



# Adelaide Miethke Kindergarten

## 2022 annual report to the community

Adelaide Miethke Kindergarten Number: 5601

Partnership: Inner West

Signature

Preschool director:

Ms Emma Dunk-Liebeknecht

Governing council chair:

Daniel Savaglia

Date of endorsement:

18 April 2023



Government  
of South Australia  
Department for Education

# Context and highlights

2022 was a wonderful year of learning for both the children and staff at AMK.

Adelaide Miethke welcomed Emma Liebeknecht as acting Director and teacher Libby Law. Monica Woolford continued as the full-time teacher alongside Early Childhood educators Carol Jones and Alka Bhagat. Preschool support roles were filled by Karyn Desmond and Jo Mills. Bilingual support roles were filled with Pinky Armstrong and Eun-Joo Lee. Jo Mills, Ilona Baldacchino and Orsola Lupoi continued their roles in facilitating Occasional Care.

Our numbers were high at the commencement of 2022 with 71 children enrolled – 31 children in Group 1 and 40 children in Group 2. We had a number of children commencing school mid-year due to the Catholic Schools mid-year intake policy which saw our number drop for the second half of the year.

Children, Families, and educators engaged together in many inquiry projects, show casing children's collaboration and thinking. A group of children delved deep into research on Adelaide Miethke, designing a badge illustrating 'What it means to belong to Adelaide Miethke Preschool'.

Children and families were involved in a number of incursions across the year Including 'The Music Man', a Police visit (Lucy's and Isaac's Dad), the Police Band (Abigail's Dad), 'The Scientific Bubble Man' and 'DANCIFY' following a family performance. In term three we enjoyed a long bus ride to Hahndorf to visit the 'The Hahndorf Farm Barn'.

The 2nd year of the National Music Teacher Mentor Program has been a huge highlight for both the children and educators. The opportunity to work alongside a specialist music teacher across the year to implement and extend our music curriculum has been a wonderful opportunity. Educators are excited to continue their learning in 2023.

The centre has been an active participant in the Paint the Westside ReaD literacy project. As part of the wider collective impact project we have promoted the monthly literacy messages as part of our planned curriculum and community, had our mascot Lizzie the Literacy Lizard visit the Kindy for her birthday and offered weekly library borrowing and used the PTWR promotional materials. A specific annual report for this program is available.

Governing Council helped maintain the outdoor environment, completing many jobs to keep our yard safe and tidy. This included removing decayed logs and our beloved boat, leaving an empty space in our yard. The children engaged in rigorous discussion planning the redesign of the space, and eventually decided to leave the space flexible so it can be a boat one day and a castle the next.

We held two fundraising events in 2022 – One being personalised tea towels made with the children's self portraits. Our second fundraiser was a Kindy disco/ family night run by the Governing Council. Members of the Governing Council went to great lengths to provide a fun night for both the children and their families.

We have come to the end of the 2022 Kindy year! It has been such a pleasure watching the children learn and grow over the year. Thank you to all our Governing Council members for 2022. Your commitment to supporting the staff and children at Adelaide Miethke was valued and appreciated.

## Governing council report

The Governing council met over Zoom two times per term. During these meetings we attended to the Preschool finance, Preschool Improvement Plan, site policies, preschool maintenance, and fundraising.

An excursion to The Farm barn was held in term 3 to extend work around the Focus Book 'Pig in the Pond'. Many incursions were held over the year including: Dancify, The Music Man and The Bubble Man.

The Preschool engaged in the second year of The National Music Mentor program. Susan Marshall a mentor from Unley Primary School supported the teachers to program music lessons focusing on beat and rhythm. The Governing council saw the benefits of the program and decided to budget for the continuation of the program in 2023.

The Governing council organised a Family night/disco fundraiser in term 4. All council members came together to organise donations, merchandise, decorations, and a BBQ. It was a fun night by all and a great way to end the year.  
Kind Regards,  
Daniel Savaglia

# Preschool quality improvement planning

Goal – To extend children's ability to express ideas and make meaning through engaging together.

Challenge of Practice – To embed the practice of pedagogical documentation as a process to extend children's ability to express ideas and make meaning through engaging together.

Success Criteria – In the analysis of our pedagogical documentation we will see evidence of children expressing ideas and engaging together in learning. This might look like.....

