



Margaret Lohmeyer Kindergarten

2022 annual report to the community

Margaret Lohmeyer Kindergarten Number: 4690

Partnership: Mitcham Plains

Signature

Preschool director:

Kelly Klau

Governing council chair:

Pippa Tait

Date of endorsement:

7 March 2023



Government
of South Australia

Department for Education

Context and highlights

Margaret Lohmeyer Kindergarten is located in a leafy green suburban street in Daw Park. The kindergarten has strong community connections and has been part of the local community for over 40 years. The kindergarten community is diverse with many cultures and languages. The staff team for 2022 was Kelly Klau (Director), Cheryl Macklin (Teacher), Jessica Heathfield (Teacher), Rikki Skrodal (Teacher), and Tania Peake (Early Childhood Worker). In term 1 Cheryl Macklin took Long Service Leave, which saw Rikki Skrodal join our team and on Cheryl's return in term 2, although we were sad to say goodbye to Rikki, we were pleased that she had secured a contract at Belair Jean Bonython Kindergarten for the remainder of the year. From term 2 onwards, the staffing was consistent with one full-time Director, 2 part-time teachers and a part-time Early Childhood Worker. Our regular relief teacher, Megan Jackson also joined our team throughout the year for our Friday sessions. During term 1 our team was also joined by Veenus, a Bilingual support worker. Covid continued to impact the site in 2022, particularly during the first half of the year when families were unable to enter the building, and educators were encouraged to wear masks when teaching indoors. Some of our first Governing Council meetings took place online, as did our Learning Conversations (parent/teacher discussions) at the end of term 1. We introduced a private Facebook group as an additional communication tool to share the children's learning journeys with families.

Thankfully changes to the isolation requirements for Covid, along with low case numbers, meant that we were able to invite families back into the indoor learning environment from term 3 onwards, and in term 4 we held our first community event, our Kindy Art Show which had an incredible turn out of extended family members and local community members, including Local MP Nadia Clancy and Uncle Tamaru, Kaurua Elder who welcomed everyone with a Welcome to Country and a smoking ceremony. We were also able to hold excursions throughout the year and attended the Little Sprouts Kitchen Garden in the Botanic Garden and the 'Wild Dog' exhibition at Tandanya followed by a performance of "Home" by Patch Theatre in term 2. Alongside this, we also held incursions at the kindy including 'Musical Muscles' workshops with specialist music teacher, Caleb Mason, gardening with Lisa, the Bunnings Activities Organiser, and 'Bugs n Slugs' in term 4. Uncle Tamaru also worked with children and educators throughout 2022, sharing language, culture, and supporting the development of the kindergarten's Reconciliation Action Plan.

Facilities that were due to be upgraded at the site in 2021 but were delayed due to covid were completed, including a large new equipment/storage shed to replace the existing sheds, as well as a new back fence, which has improved the aesthetics of the outdoor environment considerably. New lawn was also planned for, however, with all the machinery on site due to the improvement works, the governing council decided to wait until this was finalised. I would like to thank the staff team and the families for welcoming me into the Margaret Lohmeyer Kindergarten community so warmly. 2022 has been a wonderful year of building relationships and connections within our local community. Thank you to our wonderful team of educators who go above and beyond every day to ensure the learning opportunities for the children are engaging and inspire a love of learning. This was evident at our final celebration at the End of Year Concert, when all children from both groups came together seamlessly, to perform and share their learning through song in English, Kaurua and Auslan. It has been such a pleasure working with our passionate and motivated team of educators, and our delightful children and their families.

Governing council report

Fortunately for the class of 2022, we experienced only a mild covid related hangover from the previous two years of disruption and restrictions. We had a delayed start to term one, some mask wearing, and outdoor drop offs for the first few months, and of course the occasional isolation requirement for students and staff. Overall, 2022 gave us a sense of 'returning to (somewhat) normal', including managing all but one of our Governing Council meetings face-to-face.

The year began with 44 (or thereabouts) new kindy kids, excited for their first days, alongside our wonderful new kindy Director, Kelly, seeming equally as excited for her first day! What a perfect fit for MLK, she seemed to slot in seamlessly, working alongside all the beautiful staff who nurtured, engaged, and guided the children over the year. They did a magnificent job in creating a sense of inclusivity and accessibility, teaching our children (and parents!) some AUSLAN and working alongside local Elder, Uncle Tamaru to weave Kaurua language and culture into the curriculum.

