



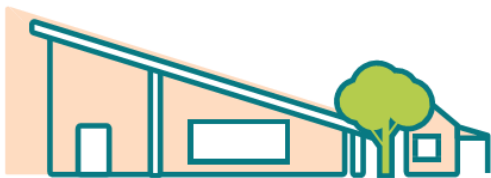
2025

THORNDON PARK KINDERGARTEN

Annual Report



Thorndon Park Kindergarten



2025 annual report to the Community

Thorndon Park Kindergarten

Thorndon Park Kindergarten number: 4670

Partnership: Campbell



Preschool director:

Kate McMahon


Signature

Date of endorsement:

24/02/2026



Government
of South Australia
Department for Education

Context Statement

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

Governing Council Report

2025 was a year of growth, positive transition and strengthened community at Thorndon Park Kindergarten. The appointment of Kate as Director brought steady and thoughtful leadership, with a seamless transition that was warmly received by families. Her consistent weekly newsletters strengthened communication and engagement, ensuring families felt informed and connected to their child’s learning. The kindergarten program was also intentionally showcased to families, providing clear insight into how learning planning developed each fortnight and how children’s interests, voices and emerging skills shaped the curriculum. The Governing Council grew in presence and involvement, staffing updates were communicated transparently, and a review of the preschool fee structure ensured greater fairness and equity for all families. Children’s safety, rights and wellbeing remained central, with the installation of a kitchen safety gate and modifications to the eastern entrance gate further strengthening Work Health and Safety practices and effective risk management.

The Quality Improvement Plan centred on the question, “How well does our learning environment engage and challenge learning?” Throughout the year, there was a clear focus on creating inviting, engaging spaces that promote curiosity, critical thinking and independence. Educators undertook professional development in the Reggio Emilia approach, deepening reflective practice and strengthening child-led learning. Children’s voices were authentically embedded in daily experiences—from choosing indoor or outdoor play at drop-off, to contributing to end-of-day group reflections, to collectively deciding to welcome a fish to the kindergarten, naming it through a voting process and later welcoming a second fish through family contribution. The mid-year intake model further supported the development of leadership, empathy and resilience, as children naturally mentored and supported one another during transitions.

A significant highlight of 2025 was the celebration of the Kindergarten’s 50th anniversary. This milestone was marked by a community art exhibition in partnership with Campbelltown City Council and the creation and burial of 2 time capsules to be opened in 20 years, fostering a strong sense of belonging and connection to place. Community events, including the Christmas celebration in the local park and cultural celebrations such as Harmony Day, brought families together and reinforced an inclusive, collaborative culture. Across the year, intentional efforts to strengthen relationships among children and families supported a smooth transition to school and ensured Thorndon Park Kindergarten remained a connected, welcoming and vibrant learning community.

Chairperson: Gursahiba Grewal

Preschool Attendance

	Term 1	Term 3
2022 centre	88.3%	86%
2023 centre	92.3%	89.8%
2024 centre	92.6%	84.8%
2025 centre	97%	82.3%

