



2024 Annual Report to the Community

Murray Bridge Preschool Kindergarten

Murray Bridge Preschool Kindergarten number: 6549

Partnership: Murraylands



Preschool director:

Shirley Hartman

Shirley A Hartman

Date of endorsement:

06/03/2025



Context Statement

Murray Bridge Preschool Kindergarten is a community owned building, on the Country of the Ngarrindjeri Nation. This service provides a Department for Education Preschool program. It is the oldest Kindergarten in Murray Bridge, established in the mid 1950's. The current purpose-built facility was built by the community in the 1970's. We are in the Northern area of Murray Bridge, next to the Murray Bridge Community Children's Centre. We are situated close to the North School, Special School and St Joseph's Primary. Most of our children transition to Murray Bridge North School (around 80%) with the remainder going to other local schools in the area.

We have a staff team of 7, with the consistency of having 6 out of the 7 employed from 2023. We are a very committed group of educators, providing an inclusive, play based, educational program to a group of up to 50, 3- to 5-year-old children for 2024.

Our Aboriginal enrolments are increasing each year and we currently have 16 Aboriginal children with another 3 starting by the end of term 2. We provide a wide range of play and learning invitations for children, both inside and in our large outdoor play space and the recent instalment of our own nature play space (2021) means that we do not need to visit the nature playground next door to our Kindergarten as much as in previous years. We are involved in our local community through community excursions and visits. We participate in the Ngarrindjeri Nations' significant events throughout the year such as Reconciliation Week, Naidoc Week, Aboriginal & Torres Strait Islander Children's Day, and Storytelling by the Elders. We welcome all children and their families, and we celebrate the diversity and strengths of everyone in our community. AEDC data shows increasing levels of risk and vulnerability in children's development in the Murray lands area, and one third of our children are developmentally vulnerable in one or more domains and we have a percentage of children receiving NDIS funding. We have a strong commitment to relationships and supporting wellbeing as a foundation to successful learning and as a site we have chosen Wellbeing for our area of impact for 2024.

Our Kindergarten is rated as exceeding the National Quality Standard in all 7 quality areas for Early Childhood. Our curriculum is informed by the Early Years Learning Framework "Being, Belonging and Becoming" (EYLF V2.2), the Department for Education Indicators of Preschool Numeracy and Literacy (IPNL), the Department for Education, Literacy & Numeracy Guidebooks, and the Department for Education Child Protection Curriculum (CPC). Formative assessment is our main tool used for data collection.

We work in partnership with families, support services and community agencies. We invite families to be involved in our service and their children's learning. Programs operating at the preschool include Long Day Preschool of up to 15 hours per week for eligible children in the year before they start school and we are now implementing 15 hours per week for 3-year-old Aboriginal and Torres Strait Islander children, and Children and Young people in Care., Lunch & Full day program, Orientation and Transition programs, Preschool Support and Speech and Language programs. We can offer Early Entry for additional needs (if space allows)

Information about Murray Bridge Preschool Kindergarten 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 – Samara O'Toole

I would like to start by acknowledging the incredible efforts of our children who performed the Welcome to Country at the Wellbeing Summit. Their involvement was a beautiful and meaningful contribution to the event, and it was wonderful to see them actively participating.

I also want to recognise the hard work and dedication of our staff who have been managing the recent changes in staffing. Their resilience and adaptability ensure that our Kindy continues to provide a nurturing and supportive environment for our children.

A special mention goes to Shirley, our Director, who continues to excel beyond expectations. Shirley's leadership, commitment, and constant drive for professional development set a high standard for us all and have made an incredible impact on the Kindy's growth and success.

Furthermore, I would like to celebrate our amazing Gayle, who has now officially become one of our teachers! This is a well-deserved recognition of her dedication, skill, and passion for education.

Thank you all for your unwavering commitment and for making MBPK a truly special place for our children.

Thank you.

