

2024 annual report to the Community

St Helen's Park Kindergarten

St Helen's Park Kindergarten number: 5662

Partnership: Adelaide - Prospect



Preschool director:

Annette Browne

Signature

Date of endorsement:

21/01/2025



Government
of South Australia
Department for Education

Context Statement

The centre supports an inclusive curriculum that embraces bilingual families, children with special rights, and First Nations families. The site employs six regular staff members working both full-time and part-time, delivering a comprehensive curriculum aligned with "Becoming, Being and Belonging" and the Early Years Learning Framework. Curriculum planning is tailored to individual children and their interests, based on documentation gathered by staff in collaboration with each family.

Our Preschool Quality Improvement Plan (PQIP) focuses on language development and the use of increasingly complex vocabulary to enhance children's language understanding and connection with their world.

Throughout the year, we observed growth in the use of descriptive and complex language during play by most children. This was supported by our literacy program, which utilised books from Literacy Australia provided to every family. These books were accompanied by ideas for home activities to engage families in a robust literacy program that mirrored our curriculum.

We participate in excursions, such as visiting the Planetarium to explore space and the Museum to investigate fossils and dinosaurs. We also hosted incursions with Professor Planet to discuss sustainability and Trent Hill for Indigenous support. As part of our wellbeing program, we introduced yoga in Term 4 to help children develop self-calming techniques.

Quality Improvement Plan - If educators collaborate with families to support emergent literacy skills, we will foster language development, including phonological awareness, vocabulary enhancement, and increased language understanding.

Children will use rhyme, onset rhyme, and vocabulary to support early reading comprehension.

Children will engage in vocabulary-rich conversations.

Children will demonstrate literacy understanding by connecting with the language of their world.

Educators will enrich the learning environment by embedding phonological awareness and vocabulary activities, such as using rhyme to identify syllables and develop letter recognition. Educators provided daily opportunities to explore sound in language through interactions with children and the curriculum via intentional teaching, story tables, and conversations. There was a significant improvement in children's understanding throughout the year. Our story tables supported language engagement and playful exploration of words and sounds. The use of music enhanced rhyme and the rhythm of language. Our bilingual children received some intervention throughout the year as the budget allowed, and children with special rights received support for engagement and concept understanding.

Educators will engage in reflective practice of the emergent literacy program by analysing data and evaluation to ensure deliberate and systematic embedding of practices.

The site utilised a literacy opportunity from Raising Literacy Australia, where each family was provided with texts. We used this to guide a home literacy program supported with resources and ideas. This was integrated into our curriculum, where children were exposed to explicit teaching for phonological awareness. We engaged the community with home resources and ideas to extend their child's engagement with these books and had the opportunity to meet an illustrator of one text to share ideas and processes with the children. Families met with staff to support home programs in vocabulary development and received communication via email and pamphlets for home learning. All children received a support plan for language development.

Governing Council Report

The St Helen's Kindergarten Governing Council was busy throughout 2024 with several key approvals relating to improved infrastructure with approval given for upgraded kitchen facilities providing a much-needed upgrade to the original kitchen, which while serving a purpose suffered from some limitations in practicality. Additionally, a new (replacement) air conditioner was approved providing increased comfort for the children.

Repairs around the site including the replacement of some of the support structure around the sandpit, replacement of the brush around the indigenous hut and other general site maintenance.

The Governing Council proposed and agreed upon various fundraising activities including Tea Towels that featured drawings by the children through the year and the end of year raffle conducted during the end of term gathering.

The Governing Council reviewed proposed excursions and incursions for the year as well as overall discussions on the years curriculum and other initiatives.

Rob Wakefield

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre		86.5%	88.3%	88.2%
2022 centre	88.9%	86.1%	76.7%	87.5%
2023 centre	89.3%	90%	87%	84%
2024 centre	91.7%		80.6%	

