

2024 annual report to the Community

# Enfield Folland Park Kindergarten

Enfield Folland Park Kindergarten number: 5659

Partnership: Torrens



Preschool director:

Natalie Starrs



Natalie Starrs

Date of endorsement:

24/02/2025



Government  
of South Australia  
Department for Education

# Context Statement

Enfield Folland Park Kindergarten (EFPK) is a stand-alone South Australian Department for Education (DfE) preschool. The kindergarten has a large play space and a rich natural environment including a frog pond and native garden. It is surrounded by Folland Park Reserve which is a native bushland on the Native Heritage List. We give enrolment priority to families living in the local catchment area (including part of Enfield and Clearview). We provide 15 hours of high-quality education per week (two full days 8.00am to 3.30pm) to preschool-aged children. Families may choose from either the Kurraka Group (Kurna word for magpie) operating on Mondays and Tuesdays or the Kalta Group (Kurna word for sleepy lizard) operating on Thursdays and Fridays. Students do not attend on Wednesdays as this time for staff to complete other duties, such as meetings, planning, and professional development. We offer two intakes, one starting at the beginning of the year in term 1, and another starting mid-year (term 3). Enfield Folland Park Kindergarten is a Category 2 site. Children come from a variety of socio-economic, cultural, and family backgrounds. Many families attending at present speak additional languages to English including Punjabi, Gujarati, Dari/Hazaragi/Farsi, Hindi, Sindhi, Vietnamese, Mandarin, Cantonese, Greek, Arabic, and Urdu. Many families have returned after siblings have attended and some parents have attended the centre themselves. Parent and community involvement is strongly encouraged in the preschool and families have collaborated with staff through Governing council, fundraisers and working bees. Community involvement has included gardening with a local horticulturist, engaging with Trees for Life Volunteers in Folland Park Reserve, reading sessions at Enfield Library, and regular visits from an Aboriginal educator. Our local feeder DfE school sites are Enfield Primary School, Northfield, Nailsworth Primary School, and Prospect North Primary School, but children also transfer to a range of government, Catholic and independent schools. The regular staff team consists of a director, two teachers and two ECWs. Staff also collaborate with a support team to assist children with additional needs. This may include an inclusive educator, speech pathologist, behaviour coach, and other services such as occupational therapists. Bilingual educators support children with additional languages to English. We offer early entry to Aboriginal children and Children in Care from 3 years of age.

## Governing Council Report

In 2024 Semester one, the Quality Improvement Goal focused on enhancing children's engagement with numeracy in personally meaningful ways. With the site philosophy in mind, Natalie and the team developed a vision statement that guided the creation of three key education priorities: building stronger connections with Aboriginal culture, promoting sustainable practices, and increasing awareness of the natural environment. Educators embraced inquiry-based learning, using play to engage children with numeracy, enhancing skills like mathematical language, spatial awareness, and problem-solving. Highlights of these enriching inquiries include 'Do people in artwork need faces?' and the 'Moon inquiry' which led to excursions to the Art Gallery of South Australia and the Adelaide Planetarium during term 2. Additional highlights include a Family picnic and family morning around Mother's Day, a Mid-year celebration, Trent Hill Aboriginal culture incursions in term 1 and 2. Finally, the team also made significant improvements to ensure safety and cleanliness, such as a new sandpit cover and water tank repositioning, alongside a termite inspection to maintain a safe environment for all. It has been a true pleasure getting to know the dedicated team at Folland Park Kindy, whose commitment to fostering children's growth and ensuring their safety is evident.