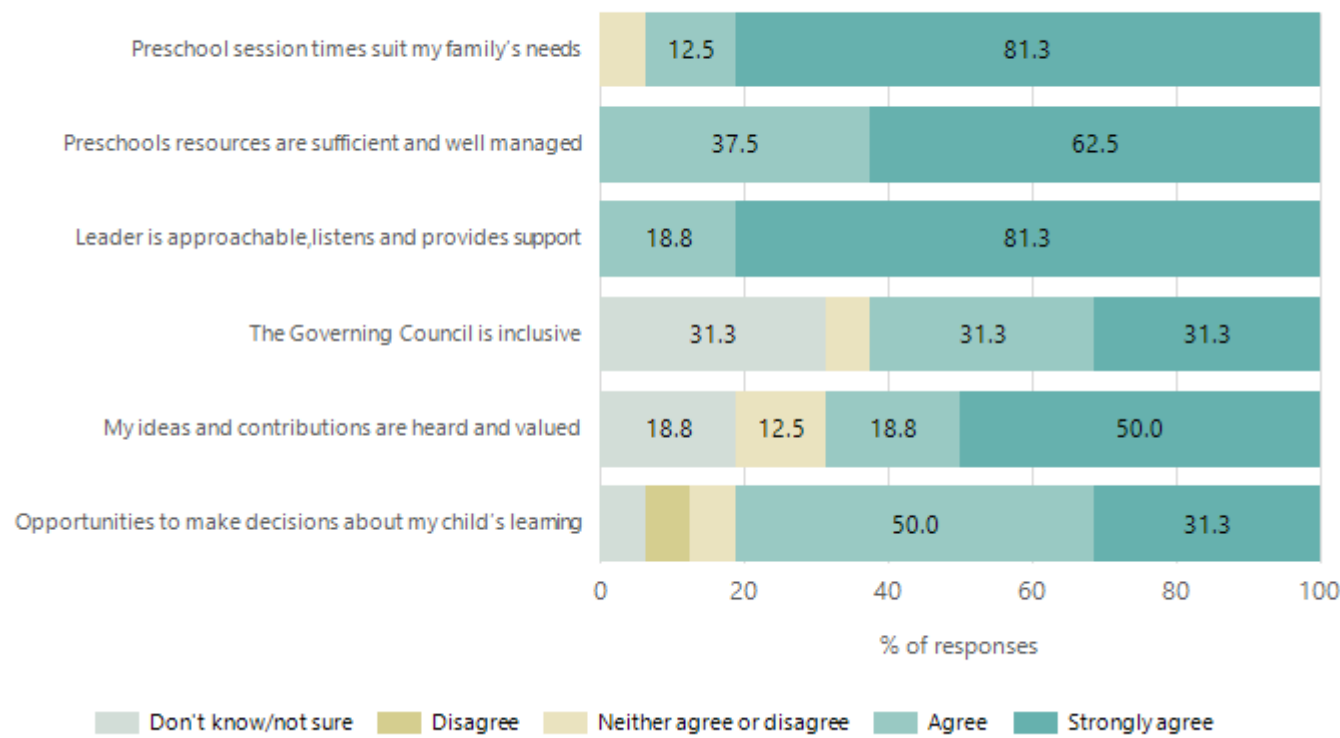
Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

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.