- Two or more people working together to solve problem, clarify a concept, evaluate activities and extend narratives
- Both parties contributing their thinking to develop and extend understanding

This goal was prioritized across the year with opportunities for professional development, reflection, and planning. This has been documented comprehensively as part of the Step 4 & 5 Monitor & Review process. Through analysis of our Pedagogical Documentation, it is evident that all children have made progress in their learning against our goal and success criteria. With key growth in children working collaboratively to make meaning, express ideas, solve problems, clarifying a concept and extend understanding.

Please see Step 4 & 5 Monitor and Review documentation for further information and the document.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	61	67	66	67
2020	67	70	61	59
2021	76	76	69	68
2022	69	70	58	58

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	91.3%	94.8%	94.4%	95.8%
2020 centre	97.0%	78.8%	87.7%	91.5%
2021 centre	94.0%	86.6%	85.7%	88.9%
2022 centre	92.0%	82.4%	82.8%	87.8%
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

Educators have been proactive in following up absences with families and offering support where needed. This year we monitored a number of children with higher rates of absence. These families reported their children were absent due to illness or transport difficulties which has made accessing preschool difficult. Families have been encouraged to access preschool as frequently as possible.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
473 - Allenby Gardens Primary School	3.1%	0.0%	2.9%	8.5%
1022 - Grange Primary School	3.1%	19.7%	8.8%	21.3%
996 - Kidman Park Primary School	6.2%	0.0%	14.7%	8.5%
9069 - Mount Carmel College - Prim Campus	3.1%	3.3%	11.8%	12.8%
8280 - Nazareth Cath Col Primary Campus	12.3%	9.8%	8.8%	17.0%
6015 - St Michael's College: Jnr School	3.1%	9.8%	14.7%	17.0%
9096 - St Michael's Lutheran Primary School	0.0%	0.0%	0.0%	21.3%
9089 - Whitefriars School	33.8%	26.2%	29.4%	17.0%
497 - Woodville Primary School	80.0%	45.9%	55.9%	46.8%

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

As a number of schools offered places to families living outside the local area in 2022 a number of families made final decisions about their child's school late in Term 3 and early Term 4 and therefore the destination data looked quite different than that collated at census at the beginning of Term 3. A number of families also moved in this period which also affected this data. The 58 children beginning school in 2023 will attend 17 different schools.

12 children will attend Woodville Primary (our local DfE school)  
 8 children will attend St Michael's schools  
 5 children will attend Grange Primary School  
 4 children will attend Nazareth Primary  
 3 children will attend Whitefriars School



## Family opinion survey summary

The 2022 Adelaide Miethke parent opinion survey was completed by 17 families. In summary families found the Preschool to be a welcoming learning environment, where Educators are approachable to families and supports the needs and development of the children. Families indicated they would like more opportunities to be involved in the learning program.

## Relevant history screening

Relevant history screenings have been sought from all DfE educators, relief staff, visiting providers and student teachers and have been documented accordingly.

## Financial statement

Funding Source	Amount
Grants: State	\$661,400
Grants: Commonwealth	\$0
Parent Contributions	\$36,415
Other	\$0

## 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	<p>This funding was allocated to support the ongoing implementation of our Family Friday Program which enables 7 children and a family member to attend a 30 minute session with a preschool support educator each week targeting the child's speech and/or language goals. The goal being to ensure that families develop understanding and skills to be able to work on their children's goals at home. The preschool support educator works closely with our DfE Speech Pathologist or the child's private therapist to monitor and program for each child.</p> <p>Supplementary funding was also allocated from the mainstream preschool budget.</p>	Each child made significant progress against their individual goals.
Inclusive Education Support Program	<p>IESP funding includes a base allocation of \$23,921 and an additional \$12,500 outlier top-up as historically the centre has had quite a high number of children with special rights who have required individual support. IESP funding in 2022 was allocated to staffing for direct support of more than 19 children. An extensive grant of \$26,564 was allocated to one child who required more than 8 hours per week.</p> <p>Support was directed to targeting each child's individual learning goals as documented.</p>	Each child made significant progress across the year through the direct interventions possible using IESP funding.
Improved outcomes for non-English speaking children who received bilingual support	<p>Bilingual support was allocated for two children with EAL. Bilingual support supported the children to build relationships within the preschool, become familiar with the routine and engage in learning.</p> <p>In addition, we were able to support a Hindi speaking child needing a high level of support by enrolling him into a group alongside a bilingual staff member who is part of our core teaching team.</p>	This supported the children's wellbeing, ensured engagement within the program.

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