As we conclude another vibrant and enriching semester, I am delighted to share the highlights and achievements of Semester 2, 2024. Our kindy has been bustling with activities that have fostered learning, community spirit, and kindness. One of the standout events this semester was our excursion to Morialta, guided by the knowledgeable Trent Hill. The children learned about how the First Nations people lived in the area and found food. They explored replica huts, had fun in the creek, and were captivated by an Aboriginal story about a Koala that Trent shared at the end of the excursion. The children loved every moment of this immersive and educational experience. Our Bunnings BBQ fundraiser was a tremendous success, raising an impressive \$2188.90. These funds have been allocated for the purchase of new bikes and helmets, which will greatly enhance our outdoor play equipment and provide the children with more opportunities for physical activity and fun. In celebration of Kindness Week, our children participated in a heartwarming initiative with Beyond Blue. They wrote messages of kindness on postcards and delivered them to neighbouring houses. This activity not only spread joy within our community but also taught the children the importance of empathy and reaching out to others. We were thrilled to host family mornings for Father's Day and Grandparents Day. These events provided a wonderful opportunity for families to engage with the kindy, participate in activities with their children, and strengthen the bonds within our community. The joy and smiles on the faces of both children and their families were truly priceless. In November, we held a productive kindy working bee. Staff and families came together to varnish the cubby house and boat, pressure clean the pavers and path and remove trees at the boundary to comply with regulations. Additionally, we tackled various small tasks that often get pushed aside during busy kindy days, such as pumping up balls and mending bits and pieces. This collective effort has significantly improved our kindy environment. In conclusion, Semester 2, 2024, has been a period of growth, learning, and community building at Enfield Folland Kindy. I extend my heartfelt thanks to all the staff, parents, and volunteers who have contributed to making this semester a success. Your support and dedication are invaluable.

Looking forward to more exciting adventures and achievements in the coming semesters.

Warm regards,

Emma Harkness (Chairperson semester 1) and Ashleigh Hocking (Chairperson semester 2)

# Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	91.1%	87.6%	89.6%	89.1%
2022 centre	77.2%	75.5%	76.1%	69.6%
2023 centre	79%	88.8%	86.6%	87.3%
2024 centre	85.3%	64.6%	79.1%	76.7%

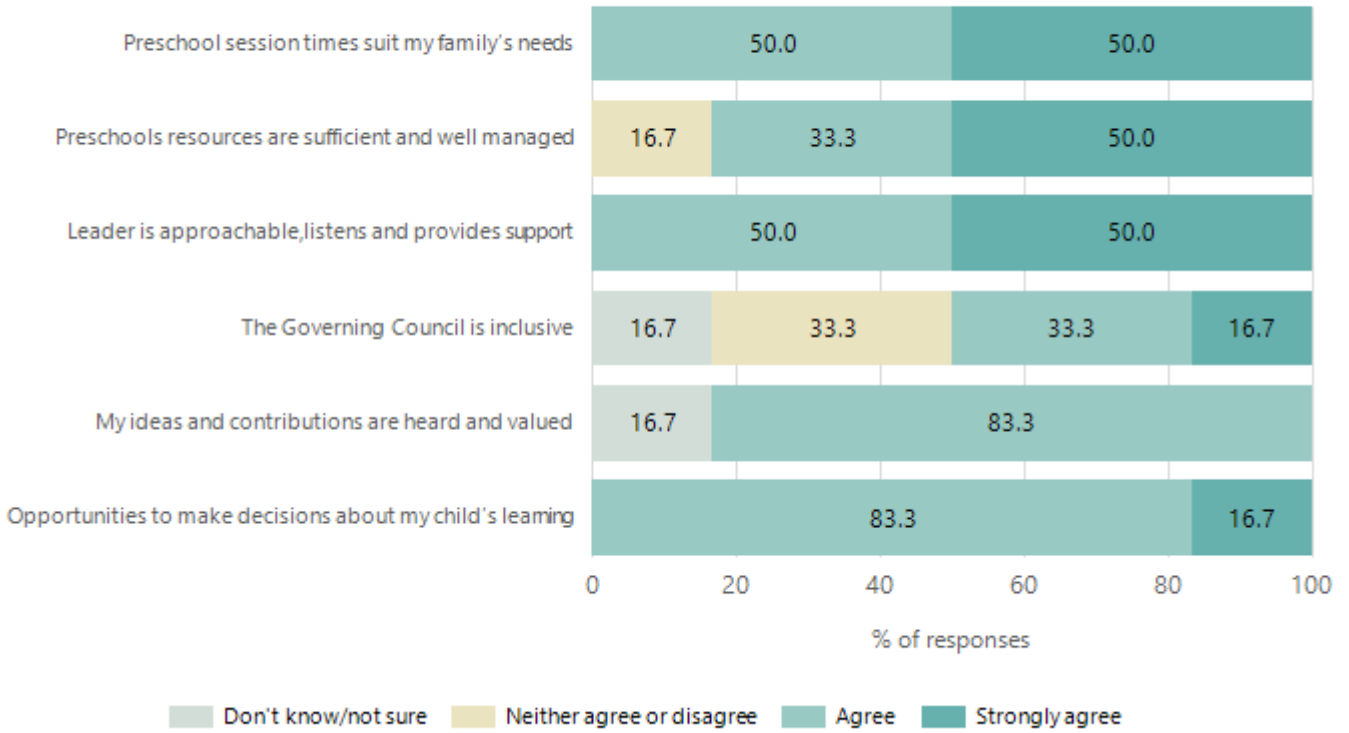
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance data differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours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