Preschool Attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2021 centre | 87.8% | 86.8% | 82.5% | 82% |
| 2022 centre | 66.7% | 91.4% | 75.5% | 73.1% |
| 2023 centre | 85.6% | 84.6% | 80.1% | 73.4% |
| 2024 centre | 86% | | 77.9% | |

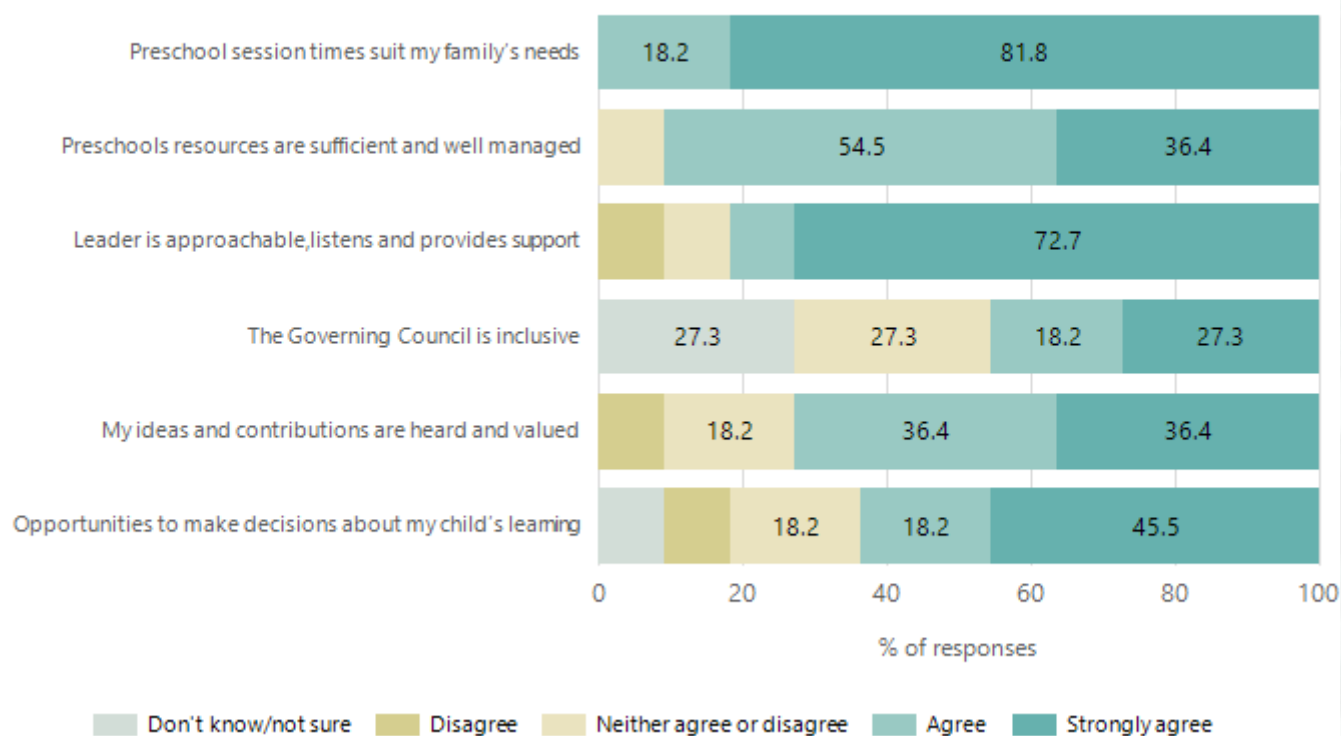
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked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

