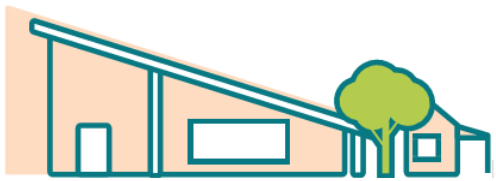


2024 annual report to the Community

Holden Hill Kindergarten

Holden Hill Kindergarten number: 4623

Partnership: Modbury

Preschool director:	Peta Redpath	Signature
Date of endorsement:	13/03/2025	

Government of South Australia
Department for Education

Context Statement

Information about Holden Hill Kindergarten is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Governing Council Report

2024 Chairperson Report for Annual General Meeting 19th March 2025

2024 was a year full of learning, relationship building, growth, fun and exploration at Holden Hill Kindy! I was fortunate enough to see my daughter thrive, learn and grow in confidence in the care of the amazing staff. The staff at Holden Hill are what makes the centre so special, they are one in a million. It has been fantastic to be involved in Governing Council again last year, it gave me such a unique insight into what was going on at the Kindy.

It was a busy year: the landscaping including the beautiful new lawn, retaining wall and seat area have really added to the outdoor learning area and given it a feeling of freshness. So did the new developments inside which bring a sense of inviting and calm - with new easels, lamps and pet fish, a favourite for the kids! The staff team have continued to build nurturing relationships with each individual child while being warm and approachable to families and working so cohesively as a staff team. Peta, who leads the team with such dedication, was appointed for another 5 years. It is so clear that every staff member truly cares about all the children and works so hard to provide a safe, supportive learning environment.

Last year there was an ongoing focus on learning through music which was so evident in the group times as well as the wonderful end of year concert. Both Kim and Maddi attended further professional development in music education. The new version of the Early Years Learning Framework was fully rolled out - one part of this includes the staff team reflecting on each child's learning and progress and using this to set learning goals for the future. Staff attended professional development in and were continually working on individual planning cycles for each child which constantly change and evolve after observations are documented and reflected on. They also attended professional development about increasing children's self-regulation, relationships and engagement, and as a team worked through the 7 areas of the National Quality Standard to find areas of strength and growth.

This year saw the start of staff being able to meet on Wednesdays once a fortnight on the Kindy "off weeks" - this has brought much needed time to meet, plan, reflect, evaluate and work collaboratively on all the tasks which make the centre run smoothly. Another favourite new development was children and staff going over to Bentley Reserve to use the oval and playground every so often. More highlights from last

year include : the "stay and play" morning, excursions to Dernancourt School, the Dirty Bus Wash excursion, Diwali celebrations, Book Week dress up day, Christmas cooking, and of course the very touching Christmas concert. Holden Hill Kindy staff, you have made a truly special "home away from home" for our kids. Thank you for all your hard work and I'm sure there is even bigger and better in store for 2025!

Kim Greenhalgh, Chairperson of Governing Council 2024

Feedback provided to the site submitted to the Department for Education by a family who self-initiated communicating with the Department.

I would like to take a moment to share some positive feedback regarding the exceptional work of the kindergarten teachers at Holden Hill Kindergarten. The teachers consistently create a warm, welcoming, and engaging environment for the children. They are dedicated to fostering each child's growth and development, both academically and socially. Their ability to nurture curiosity and encourage exploration through play-based learning is truly commendable. The teachers also excel in their communication with parents, ensuring that families are regularly informed about their child's progress and upcoming events. They are always approachable and responsive, making the children's experience at kindy even more positive. It is clear that the teachers are passionate about their role and truly care about the wellbeing and success of the children. Their professionalism, kindness and commitment to creating a positive learning environment have had a lasting impact on the children and their families. Thank you for supporting such a wonderful team of educators. I believe their efforts are contributing significantly to the children's early development.

