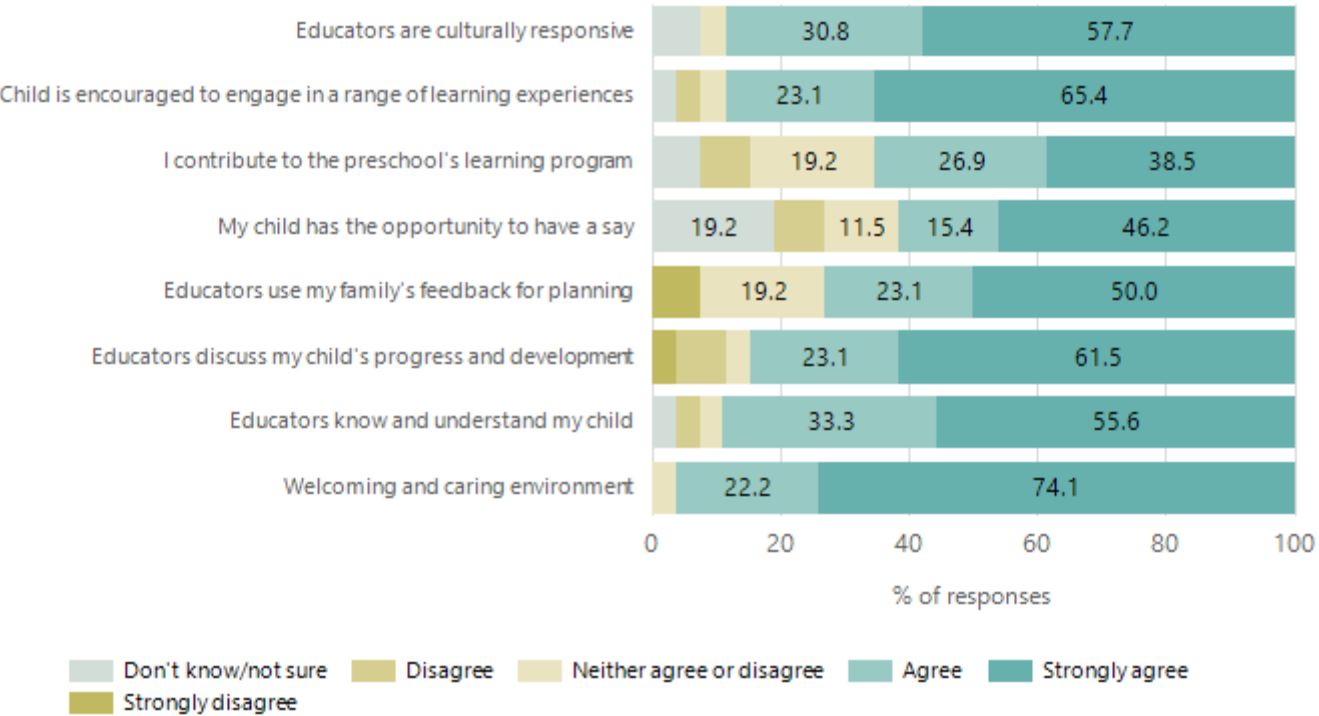
Preschool Family Opinion Survey

Governance, Leadership and Management



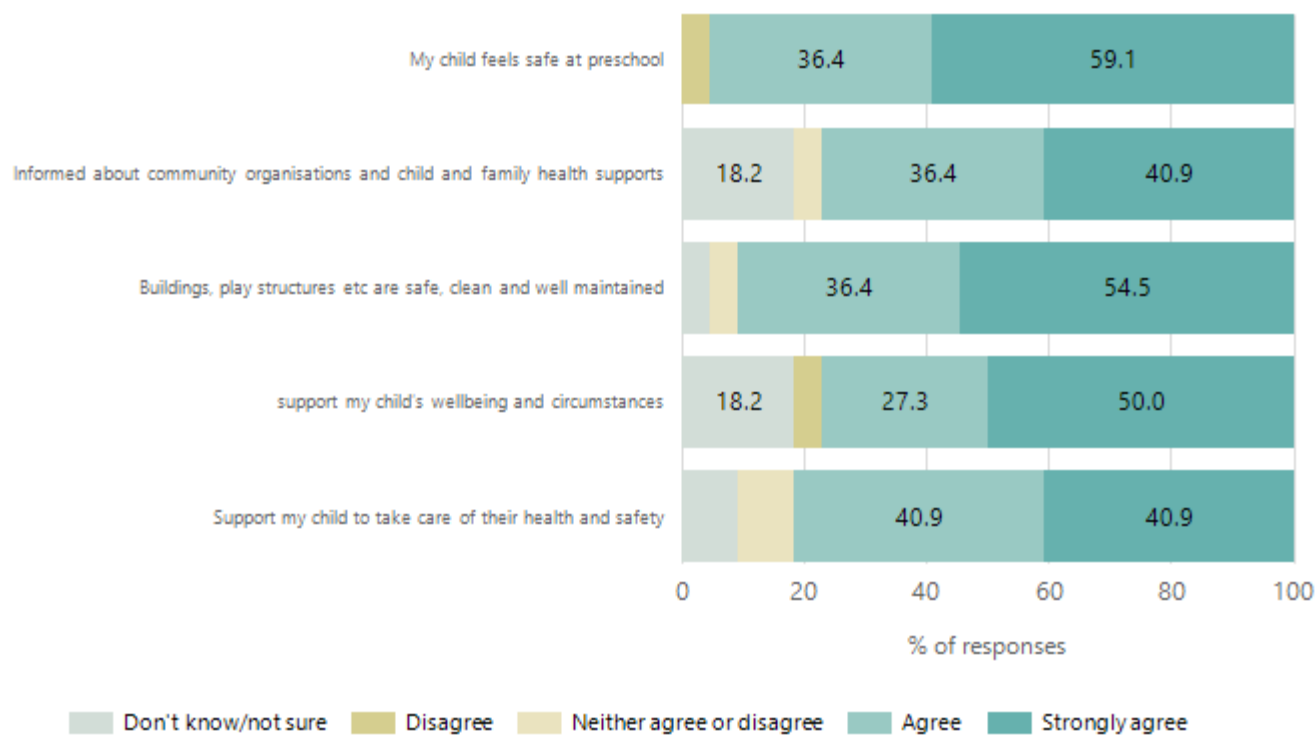
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