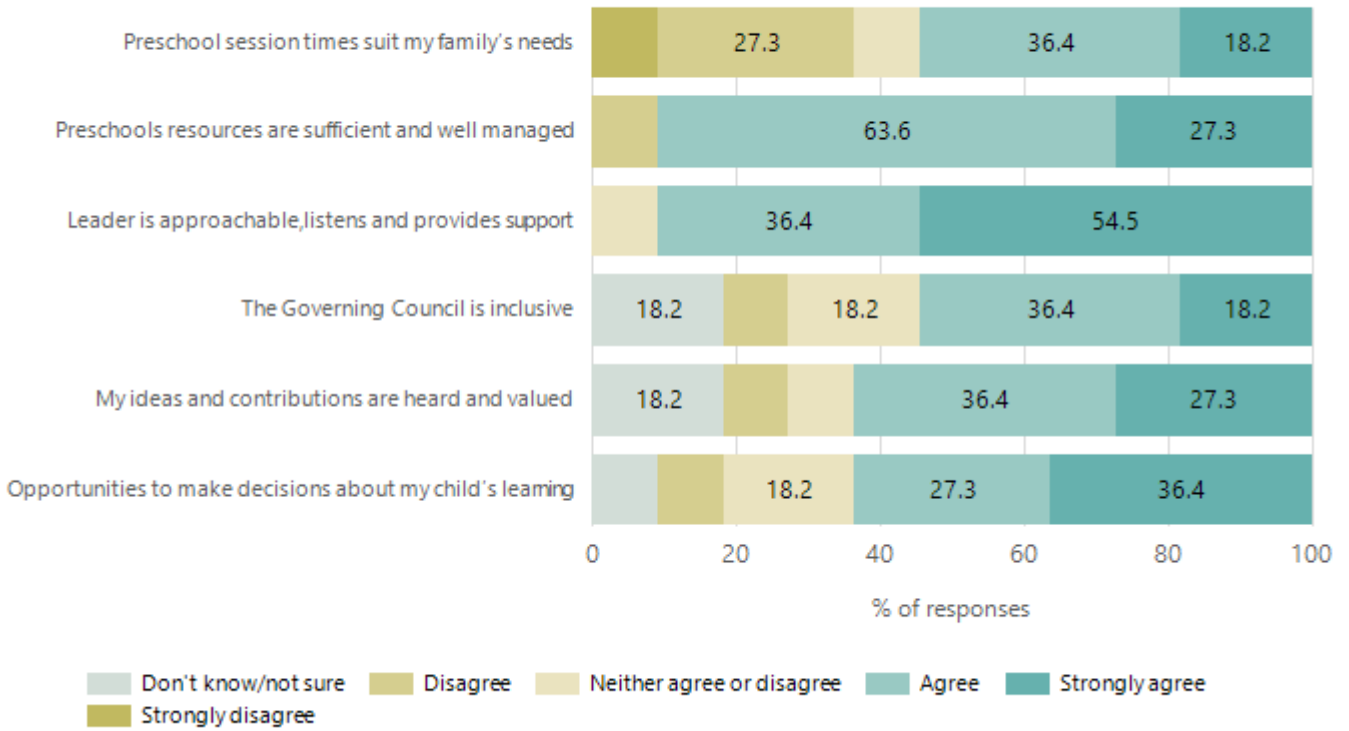
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked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

