



2024 annual report to the Community

# Grove Kindergarten

Grove Kindergarten number: 4618

Partnership: Greenhill South



Preschool director:

Victoria Willcox

Date of endorsement:

12/02/2025



Government  
of South Australia  
Department for Education

# Context Statement

Information about Grove Kindergarten is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

Grove Kindergarten provides a valued service to a community with a mixed profile. Many families have one or both parents working full or part-time, and so 15 hours of preschool over 2 days is offered, with two groups attending either Monday and Tuesday or Wednesday and Thursday. This enables children continuity in their learning and large blocks of time to discover and test their theories and ideas. Many parents also utilise local childcare centres and Out of School Hours Care based at Parkside Primary School to extend their child's early childhood provision across a week.

In 2024, we had a continued focus on building strong relationships between staff, children, families, and the community to improve learning outcomes for children. The statement of philosophy, jointly developed by children, parents, and staff, was reviewed with our new staff at the beginning of the year and continued to guide our work.

Staff at Grove Kindergarten engaged in fortnightly professional learning communities of practice to support our ongoing critical reflection on pedagogy. We were also pleased to work with our early years colleagues at Parkside Primary School on an inquiry about how a focus on supporting the development of children's dispositions, including listening, collaborating, courage, and creativity, supports their growth as powerful learners.

In 2024, our Quality Improvement Plan had a prime goal of improving each child's capacity, confidence, and disposition to use numeracy. The achievement of this goal required consistent approaches to shared sustained thinking with children to develop problem-solving skills, persistence in the face of challenges, creativity, and curiosity. Improvements were evident across the year in each child's pedagogical documentation.

National Quality Standard priority areas included building children's ability to regulate their emotions, behaviour, and attention, deeply embedding health and safety practices in the ongoing work of the kindergarten. An ongoing priority area was continuing our focus on embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the educational program and practice and service operations through meaningful engagement with the community and families.

Grove Kindergarten is rated EXCEEDING the National Quality Standard (NQS) by ACECQA

## Governing Council Report

Chair: Paul Coldrey

Overall, it was a good year for Grove Kindergarten with a happy and engaged student cohort. 2024 continued the change to enrolment where there were mid-year starters in addition to the beginning of year starters. The presence of two out-of-sync cohorts did add some complexity to the organising of Governing Council meetings, membership and activities. These limitations may need to be considered in early planning for 2025.

### Governing Council Projects

#### Working bee

- the A-frame climbing equipment was removed due to identified hazards
- the wombat may need to be moved (away from neighbouring fall hazards) but this was not possible without extra equipment
- trees were pruned over walkways in the large play area
- the arch in the courtyard entry was removed due to rot.

#### Pin boards

Pin board upgrades were identified as a worthy project - noting the age, wear and staining on the current boards. Quotes were requested through Ventia and supplied but installation did not occur during the 2024 year.

#### Wet area

A refit of the wet area was identified as a key project and significant work was put into the design of the area. However, changes to the rules relating to change areas created delays due to space constraints which meant that the current area could not be refitted and so the art sink will now be relocated.

### Excursions / Activities

There were a number of activities with family involvement, including but not limited to; Welcome Pizza Night, Family Disco, Kindy Olympics, a Pop-up shop, Outdoor-only days, Pakapakanthi wetlands (Victoria Park) walking excursion, end of year celebrations.

### Finances

Overall, the kindergarten finances remain strong with significant balance still remaining from the time when it also ran a learning centre that was highly profitable. An ongoing effort to reduce this balance with appropriate investments continues but successful grant applications have tended to offset this spending whenever investments have been made. Possible investments in playground equipment replacements (A-Frame, etc) could be considered.

## Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre		90.2%	92.3%	95.7%
2022 centre	87.8%	76.7%	82.3%	92%
2023 centre	85.9%	92.6%	91.7%	96.1%
2024 centre	90.2%		87.1%	

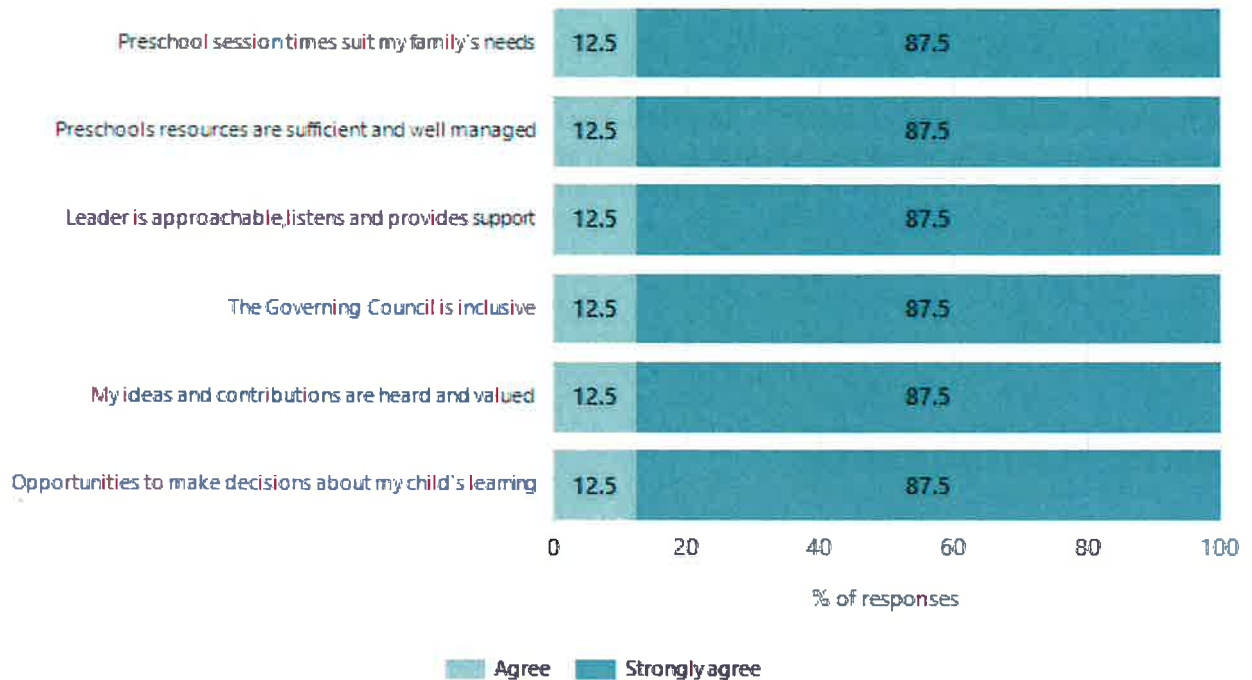
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked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