Preschool Attendance

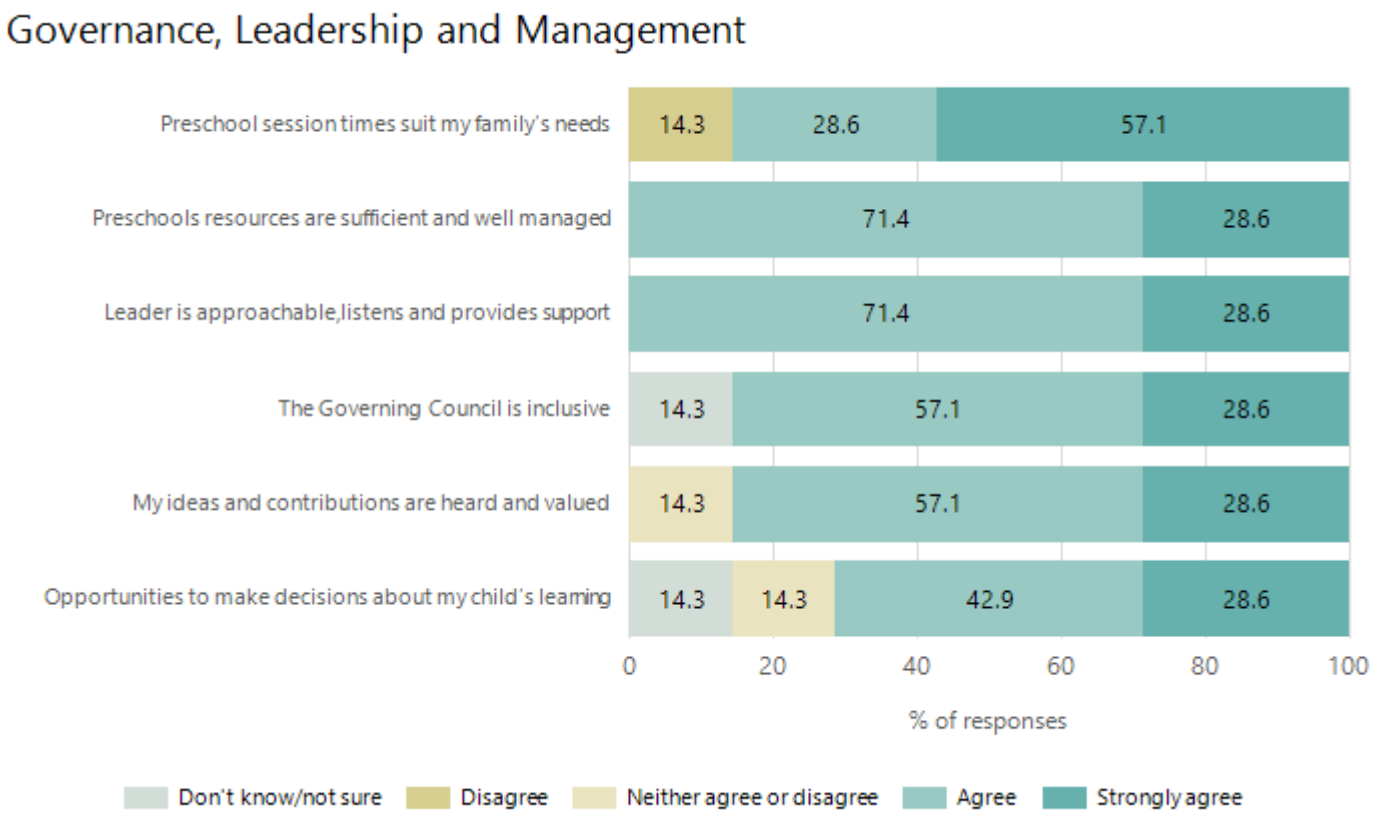
	Term 1	Term 2	Term 3	Term 4
2021 centre	93.3%	87.6%	91.7%	76.2%
2022 centre	83.1%	72.7%	79.8%	59%
2023 centre	79.3%	70.5%	81.1%	73.5%
2024 centre	74.1%		74.7%	

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 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

