



2025 annual report to the Community

Enfield Folland Park Kindergarten

Enfield Folland Park Kindergarten number: 5659

Partnership: Torrens

Preschool director:

Natalie Starrs

Date of endorsement:

23/02/2026



Government
of South Australia
Department for Education

Context Statement

We acknowledge that Enfield Folland Park Kindergarten is on the traditional lands of the Kurna people. We aim to care for Kurna land by being mindful of our environmental impact, practising sustainability, and nurturing the native flora and fauna in our surroundings. We nurture strong, respectful relationships in an inclusive community. With respect and responsiveness to each unique individual, we are committed to fostering growth by providing an authentic child-centred curriculum through play, inquiry learning, and intentional teaching.

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, Clearview and Gepps Cross). 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 is a 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, Urdu, Hindi, Sinhalese, Tamil, Dari/Hazaragi, Vietnamese, Mandarin, Filipino, Arabic, and Nepali. 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 in the community garden, engaging with Port Adelaide Enfield Council and Trees for Life Volunteers in Folland Park Reserve, and regular visits from an Aboriginal educator. Our local feeder DfE school sites are Enfield Primary School, Northfield Primary School, Nailsworth Primary School, and Hillcrest 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 three 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.

2025 Quality Improvement Plan

In 2025, our Quality Improvement Plan goal was: To support children to develop independence, and social and emotional skills, enabling them to engage in sustained shared thinking with adults and peers during active, social learning. By nurturing children's holistic wellbeing, we observed positive shifts in staff practice, including more intentional interactions, adaptive communication, and prioritisation of individual interests, resulting in increased engagement and improved wellbeing. Our focus included adaptively supporting growing needs around self-care and celebrating this through individual pedagogical documentation pieces. We will continue to further embed interoception awareness, visual supports, and collaborative approaches with families and external services. Our 2025 National Quality Area (NQA) priority was: To build strong community relationships to enhance quality care and education at Enfield Folland Park Kindergarten (NQA 6 Collaborative partnerships with families and communities). Meaningful progress was made through strengthening enrolment processes, increasing family engagement and feedback opportunities, enhancing community connections, and nurturing a welcoming culture. Looking ahead, we will continue to deepen child-centred practices, strengthen co-regulation strategies, foster family partnerships, and involve the community in key decision-making and site management to achieve our shared vision for quality early childhood education.

Governing Council Report

2025 was a year of consolidation and capacity growth for Enfield Folland Park Kindergarten. The Governing Committee supported the centre leadership to deliver their curriculum and implement both needed and special improvements for the centre, students, and families.

Two major accomplishments were the new centre logo and hats, and the Bunnings Fundraiser. The new offering of hats and t-shirts featuring the logo came from the suggestion of a keen parent in term 1, and we spent the year making it a reality. What is extra special is that the logo features drawings from the children that represent important aspects of belonging at EFPK. And, hopefully, it will lead to a little extra income, and fewer hats being lost! Another major event in the second half of the year was the Bunnings BBQ fundraiser, which raised over \$1,900. Natalie's impeccable preparation and the time and supplies donated by dedicated families and teachers made that a great success.

Enfield Folland Park is admirably connected to the community. Last year we had many activities that both brought families into the centre, and took us out into the streets and neighbourhoods surrounding the kindergarten. We celebrated our diverse families with a Mother's/family day morning tea, a Father's/family day campfire morning, Harmony Day celebrations, and a Diwali family morning. Activities beyond the fences included Clean Up Australia Day (which I can confirm has left a lasting impression on my daughter as she still organises us to go on Rubbish Walks), and the Kindness Week postcard drop, where children left postcard messages in letterboxes around the neighbourhood. We also supported the wider community through two fundraising efforts: the Mary Mags Dinners crazy hat day (donating clothes and goods for homeless people in the city), and Backpack for Kids (donating special goods for children who are displaced from their homes).

Family contributions make a big difference to the environment the children can enjoy, and the EFPK community also worked hard to support the kindy during two very productive Working Bee days. Improvements include the wonderful new frog habitat in the Ninna Marni garden (for which Natalie brought in a local frog and biodiversity expert to give us expert advice), as well as the raised garden beds, painting of the verandah area and repair and maintenance of play equipment. Other improvements to the grounds include new fencing and new mud kitchen furniture. A novel development was the Flowbars play equipment, which came into the centre as part of a research effort by the manufacturer, and which the students got to enjoy for half a year.

The curriculum this year included many different learning opportunities and experiences. Healthy Harold was another big hit, and the students were very engaged around the dentist health education and checkup visits. Aboriginal educator Trent Hill also did an incursion to the centre and led an excursion to the Botanic Gardens. It's a big event when the buses roll up to take the children out, and while it takes a lot of planning and effort from teachers and leadership, it's a very valuable experience. The students also enjoyed some local excursions to the community garden and Folland Park Reserve.