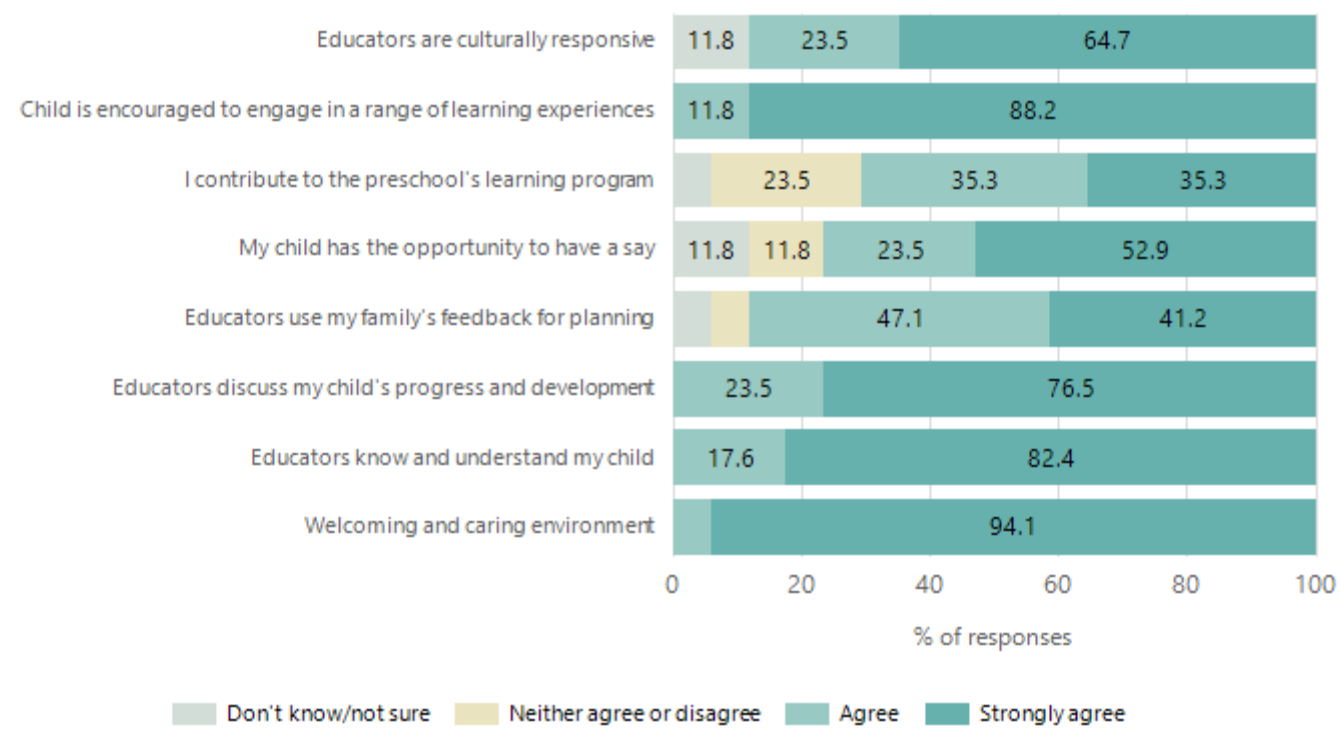
Preschool Family Opinion Survey

Governance, Leadership and Management



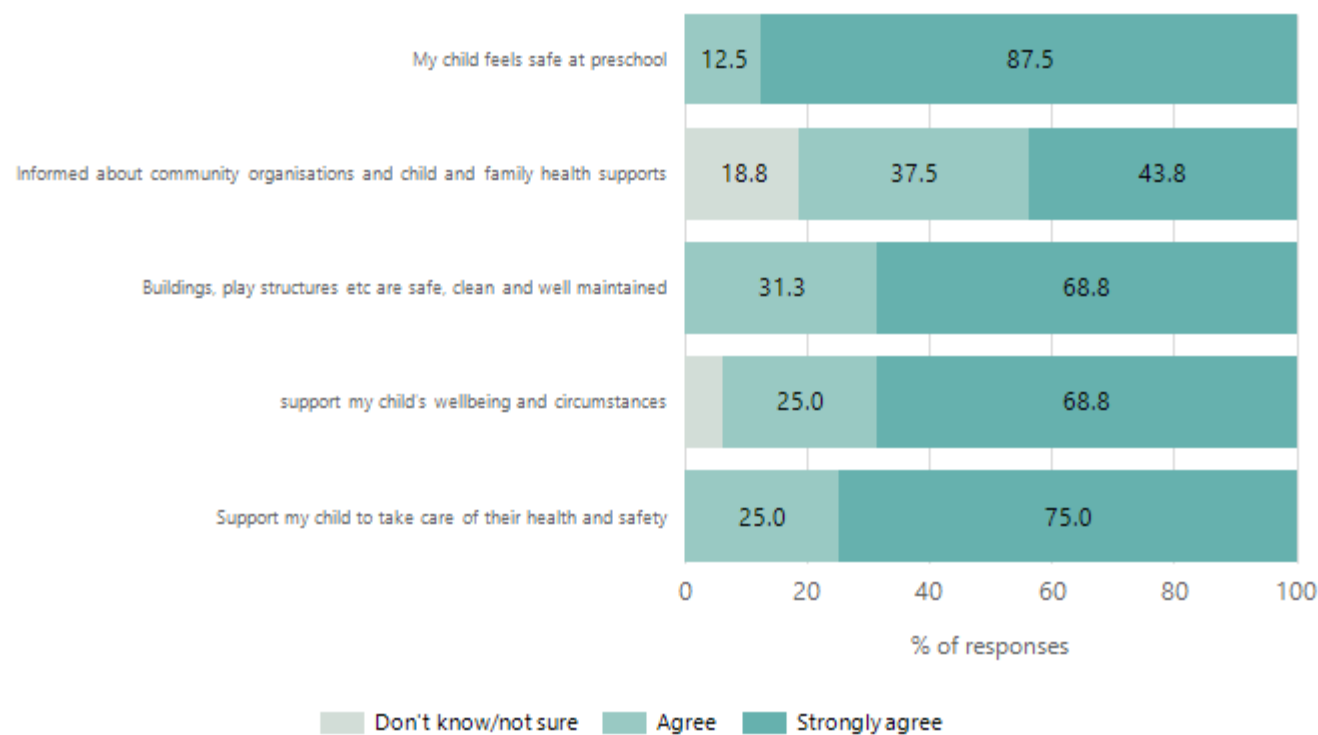
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Quality of Teaching and Learning