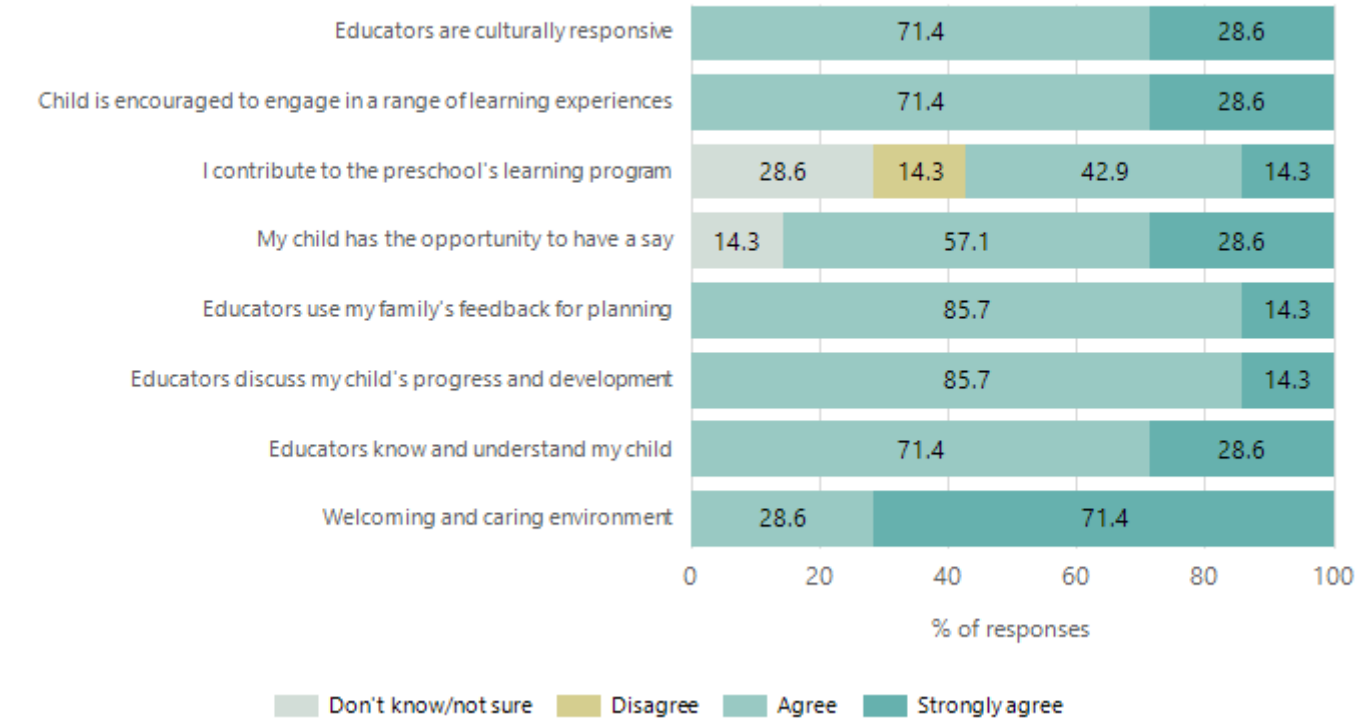
In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing 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



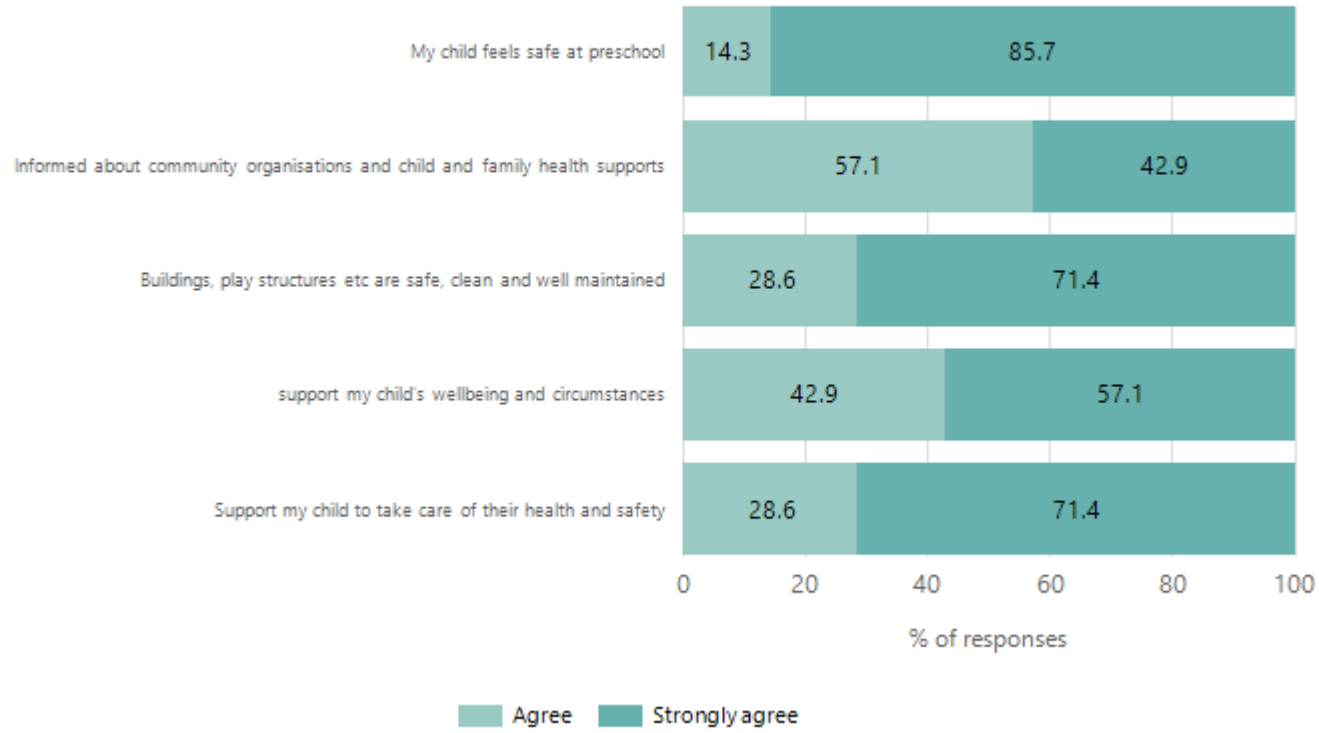
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