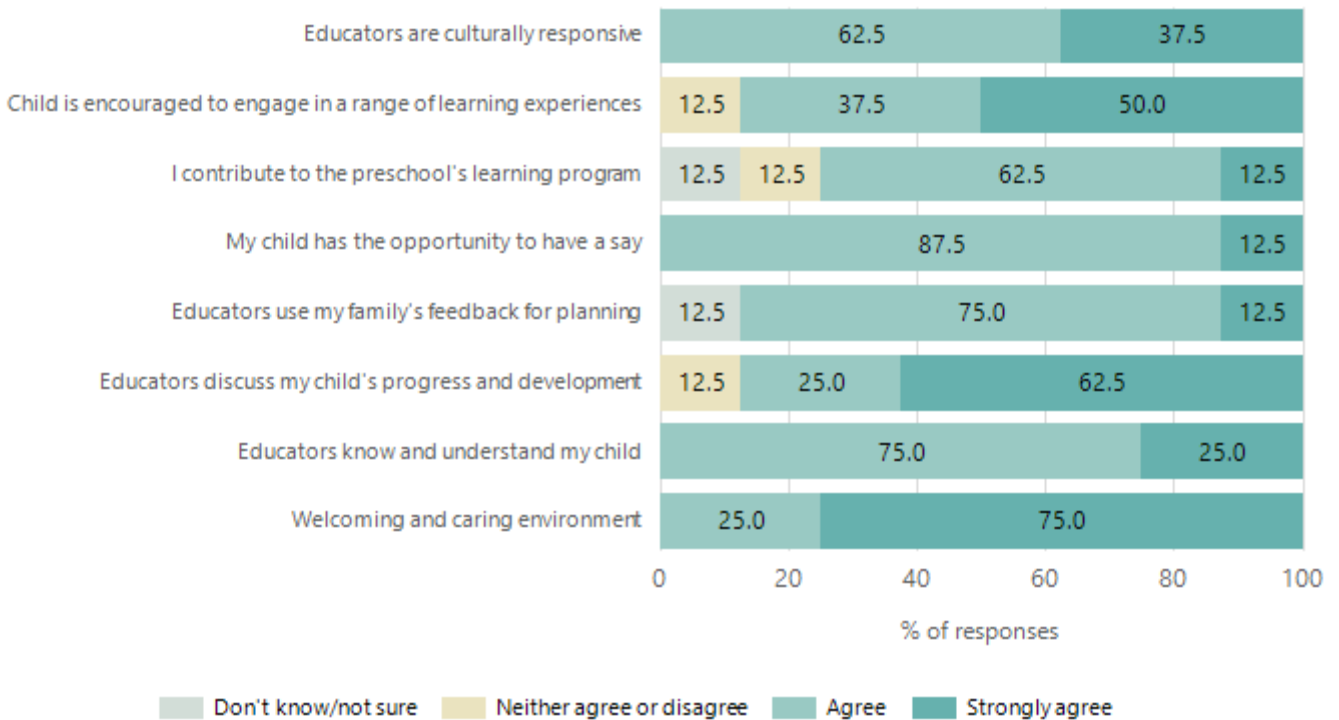
# Preschool Family Opinion Survey

## Governance, Leadership and Management