In addition to the effort and dedication put in by the teachers, the commitment and involvement from parents and families exceeded expectation. There was no shortage of volunteers when help was needed; with families offering up time, resources, and skill to make MLK the best it could be.

We were so fortunate to have an incredible fundraising team, who put together a Mother's Day raffle, a wine drive, Father's Day mugs, tea towel sales, and an Art Show complete with a sausage sizzle and cake stall. The effort and attention to detail that went into organising these fundraising events really paid off, with our profits again exceeding expectation and hopefully creating some wonderful opportunities for this year's MLK children to benefit from too! We were lucky to have some convenient connections in the community, including a Bunnings Activities organiser who visited the kindy, donated plants, and supported the children to plant them in the garden. We also scored a visit from our local member of parliament, Nadia Clancy, who wasn't afraid to make some purchases at our art show!

After much patience and lots of rescheduling, MLK was finally blessed with a new shed, which came in under budget and allowed for investment in shelving to really complete the job. We also managed to have the back fence replaced after much anticipation from the 2021 team. As is often the case, when you fix one problem, you discover several more issues that need attending too. As such, we already have some items on the waitlist that will likely be the topic of conversation for the year ahead, including the veranda and the storage room.

We also encountered the challenge of considering mid-year intake for 2023 and beyond, requiring careful consideration of budgeting, fees, enrolments, and capacity.

The end of year celebration was the perfect way to connect the children, the families and the teachers who had grown so much together over the year. The connections that have been made between children, families and the wider community have been so valuable, and the 2022 Kindy year will be remembered so fondly by all of us who were part of it.

Finally, being part of the governing council has been a total privilege and joy. It allowed a real sense of involvement with the Kindy and built strong friendships between parents (and teachers!). I can't recommend it enough and want to thank the teachers and everyone who was part of the council for making the year as special and rewarding as it was.

Pip Tait
Chairperson 2022

Preschool quality improvement planning

1. Goal: To strengthen children's foundation literacy skills with a focus on phonological awareness.

Challenge of practice: If we intentionally plan to provide a range of listening based opportunities then children's phonological awareness will be strengthened.

Our success criteria:

- Children can differentiate sounds in their environment, including beat, rhythm and tempo.
- Children can recognise and produce rhyme.
- Children can tap out syllables in familiar words.
- Children are beginning to identify some initial sounds of familiar words.

Educators engaged in music education professional development throughout the year which supported their planning of learning experiences through music to develop children's phonological awareness. In addition, the introduction of the "Musical Muscles" program supported children's learning of the fundamentals of music including beat, rhythm and tempo. The children were highly engaged during shared group times and were observed actively sharing their learning at other times throughout the day such as eating times. Educators collected data using the Preschool Literacy Indicator "I understand the language of my world" and specifically targeted our success criteria at the end of terms 1, 2, and 3 and found that all children made progress throughout the year, with 100% of children "developing" or "on track" by the end of term 3. There was a 33% increase by the end of term 3 with the number of children "on track", a 19% decrease in the number of children "developing" and a 13% decrease in the number of children requiring close observation or intervention, with all those children moving into the "developing" group.

Next steps:

- Continue using music education as our pedagogy for developing children's phonological awareness in 2023.
- Continue to build educator's capacity for teaching music through ongoing professional development in 2023.
- Connections with families – share our music education practices with families to promote learning at home.

2. Goal: To strengthen children's ability to choose and use mathematics in their play.

Challenge of practice: If educators use shared mathematical language and questioning to identify and respond to children's play, children's ability to choose and use mathematics will be strengthened.

Our success criteria:

- Children can identify and describe measurable attributes
- Children use learning processes such as matching, sorting, comparing and ordering
- Children use direct and indirect comparison

In terms 1 and 2 educators noticed that children naturally explored measurement in their play, and used general terms such as 'big' and 'small' to communicate their thinking. As educators became more confident in their knowledge of the mathematics 'drawers' (concepts), they began consistently modelling using comparative language and taking 'risks' by modelling asking other educators for help. Data collected throughout the year indicated that all children were using learning processes such as matching, sorting, comparing and ordering by the end of term 3. In addition to this, data collected showing that children could identify and describe measurable attributes indicated that at the end of term 3 90% of children were 'on track' (an increase of 28% from term 1), and 10% were 'developing' (a decrease of 5% from term 1). All 23% of children that were being observed carefully/requiring intervention in term 1 had progressed to 'developing' or 'on track' by the end of term 3.