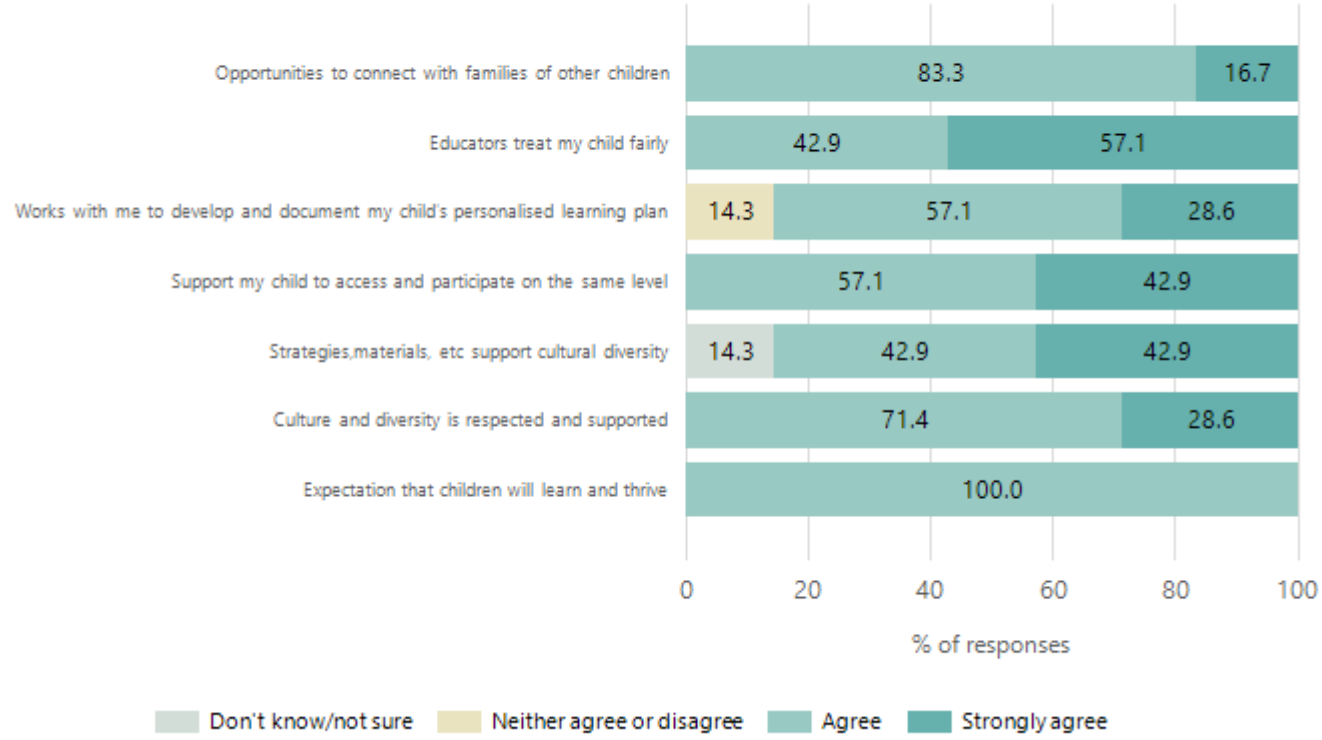
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

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
0982 - Dernancourt School	32.1%	24.5%	3.7%
0994 - Wandana Primary School	7.1%		
1047 - Modbury South Primary School	3.6%		
8364 - St Paul's College	3.6%		
9999 - Unknown	53.6%	67.4%	96.3%

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.

Other Destination Schools **(not represented in the above table)**

Cedar College
Charles Campbell College, Paradise
East Adelaide School, St Peters
East Marden Primary School
Good Sheperd Lutheran School, Para Vista
Pinnacle College, Gilles Plains
St Francis of Assisi School, Newton
St Joseph's School, Hectorville
St Monica's Parish School, Walkerville
St Pius College, Gilles Plains
The Heights School, Modbury Heights
Torrens Valley Christian School, Hope Valley

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	2.8	0.0	1.5
Persons	0.0	4.0	0.0	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	533,517.68
Grants: Commonwealth	
Parent Contributions	22,300
Fund Raising	
Other	

Data Source: School supplied data.