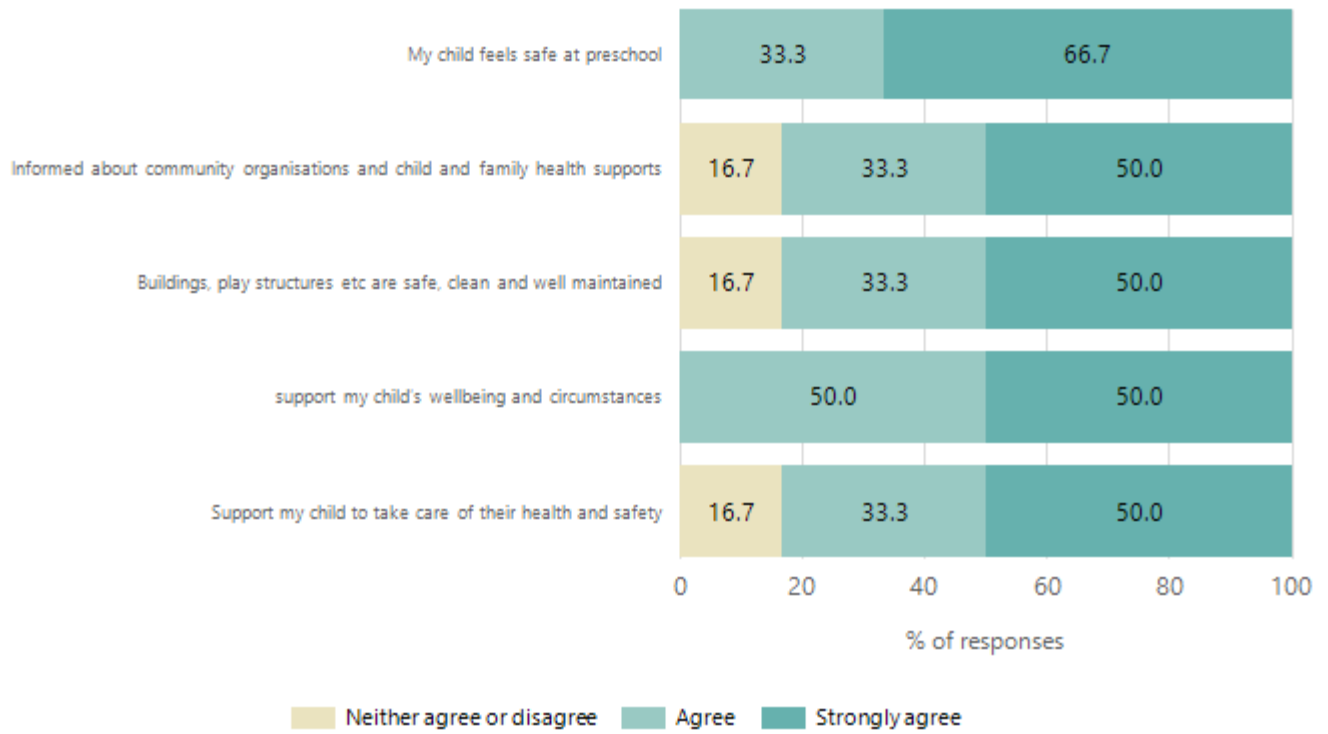
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Quality of Teaching and Learning