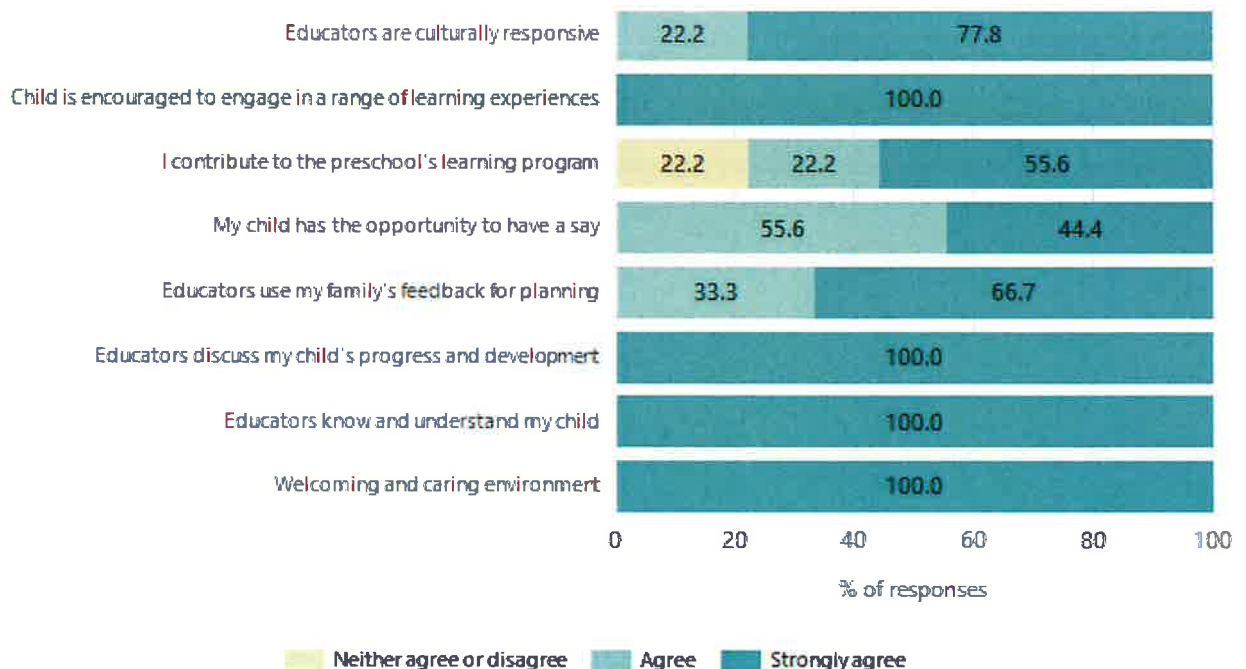
# Preschool Family Opinion Survey

## Governance, Leadership and Management



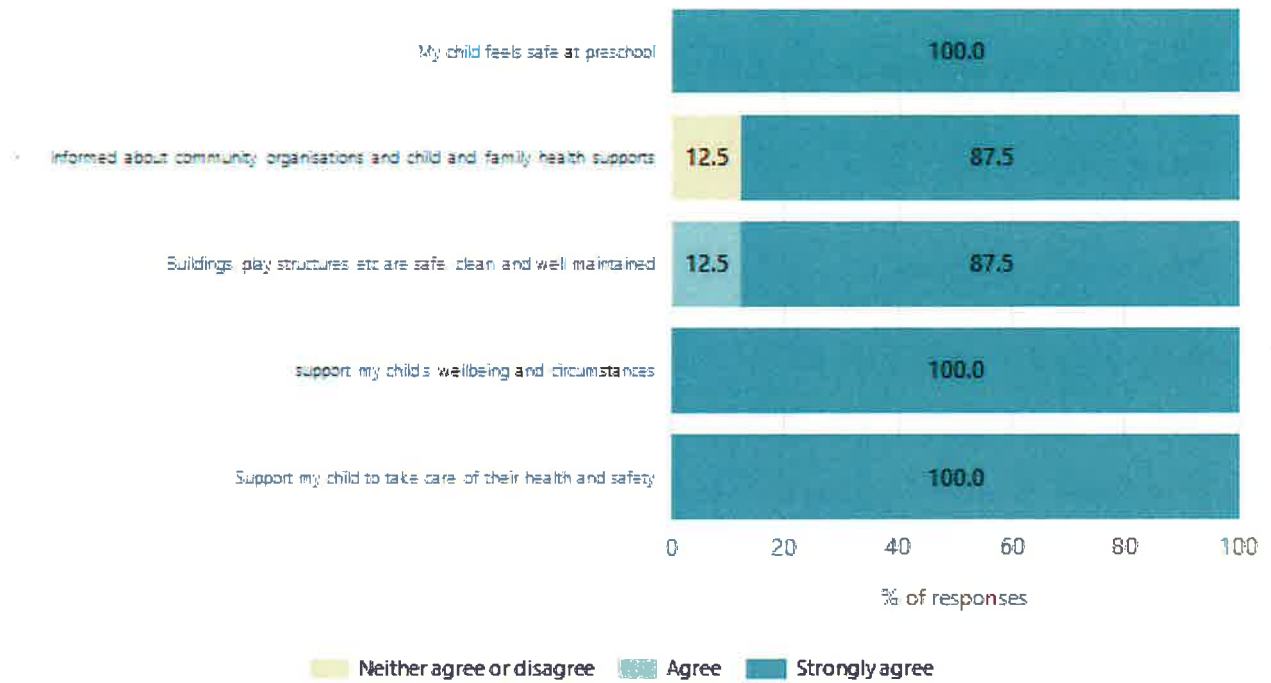
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Quality of Teaching and Learning



