



# Adelaide Miethke Kindergarten

## 2020 annual report to the community

Adelaide Miethke Kindergarten Number: 5601

Partnership: Inner West

Signature

Preschool director:

Mrs Suzanne Dawson

Governing council chair:

Ms Sarah Polley

Date of endorsement:

8 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

2020 was a year of change in many ways. We welcomed a number of new staff in both the preschool and occasional care teams, responded to Covid-19 by planning for a Learning At Home program whilst also offering our regular preschool program and had restricted opportunities to engage with families on site. Given all this the year was a wonderful success with staff noting that both groups of children were extremely cohesive and formed strong relationships with one another and staff.

69 children commenced preschool in Term 1. Numbers were lower than anticipated as a number of children withdrew unable to return to Australia due to travel restrictions. At the beginning of 2020 we welcomed Monica Woolford to our teaching team (0.5 with Group 1) and Lessa Taleporos and Veenus Sharma to occasional care roles. Leesa joined our teaching team in Term 3 (0.5) when our full-time teacher, Jess Gripton went on maternity leave and Monica moved into the full-time teaching role. We also welcomed Jo Mills (ECW 2) and Orsola Lupoi (ECW1) in the occasional care program. Karyn Desmond and Heidi Rose worked in preschool support roles during 2020.

Covid-19 obviously impacted on the service however we worked hard as a staff team to maintain preschool and occasional care programs as close to 'normal' as possible and to ensure we did not place unnecessary stressors on families or our children. We found families to be really flexible and supportive of all the procedures we needed to enact such as drop off at the gate and understanding during times of change. We chose to keep our occasional care service operational (with fewer sessions) for families requiring care. We also purchased a mobile phone which enabled us to easily text updates to families and we found this really beneficial.

In term 2 our Learning At Home program was developed to match our preschool program with a FOCUS STORIES approach to literacy. We found that as children moved back into preschool they settled quickly and demonstrated lots of shared understandings through engagement in play and teacher-lead learning based around the focus stories. We made a purposeful decision to continue this work for the remainder of the year and collected observations to enable staff to report on children's learning and support ongoing planning.

Unfortunately due to Covid-19 restrictions we were unable to run our Art Show and hope that this will be something we can plan for in 2021. We were able to invite parents to join us for an excursion in Term 4 and welcomed 1 parent per child on site for our final group time where we presented with their portfolios. This was a wonderful way to finish the year.

## Governing council report

Staff initiated two AGM meetings in Term 1 and were unable to meet quorum hence the meetings were unable to proceed. Following this Covid-19 restrictions impacted on staffs' capacity to engage enough parents to formally join the Governing Council. However, staff identified a number of parents whom they discussed a range of preschool and occasional care matters with across the year.

Ms Sarah Polley who had children attending both occasional care and preschool agreed to act as the key parent contact.

As the centre was unable to run our usual fundraising events (Art Show and Bunnings BBQ) no significant fundraising events were held.

We had hoped to be able to invite families to engage within our program more often however this was also restricted. We were however able to continue with our Family Program each Friday morning for those children requiring additional speech and/or language support. These 7 children were able to continue with weekly support sessions as planned.

A number of site improvements that had been planned were actioned. These include

- installation of new carpets in both preschool, occasional care and office spaces.
- painting in occasional care rooms.
- installation of a number of acoustic pin boards and white boards in occasional care and office spaces.
- up-grade of teacher preparation and Director office spaces.
- purchase of new Department for Education laptop.

These projects were completed with funding from the DfE 2020 Preschool Maintenance Grant (\$20000) and site funds as planned in the budget.

In addition corporate funding of \$23,650 was approved for the replacement of the buildings barge boards (external repairs & paint).

## Improvement planning - review and evaluate

QIP priorities -

Staff collaborated to review the site's philosophy and established set of CRUCIAL CHARACTERISTICS, BEHAVIOURS and VALUES.

# Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	62	66	65	65
2018	69	67	68	68
2019	60	67	65	67
2020	67	70	61	61

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.

## Enrolment comment

The centre had anticipated higher enrolments for 2020 however a number of children were unable to return to Australia from overseas due to travel restrictions. We had a large number of children commence school in the middle of the year to Catholic and Independent schools offering the mid-year intake. One family chose to keep their child at preschool for the whole year as they were very happy with her involvement in the preschool program.

We also had a number of families move to the country or inter-state for work which saw our numbers reduce during the year.

In 2020 the preschool group had 29 children for whom English was an Additional Language from different 12 languages.

13 children received Inclusive Education Support including 5 with significant support needs and 6 for targeted speech and/or language support.

The centre has solid projected numbers for 2021 and we anticipate having enrolments that will maintain our staffing at 3.5 FTE. Two groups will be offered again, Monday & Tuesday - capacity of 33 children and Wednesday & Thursday - capacity of 44 children.

# Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	93.5%	93.3%	93.9%	91.3%
2018 centre	90.9%	91.4%	90.1%	93.1%
2019 centre	91.6%	94.8%	94.3%	95.8%
2020 centre	97.0%	78.8%	87.7%	83%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

Preschool attendance was impacted by Covid-19 and we had a number of families choose to keep their child at home for the later part of Term 1 and much of Term 2. The Learning At Home program was provided to support families during this time and many families chose to share their child's learning at home using the Class Dojo app which we used for these children. A Learning At Home scrap book was also given to every child and many families chose to share these with us when their child returned to kindergarten. These scrap books were further evidence of families engagement with the program.

Families have been very proactive in informing the staff when children will be absent with reasons given. Unexplained absences are followed up by educators and recorded.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
135 - Flinders Park Primary School	7.0%	2.0%	3.1%	4.9%
1022 - Grange Primary School	0.0%	1.0%	1.5%	9.8%
8280 - Nazareth Cath Col Primary Campus	10.0%	7.0%	6.2%	4.9%
9005 - Our Lady Queen of Peace School	1.0%	2.0%	3.1%	8.2%
397 - Seaton Park Primary School	0.0%	1.0%	0.0%	3.3%
6015 - St Michael's College: Jnr School	4.0%	4.0%	1.5%	4.9%
1246 - West Lakes Shore School R-7	0.0%	0.0%	1.5%	3.3%
9089 - Whitefriars School	7.0%	14.0%	16.9%	13.1%
497 - Woodville Primary School	43.0%	38.0%	40.0%	23.0%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

## Destination schools comment

Woodville Primary School and Whitefriars School continue to be our main feeder schools. However in this cohort we had children transition to 21 different schools. In Term 4 all schools were invited to visit the preschool to support transition. A number of schools attended.

Two children had supported transition to school with a staff member from preschool.

One family accepted a place for their child in the JP Special Class at Fulham Gardens PS.

A Statement Of Learning was completed for all children and forwarded to their school at the end of Term 4.

In 2020 Woodville Primary School invited us to participate in a project with their upper primary children. Yr 6-7 students visited the centre and worked with our children to design a bag tag which were printed on the 3D printers at school.

We then visited Woodville Primary for sports activities, puppet show and to receive our bag tags. Due to Covid-19 we were not able to extend upon this but hope to do so in 2021.

# Client opinion summary

The parent opinion survey was conducted in Term 3, 2020. Surveys were distributed to all families. 53 surveys were returned - 33 preschool and 20 occasional care.

The majority of responses fell in the Agree/Strongly Agree fields. Notably families responded extremely positively to 'I am satisfied with the learning program offered', 'This preschool provides a safe and secure environment', 'The preschool is well organised' and 'Overall, I am satisfied with the preschools planning'.

Staff will reflect on the small but important responses in the neutral, don't know or disagree fields : 'Teachers clearly inform me about the learning program', 'Teachers let me know how well my child is doing', 'The preschool seeks parents' opinions about educational programs' and 'The preschool includes parents and community in decision making'.

A selection of parent comments include:

- Staff are always there to listen to parents.
- Our daughters progress this year is testament to the quality and breadth of learning she has received from the teachers.
- The team at AMK have been integral in helping us plan next steps for school.
- I've felt a real partnership the the preschool with regular written and verbal communication and plans/goals to assist our daughter.
- The preschool has done a wonderful job in managing the required changes to the learning environment and minimizing the impact on the children.
- Communication is great and the snapshots are in depth and give a great understanding of our children's learning.
- Thankyou for providing such a supportive, fun environment for (our child).
- Even with all the challenges 2020 has delivered you have put the children and families' wellbeing first.
- You are all to be (congratulated) for the way you have dealt with the challenges of the year. You have always kept us in the loop so well, and throughout the changes the heart of the kindy experience has endured.
- Thankyou for being so caring toward (our child) and helping him achieve so many milestones. Our family cannot thankyou all enough for all your encouragement and support.

## Relevant history screening

Relevant history screening have been sought form all staff, relief staff, visiting providers, Service SA staff and students working on site.

All parents involved in excursion this year were attending alongside their own child and history screening was not required.

## Financial statement

Funding Source	Amount
Grants: State	\$613,640
Grants: Commonwealth	\$0
Parent Contributions	\$39,142
Other	\$0

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	As per QIP - Funding was used to enable educators participation in coaching conversations. Challenge of Practice - Educators will strengthen their pedagogical documentation to inform learning design with a focus on story telling. The Paint the Westside REaD project continued to be a feature of the program.	See artefact as additional attachment to this report and QIP.
Improved ECD and parenting outcomes (children's centres only)	For CHILDREN'S CENTRES ONLY	-
Inclusive Education Support Program	2020 IESP FUNDING - \$36,874 (\$19,374 base allocation & \$17,500 outlier top-up). 2019 IESP CARRY OVER - \$2,332. FUNDING SPENT - \$39,420.  Funding was used to support 14 children across the year. 4 children received 3 - 6 hours support each week. 7 attended our weekly Family Program for children with S&L goals.	All children had established programs, and those receiving 3-6 hours support had documented and reviewed SMARTAR goals.
Improved outcomes for non-English speaking children who received bilingual support	We were unable to access one language group requested in 2020. This funding will carry over to 2021 if required. Children speaking Punjabi, Hindi &/or Urdu are supported by a core staff member and bilingual support is not sought for these language groups is not requested.	-

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