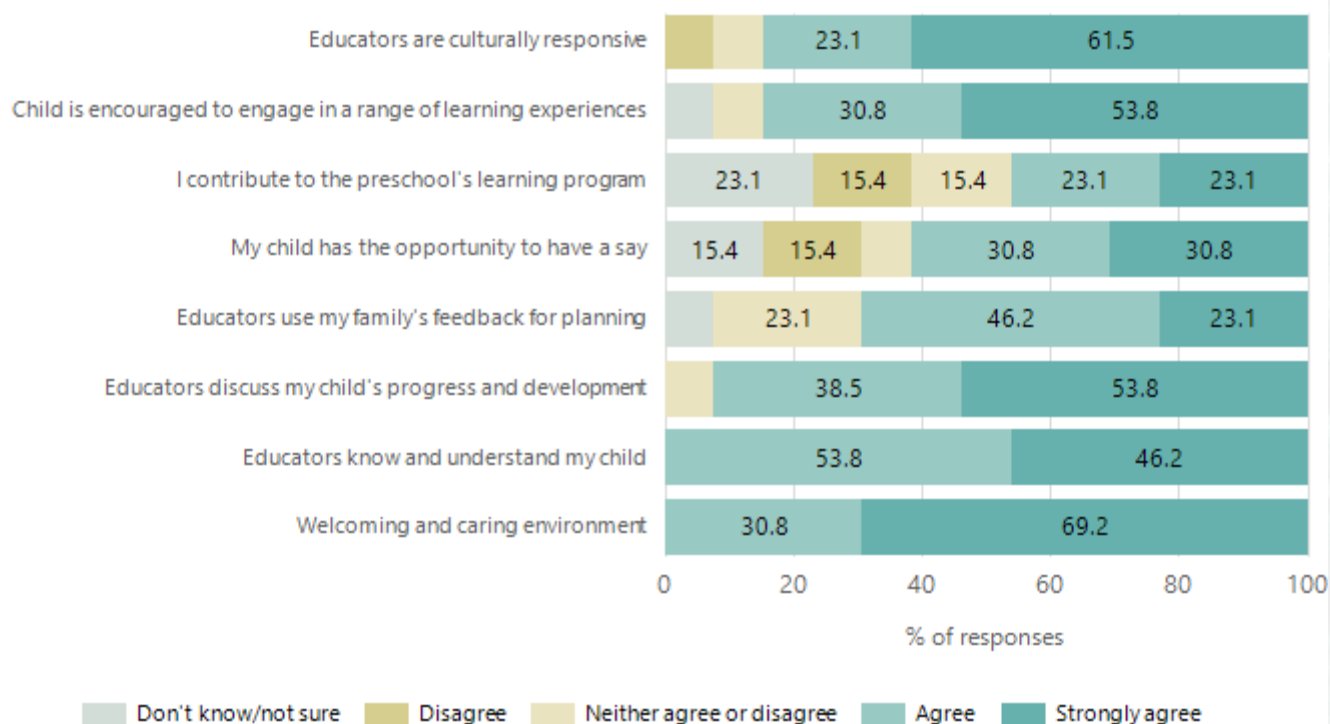
Preschool Family Opinion Survey

Governance, Leadership and Management



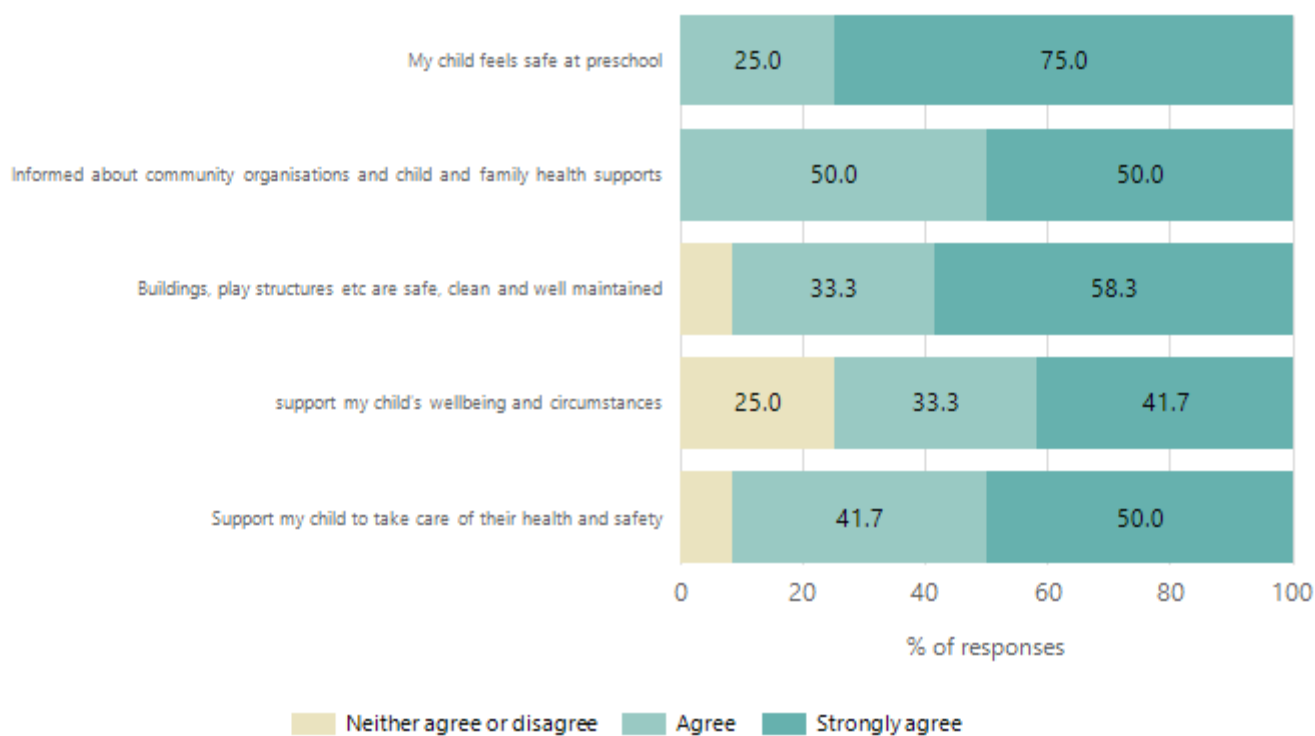
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