Thank you to the dedicated educators who make EFPK such a child, family, environment, and community-focussed place to learn and play. Thank you also to the dedicated Governing Council and EFPK leadership team for their commitment to the Kindergarten and its people, families, and communities. It's been a pleasure working with you

Jessie Edwards (Chairperson 2025)

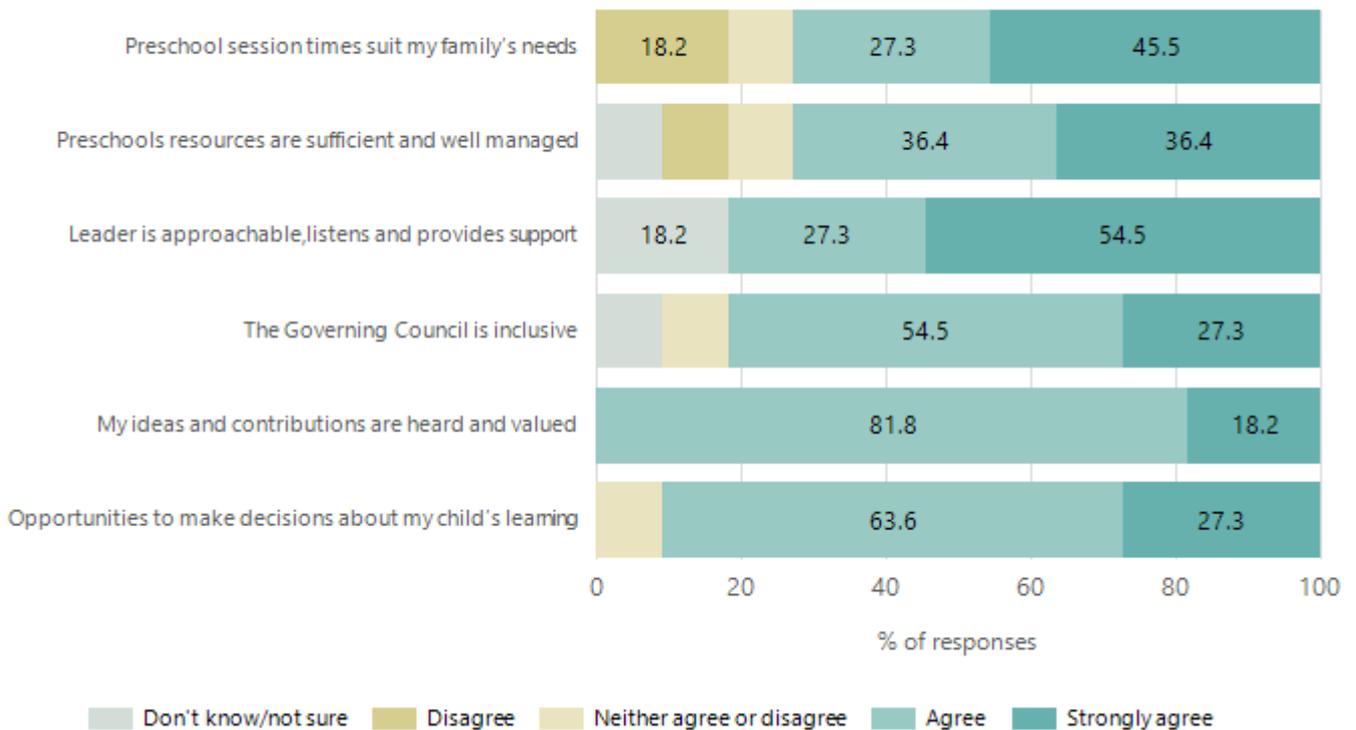
Preschool Attendance

	Term 1	Term 3
2022 centre	77.2%	76.1%
2023 centre	79%	86.6%
2024 centre	85.3%	79.1%
2025 centre	81.4%	81.4%

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.

