



2024 annual report to the Community

Dernancourt Kindergarten

Dernancourt Kindergarten number: 4613

Partnership: Modbury



Preschool director:

Natalie Stormonth

Signature

Date of endorsement:

03/03/2025



Government
of South Australia
Department for Education

Context Statement

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

Governing Council Report

2024 was a year of growth, transition, and advocacy at Dernancourt kindergarten. With the full implementation of the mid-year intake, our kindy community experienced a dynamic shift as children transitioned in and out throughout the year. The process of integrating new students was a success, with returning children naturally embracing mentoring roles. Parents and educators observed remarkable growth in leadership, empathy, and resilience as children either guided their peers or benefited from the guidance of others. These interactions supported to enrich the kindergarten experience, fostering a strong sense of community and support in the learning community.

Throughout the year, learning at the kindergarten flourished. A particular interest was seen in book-making, learning more about Aboriginal language, and empowering children to develop a sense of agency and advocacy. One of the standout moments of the year was the children’s response to the Department for Education’s decision to ban hot glue guns in Term 2. Feeling unheard in the decision-making process, the children expressed their frustration to educators and families. In response, the Governing Council supported the children’s advocacy efforts by creating a petition and gathering student voice to accompany a formal letter to the Department and local council members. In Term 4 we were pleased to hear from the Educator team that the Department for Education had reconsidered and that hot glue guns were once again allowed to be used in the kindergarten setting, demonstrating the power of student voice and community engagement.

The Governing Council continued to support fundraising and community-building initiative in 2024. Over the year, eight fundraising events were successfully held: the Biggest Morning Tea, Kyton’s Hot Cross Buns, the Easter Raffle, the Mother’s Day Stall, the Father’s Day Stall, Fire Night, the Christmas Raffle, and the inaugural Book Week donation drive, which allowed families to contribute towards replenishing the kindergarten library with new books.

Additionally, two community events were planned; however, due to weather conditions, only one proceeded at Balmoral Reserve. Although turnout was limited, those who attended enjoyed a wonderful day together, strengthening connections within our kindy community.

The year concluded with a spectacular Community End-of-Year event, where families gathered to celebrate. The children took to the stage with confidence, sharing their performances with pride. Laughter and joy filled the kindy as children explored their learning environment with friends and family, leading up to a fun-filled disco and ice cream celebration to mark the end of an incredible year of growth, learning, and friendship.

On behalf of the Governing Council, I would like to extend my gratitude to the educators, families, and wider community for their dedication and support throughout 2024. It has been a privilege to be part of a year filled with meaningful learning experiences and a strong sense of togetherness.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre		89.2%	95.3%	93.3%
2022 centre	96.8%	70.6%	84.7%	81.2%
2023 centre	90.1%	80.6%	93.3%	85.5%
2024 centre	92.5%		87%	

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.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0596 - Highbury Primary School	13.0%	21.4%	13.0%
0982 - Dernancourt School	18.5%		
1154 - Thorndon Park Primary School		3.6%	
1540 - Ardtornish Primary School		3.6%	
8003 - Heritage College Inc	3.7%	3.6%	
8385 - Saint David's Parish School	3.7%	3.6%	4.4%
8411 - Torrens Valley Christian School	11.1%	7.1%	8.7%
8419 - Good Shepherd Lutheran School - Para Vista	3.7%		
9999 - Unknown	38.9%	50.0%	62.3%

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	3

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	2.2	0.0	1.7
Persons	0.0	3.0	0.0	2.0

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	\$512,854
Grants: Commonwealth	Nil
Parent Contributions	\$23,610
Fund Raising	\$2,198
Other	Nil

Data Source: School supplied data.