OUR VISION: To be a community where children and their families come together to learn, have fun, form lasting relationships and be accepted for their uniqueness.
**Context**

<table>
<thead>
<tr>
<th>Preschool Name:</th>
<th>MARGARET LOHMEYER KINDERGARTEN</th>
<th>Preschool Number:</th>
<th>4690</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Director:</td>
<td>WENDY FARLEY</td>
<td>Region:</td>
<td>SOUTHERN</td>
</tr>
</tbody>
</table>

- Sessional Kindergarten for eligible children:
  - Universal Access was implemented Jan 2012
  - Children attend 2 full days – 9.00am- 3.00pm and a half day on Fridays.
- Full Day Program including lunch
- Site Capacity 25 children per session.

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### SPECIAL EVENTS during 2015

- Grandparents and Special Friends Day
- Annual Working Bee
- Vegie Fun for Everyone Program
- Pyjama Film night
- Spring Art Extravaganza
- Excursion to Cleland Wildlife Park
- End of Year Celebration

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### FUNDRAISING EVENTS during 2015

The kindergarten community has been involved in a variety of fundraising events that have contributed to our ability to provide essential teaching and learning resources. These included:

- Tea towels
- Easter Raffle
- Seedling: living fundraisers
- People’s Choice Lottery
- Art show / wine / sausage sizzles
- Calendars
- Christmas Raffle

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**Pyjama movie night**  **Learning together**  **Special Friends Day**

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**Creating**  **Vegie Fun with “Mootilda”**
Quality Improvement Plan

The following priorities were nominated as a result of reflection and review of practices, the collection of data and specific site improvement needs. DECD initiatives were also included in the site priorities.

Quality Area 1: Education Program and Practice

Improve Literacy and Numeracy Outcomes:

Strategy 1: Familiarization with the Preschool Literacy and Numeracy Indicators.

**Intended outcomes:**
The staff team will have an understanding of the Literacy and Numeracy Indicators, what they "look like" and how they will be implemented during 2016.
Reduce the uncertainty surrounding the use of the data to be collected in association with the Indicators and how this will link to current data methods.

**Achievements:**
Each member of the staff team attended Professional Development sessions held by the Primary Maths Association and also DECD Early Childhood leaders. These sessions introduced the Indicators to us and helped to form a basis for discussions and begin to “unpack” the Indicators section by section.
We have introduced the Indicators to the kindergarten community through Newsletter articles, brochures and also at the Management Committee. A copy of the Indicators has been displayed with the fortnightly program with links shown to specific learning opportunities.
Initial discussions and planning has taken place regarding the new Summative Report format which will include information pertaining to each child’s level of literacy and numeracy understanding.

**Future Directions:**
Staff will continue to be involved in professional development sessions when provided.
Time will also be allocated during staff meetings to enable the team to continue their investigations if the indicators, to reflect on past understandings and to determine how data will be collected, collated and used to inform the curriculum.
Inform the new families about the Literacy and Numeracy Indicators and how they will be used to determine the learning opportunities provided for the children.
Data collecting processes will be streamlined and used efficiently to inform staff of children's areas of strength and those areas that need strengthening.
All areas of the Indicators will become embedded into the kindergarten curriculum, with links formed between current understanding, new learning opportunities and skill development and future programming.
Parents will be able to provide feedback directly onto learning stories focusing on the literacy and numeracy learning of their child.

Strategy 2: How can we improve learning outcomes through developing children’s ability to “Notice and Observe”.

**Intended Outcomes:**
That each child will develop their own observational skills by engaging in a wide range of experiences each day.
Children's ability to “Notice” will directly impact their understanding of the world and how they interact as a part of it.
That each child will be able to verbalize their understandings according to their own level of development.
That staff will use language that will enhance children’s ability to notice and that these interactions will lead to greater understanding of the world.

**Achievements:**
Staff used information gathered from Individual Learning Plans to implement learning opportunities that would develop skills in particular areas and also extend others. As the staff interacted with the children they were constantly aware of the language they were using and how they could maximize the observation skills of the children. Staff were aware of the need to “follow through” with activities rather than being taken away by other distraction (where possible).
The children had a heightened awareness of their surroundings. This was particularly noticeable in aspects of kindy creatures found in the gardens. Children constantly mentioned characteristics of bugs, beetles, spiders, birds and plant life. Teachers encouraged this awareness by creating displays, talking about life cycles, going for nature walks and many more.
Parents were encouraged to take part in our focus on “noticing” by engaging their child in conversations during travel time, when going on walks or even when around the house. Taking the opportunity to “notice” and expand understanding will assist in all areas of future learning and this was embraced by parents.