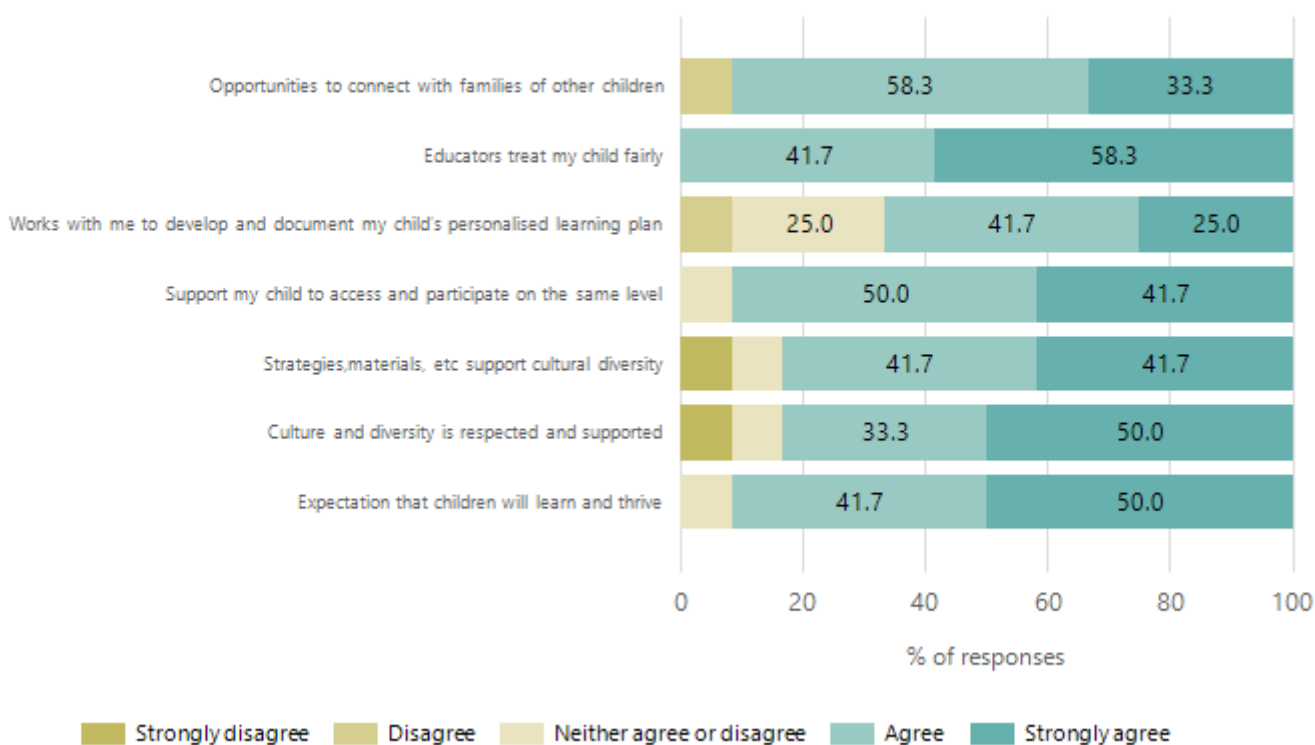
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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 |
|---|-------|-------|-------|
| 0194 - Jervois Primary School | 5.7% | 5.2% | 5.0% |
| 0299 - Murray Bridge North School | 26.4% | 37.9% | 20.0% |
| 0302 - Mypolonga Primary School | | 5.2% | 3.3% |
| 0950 - Murray Bridge South Primary School | 3.8% | | 3.3% |
| 9049 - St Joseph's School - Murray Bridge | | 5.2% | |
| 9999 - Unknown | 62.3% | 44.8% | 65.0% |

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 |
|--------------------------------|--------------------------|
| Bachelor's degrees or Diplomas | 3 |
| 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

| | Non-Teaching Staff | | Teaching Staff | |
|-----------------------|--------------------|----------------|----------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 1.8 | 1.0 | 2.0 |
| Persons | 0.0 | 3.0 | 1.0 | 3.0 |

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 | \$552,284 |
| Grants: Commonwealth | - |
| Parent Contributions | \$18,200 |
| Fund Raising | \$3439 |
| Other | \$28,082 |

Data Source: School supplied data.