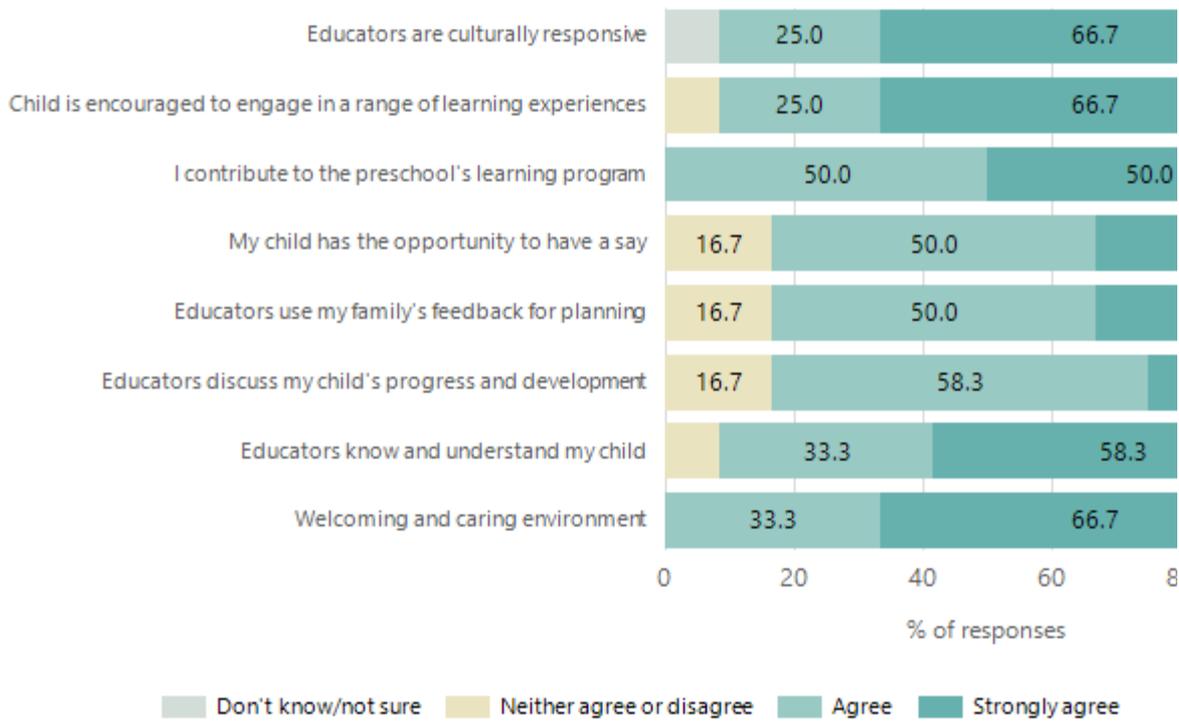
Preschool Family Opinion Survey

Governance, Leadership and Management



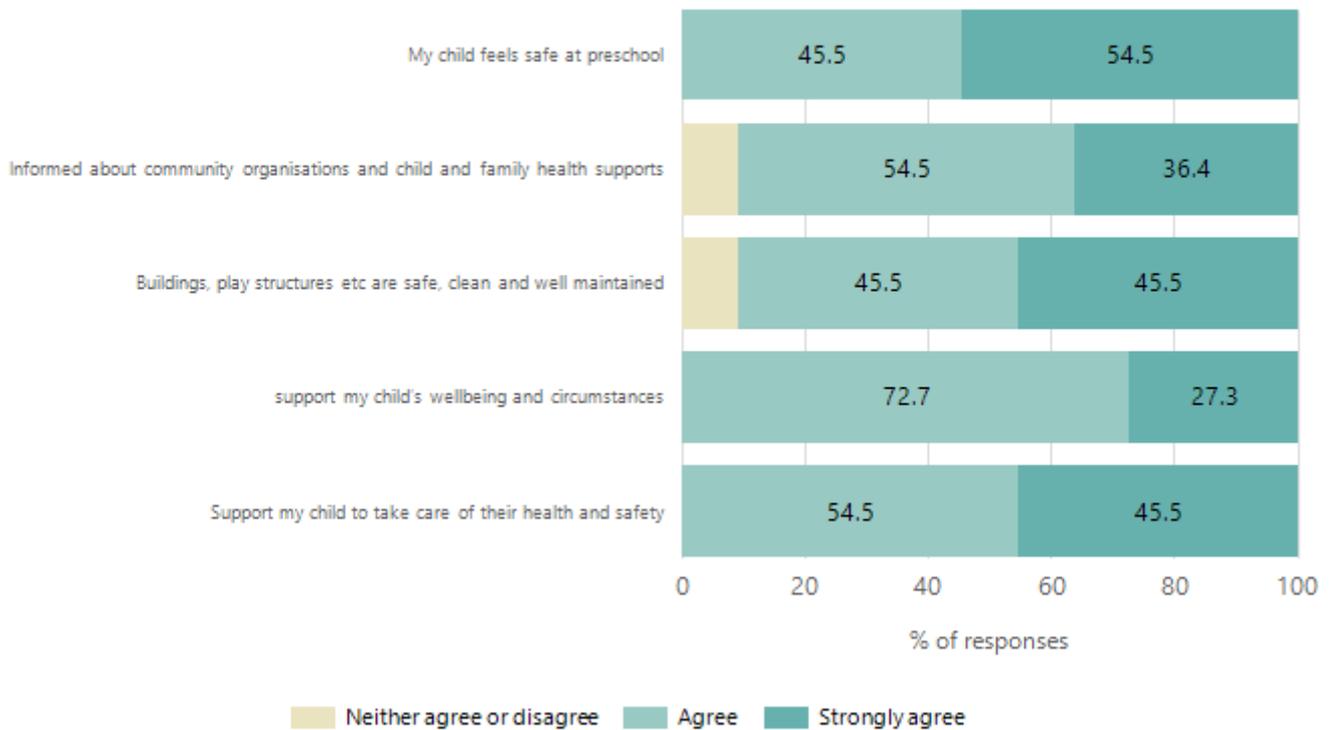
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025