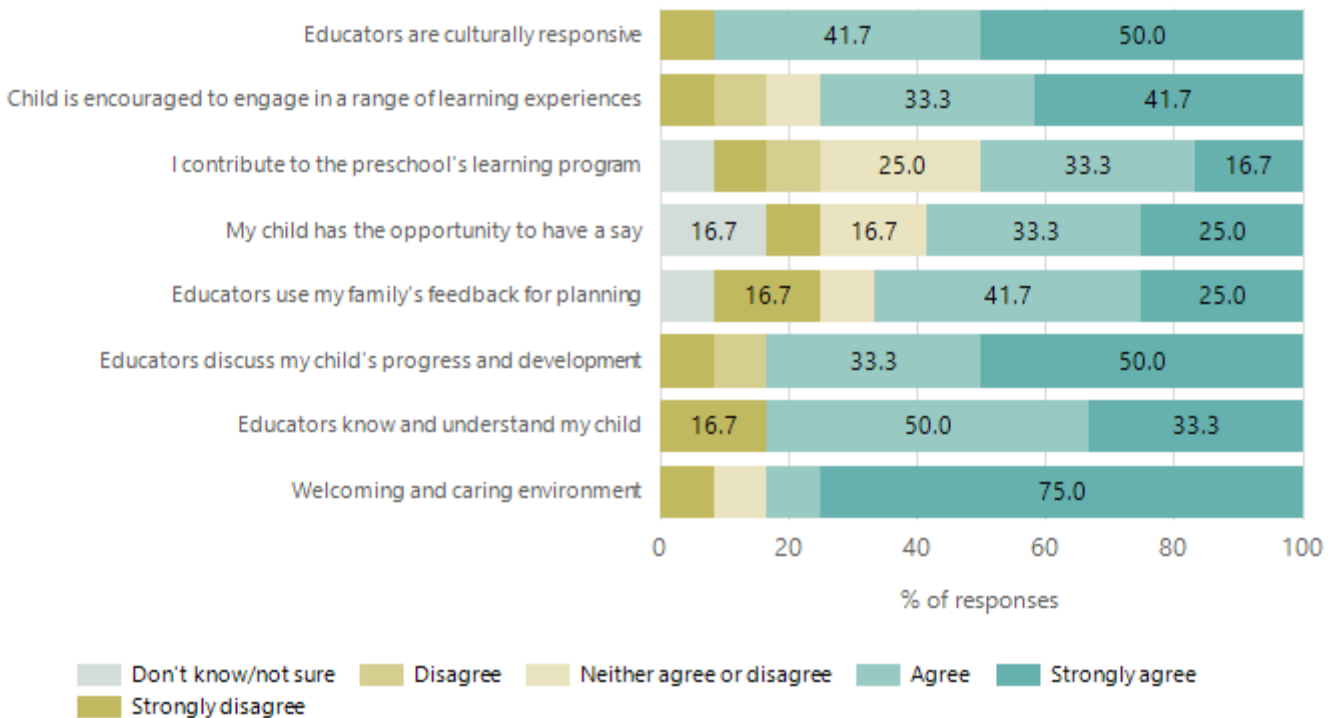
Preschool Family Opinion Survey

Governance, Leadership and Management



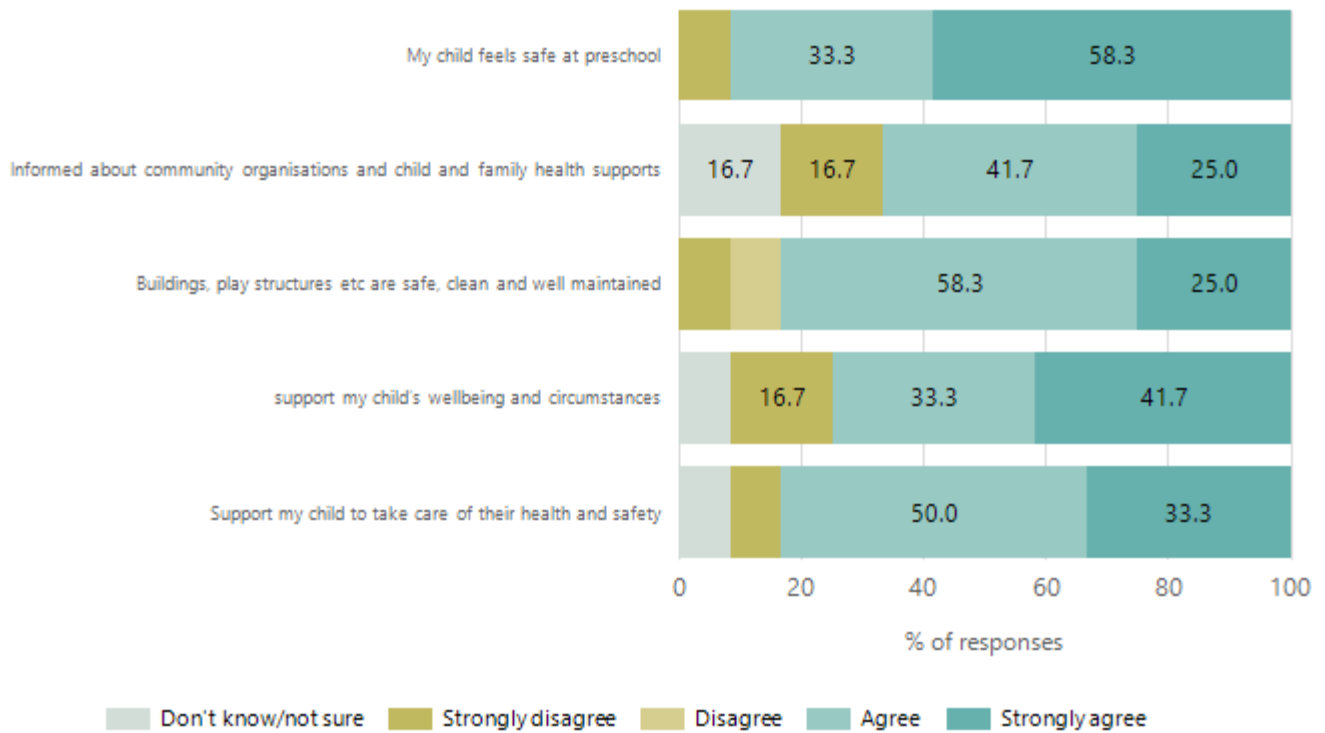
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