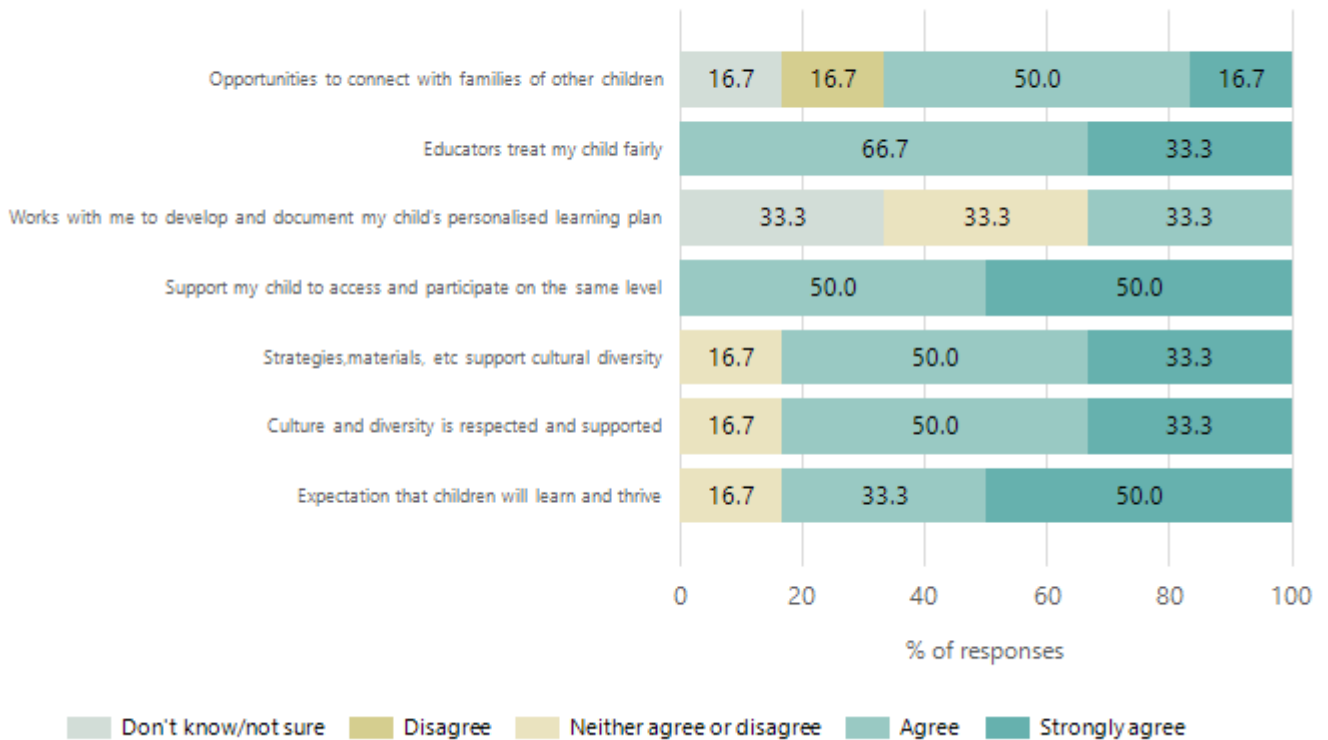
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## 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
0305 - Nailsworth Primary School		3.7%	
0314 - Northfield Primary School			4.2%
0570 - Prospect North Primary School	6.4%		
0660 - Enfield Primary School	10.6%	7.4%	
8003 - Heritage College Inc	4.3%		
8032 - Cedar College		5.6%	
9010 - Immaculate Heart of Mary School		3.7%	
9016 - St Gabriel's School		25.9%	19.4%
9031 - St Martin's Catholic Primary School	4.3%	5.6%	5.6%
9065 - Rosary School	4.3%		4.2%
9116 - St Paul Lutheran School	14.9%	3.7%	15.3%
9999 - Unknown	42.6%	27.8%	33.3%

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	4

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	2.0	0.0	0.8
Persons	0.0	2.0	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	\$539766
Grants: Commonwealth	\$0
Parent Contributions	\$34500
Fund Raising	\$2178
Other	\$1534

Data Source: School supplied data.