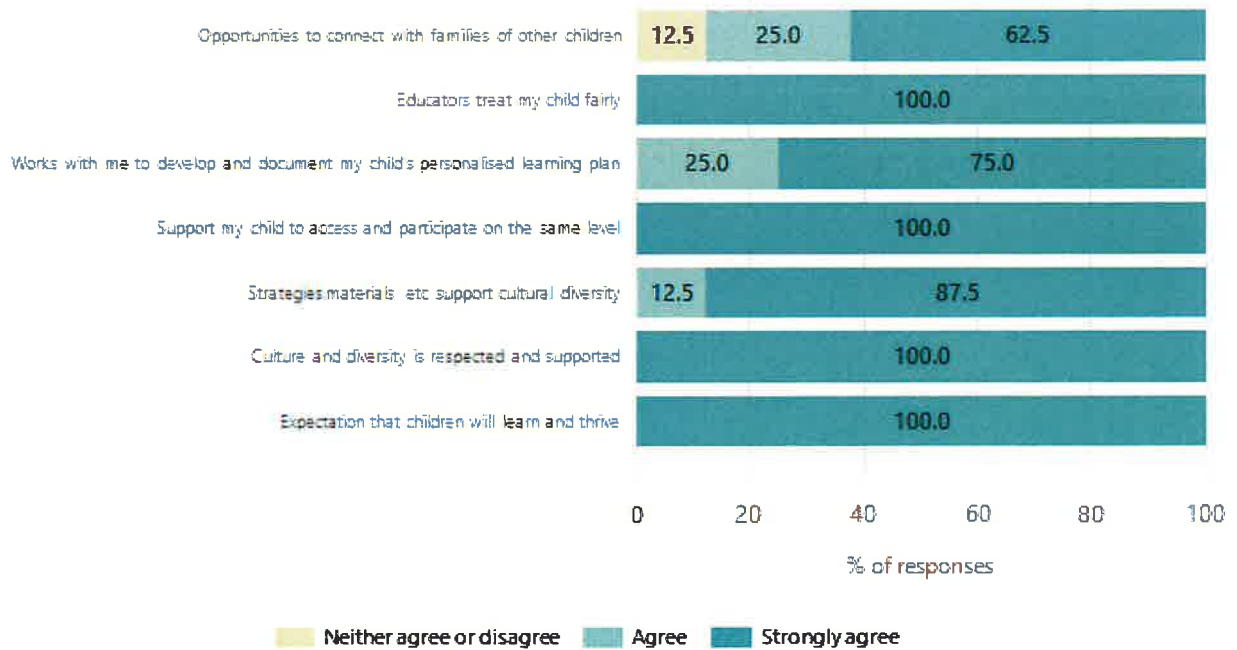
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## 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
0152 - Glen Osmond Primary School	4.9%	4.7%	5.1%
0328 - Parkside Primary School	56.1%	54.7%	49.2%
0447 - Unley Primary School			10.2%
0647 - Linden Park Primary School	17.1%	6.3%	5.1%
9057 - St Raphael's School			3.4%
9999 - Others	12.2%	23.4%	27.1%

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	2.7	0.0	0.2
Persons	0.0	3.0	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	\$ 456,364.45
Grants: Commonwealth	
Parent Contributions	\$ 42,400
Fund Raising	\$ 2,093.40
Other	\$ 292

Data Source: School supplied data.