Next steps:

- Continue to develop a strong numeracy pedagogy to support children's identity as mathematicians
- Develop ways to weave numeracy and literacy together such as through children's texts and story table
- Investigate different ways of sharing documentation with families

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	37	37	37	38
2020	35	N/A	38	38
2021	38	40	38	37
2022	44	42	44	42

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	88.1%	87.0%	88.5%	93.1%
2020 centre	88.5%		78.8%	84.3%
2021 centre	87.6%	84.3%	88.4%	82.3%
2022 centre	89.0%	77.2%	74.7%	85.2%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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.
*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

Non-attendances are almost always explained and are followed up on if we are not informed. Many of our families take overseas holidays throughout the year for large amounts of time. E.g. We had 3 children from different families that were absent during terms 2, 3, and 4 respectively, due to an overseas holiday. Covid also impacted our attendance rates, particularly during term 2.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
723 - Colonel Light Gardens Primary School	80.0%	67.7%	80.6%	86.1%
127 - Edwardstown Primary School	16.7%	14.7%	5.6%	5.6%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

Our two major feeder schools are Colonel Light Gardens Primary School, which is in walking distance from the kindergarten, and Edwardstown Primary School.

Family opinion survey summary

We received zero responses submitted in time for the Department for Education's data collection. However, we encouraged families to still complete the survey after the date, as well as a site survey in relation to the National Quality Standards and received the following feedback:

Quality of Teaching and Learning

- The program appears to be varied and includes a wide range of opportunities for the children to learn in various ways. The children have been provided with exposure to local informal excursions, formal excursions, visits from educational providers and community members, in addition to indoor and outdoor play opportunities. The staff adjust the learning and their approach to suit the children's needs and interests.
- I think that the linkage to learning about First Nations culture (primarily Kurna) and arranging incursions to learn more about this is particularly great. The approach to music was also wonderful, the use of a local music teacher both in person and then through online resources was a great mixed-media approach to learning. Clapping of syllables has also become an everyday practice in our house and I can see that solid building blocks in regard to language have been formed.

Support of Learning

- Hard working & caring staff who make learning fun. They are all so encouraging and embrace each child's interests.
- The staff have always gone above and beyond to make not only our child but the whole family feel safe and welcomed. The positive energy and friendly faces they provide helped settle our child into kindy and have allowed our child to thrive.

Relationships and Communication

- I feel we're kept well informed about all aspects of kindy. All teachers are welcoming, friendly and very patient. I feel part of this kindy community.
- A very supportive team. I've always felt welcome and supported with any concerns or questions I've had. The team has made it a very positive and fantastic year.

Leadership and Decision Making

- The leadership has been very active and proactive as well as engaging the parenting community and working towards continuous improvement.
- Kelly is a wonderful director who clearly cares strongly about her team and the children. The team is strong and supportive of each other always aiming to improve the kindy.

Other comments

- The staff are very caring and put the children first. Their passion is evident in the way the children love being at kindy. The community is such a beautiful bond of families that the staff have brought together by providing a safe and positive environment. The staff have such wonderful insight & understanding of all the children showing the effort and care they bring each day

Relevant history screening

All staff certificates (including temporary relief teachers) are kept on site and there is a bulk certification completed to check expiry dates. All non-teaching staff eg cleaners, students teachers, and performers have to provide evidence of an up-to-date working with children check and a copy is kept on-site with a register that includes expiry dates. Volunteers need to complete a volunteer induction and provide evidence of a working with children check. A specific screening folder is kept with staff and non-teaching staff records.

Financial statement

Funding Source	Amount
Grants: State	\$422,551
Grants: Commonwealth	\$0
Parent Contributions	\$30,843
Other	\$164

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Educators attended the PMA Preschool Numeracy Conference as well as additional professional development around teaching measurement in the preschool. Educators also attended a full day PD with the Music Education Strategy team.	Educators improved practice through building capacity and embedding mathematical language and music education strategies into the curriculum to support numeracy and literacy development.
Inclusive Education Support Program	One preschool child with a severe speech and language delay received extensive funding support of 10 hours per week. A number of preschool children also received support for speech therapy support with our DfE Speech Pathologist.	1:1 support to access the kindergarten program, transition between routines throughout the day, and transition to school through supported school transition visits.
Improved outcomes for non-English speaking children who received bilingual support	One preschool child received 30 hours of bilingual support.	1:1 support in term one to access the kindergarten program and build connections with educators and other children.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.