Quality of Teaching and Learning



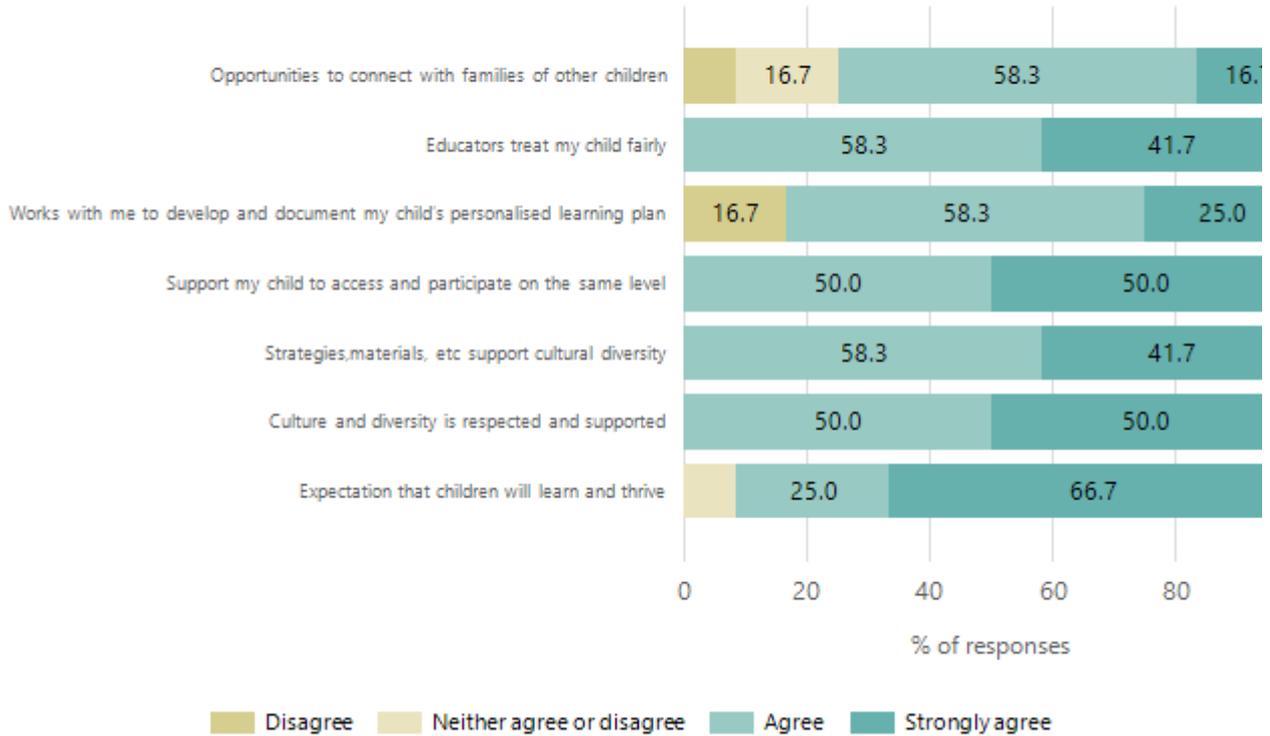
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Safety, Health and Wellbeing



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Support and Inclusion



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
0305 - Nailsworth Primary School	3.7%		4%
0314 - Northfield Primary School		4.2%	10.2%
0660 - Enfield Primary School	7.4%		12.2%
8032 - Cedar College	5.6%		2%
9010 - Immaculate Heart of Mary School	3.7%		
9016 - St Gabriel's School	25.9%	19.4%	22.4%
9031 - St Martin's Catholic Primary School	5.6%	5.6%	6.1%
9065 - Rosary School		4.2%	2%
9116 - St Paul Lutheran School	3.7%	15.3%	10.2%
9999 – Unknown/Other	27.8%	33.3%	30%

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, 2025.

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	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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	3.0	0.0	0.9
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 2025. 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	\$649,783.34
Grants: Commonwealth	0
Parent Contributions	\$42,200.00
Fund Raising	\$1915.95
Other (Interest)	\$1,910.82

Data Source: School supplied data.