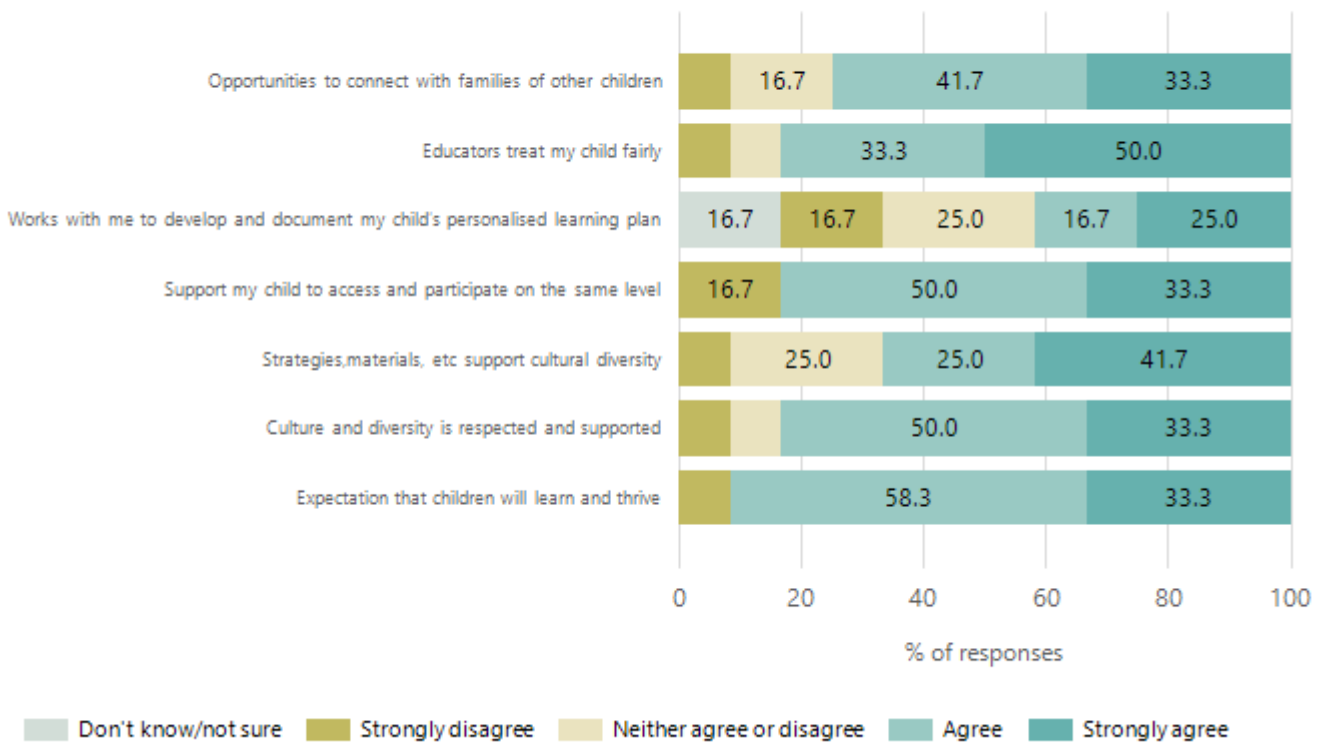
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0179 - North Adelaide Primary School	4.2%	3.8%	4.6%
0305 - Nailsworth Primary School	8.3%	5.1%	5.8%
0368 - Prospect Primary School	47.2%	57.0%	48.3%
0570 - Prospect North Primary School	4.2%		
9065 - Rosary School	26.4%	10.1%	23.0%
9116 - St Paul Lutheran School	4.2%		
9999 - Unknown		20.3%	13.8%

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	2.6	0.0	2.5
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	554323.09
Grants: Commonwealth	0
Parent Contributions	38720
Fund Raising	4183
Other	4192

Data Source: School supplied data.