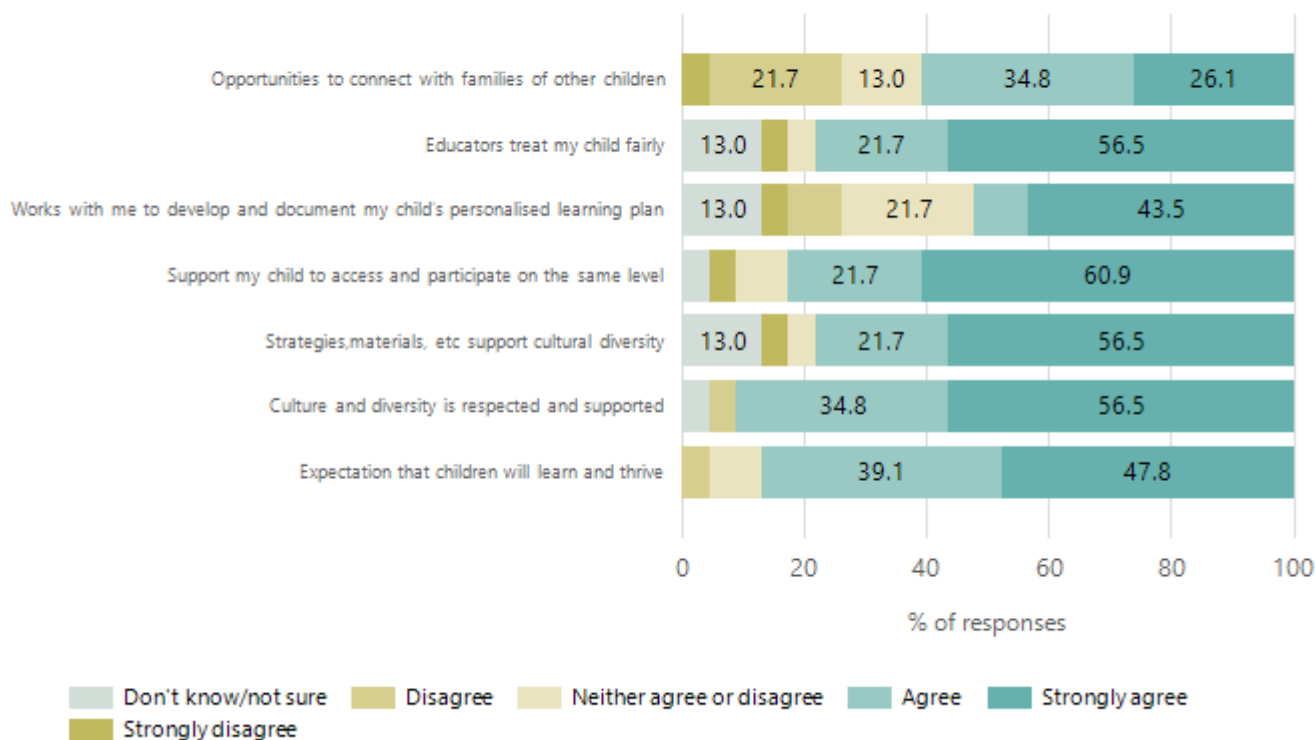
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0305 - Nailsworth Primary School		4.9%	3.5%
0368 - Prospect Primary School	14.3%	8.2%	16.3%
0570 - Prospect North Primary School	28.6%	21.3%	26.7%
1903 - Blair Athol North B-6 School	8.2%		
8032 - Cedar College		4.9%	
9031 - St Martin's Catholic Primary School	4.1%		
9036 - St Brigid's School	8.2%		3.5%
9043 - Pinnacle College	6.1%		
9065 - Rosary School	8.2%	4.9%	7.0%
9116 - St Paul Lutheran School	4.1%		
9999 - Unknown	6.1%	47.5%	37.2%

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	1
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	2.6	0.0	2.0
Persons	0.0	3.0	0.0	5.0

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	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

Data Source: School supplied data.