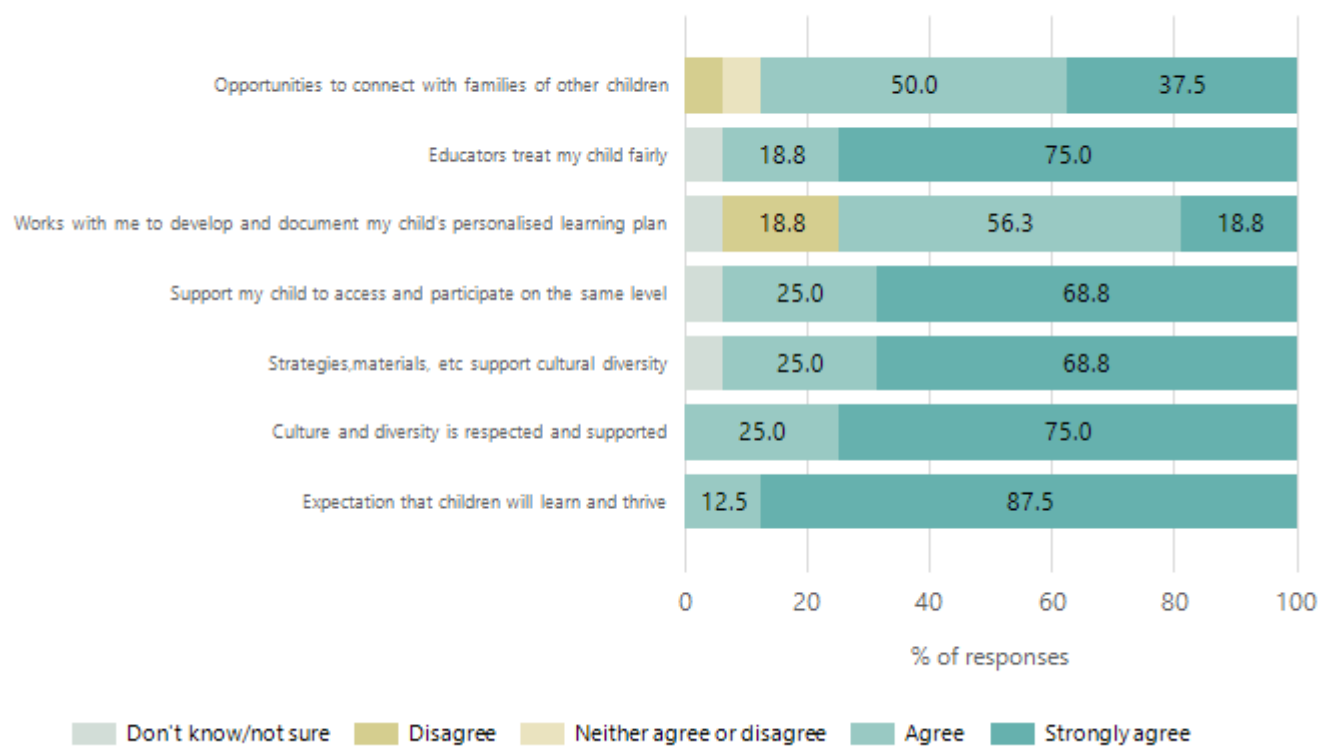
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

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
0419 - Athelstone School	10.2%	7.4%	8.8%
0923 - Stradbroke School	8.5%	9.3%	17.5%
1043 - East Marden Primary School		3.7%	
1154 - Thorndon Park Primary School	40.7%	55.6%	42.1%
8296 - Rostrevor College	3.4%	3.7%	5.3%
9013 - St Francis of Assisi School	5.1%	5.6%	7.0%
9088 - St Pius X School	3.4%		
9999 - Unknown	25.4%	9.3%	8.8%

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	3

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	2.6	0.0	1.5
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 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	\$565,342.02
Grants: Commonwealth	n/a
Parent Contributions	\$33,730
Fund Raising	n/a
Other	\$1,425.47

Data Source: School supplied data.