**Future Directions:**
“Noticing” is one of the learning processes stated in the Numeracy Indicator document and was a key focus during 2015. We will be expanding to include all key elements next year.
Staff will continue to focus on their interactions with the children as they engage in an extensive array of activities ensuring that they are there to support their learning and develop their understandings.
Feedback will be sought from parents in the form of surveys that will enable staff to record if the information regarding “noticing and observing” is filtering through.

**Improve ICT resources and programs available to the children.**

**Intended outcomes:**
That the improved ICT resources will lead to greater opportunities for each child to participate in exciting new learning experiences.

The sharing of new understandings will lead to discussion, questioning and a desire to extend their knowledge

**Achievements:**
Although we had planned to improve the ICT during 2015 a number of other financial priorities took precedence. Including funding additional support for a small group of children and also ECW staffing.

At the conclusion of the year it was determined that we had sufficient funds to purchase resources. During the Christmas holiday break a Smart TV, tablets and a laptop were purchased.

**Future Directions:**
We are very excited that children enrolled for 2016 will be able to engage with the new technology.

Staff will be able to use the large TV to show children information linked to interests such as space, animals, weather …anything!!

Children will have tablets available to seek information on items of interest. (Existing PC’s will continue to be used for games when appropriate).

The new laptop will be a valuable addition to passing on information about daily activities. Photographs will be downloaded and used as a slide show presentation each fortnight at the completion of a planning cycle.

**Quality Area 6: Collaborative partnerships with families and communities.**

**6.1.2 Parents/ families are encouraged to contribute to the program.**

**Continue to develop strategies that will encourage and build collaboration.**

**Intended outcomes:**
To improve the perception that parent participation in the program is limited.

Parents and Carers feel as though their contribution to the kindergarten program is valued.

If parents wish to contribute that they are encouraged to do so. (That this is followed up by staff members)

Children will benefit from the wide variety of experiences offered by adults (other than teachers.)

**Achievements:**
Participation of parents and other community members is regularly an issue of misconception. (A small number of parents state “unknown” rather than “agree in the 2015 Parent Survey) During 2015 staff have attempted to reinforce their willingness to listen and incorporate parents ideas via newsletter, notice requests and at meetings. It is an ongoing issue that we will continue to attempt to improve.

**Future Directions:**
This area will continue to be a focus during 2016 but the emphasis will change from seeking contributions by parents in the kindergarten environment to the importance of linking the kindy program to the child’s home environment. This will be achieved by informing parents via Newsletters, emails and whiteboard notices about the current program and how they can link it to home activities such as family outings to the park or museum, helping with the cooking or playing a board game.

Using websites such as Great Start and continuing to provide reading material will also be implemented.

We will continue to ask parents to contribute to the program by sharing skills, spending time at the kindergarten, having social gatherings and more.

We will provide feedback opportunities for parents to take part in surveys where their opinion is sought and ask how they would like to take part in the learning opportunities of their child.

**DECD Priority: Improve Attendance**

**Intended outcomes:**
That strong positive relationships are formed between all members of the kindergarten community due to a sense of belonging through regular attendance.

To maintain the high level of attendance at the kindergarten.

Develop a site Attendance Policy

Determine any trends for absenteeism throughout the year.

Continue to inform parents and carers of the importance of regular attendance. This will be done at the initial enrolment, at the Information Night held during term 3 and also throughout the year in newsletters,

**Achievements:**

The attendance levels at Margaret Lohmeyer Kindergarten remain high.

As indicated in the graph and table below the percentage is well above state levels and remains relatively constant.

Family holidays and illness are the two factors which impact the attendance levels.

**Future Directions**

Strategies used in previous years will remain in place to ensure that the continued high rate of attendance occurs.
Quality Area 7: Leadership and Management

 Improve site practices through linking Self Review Practices

 Intended outcomes:
 By combining both the NQS and DIAF processes staff will gain greater understanding of current site practices.
 Determine areas of strength and future improvement priorities.
 Review and update NQS elements that were initially introduced during 2012. Record findings with staff during term 4 2015 and form a clear vision for future improvement priorities for 2016 and beyond.

 Achievements:
 Policy reviews took place throughout the year involving both staff and the Management Committee. This enabled us to determine the need for adjustments in the Healthy Eating Policy and Induction processes.
 During staff meetings we discussed the DIAF and NQS review formats but did not formally undertake the reviews on a step by step basis. This was due to other demands being placed upon staff such as Literacy and Numeracy Indicators and also Results Plus.

 Future Directions
 It is vital that the kindergarten community continues to focus on improvement in all areas. I will therefore implement this priority again in 2016.
 After undertaking Performance Reviews with other Mitcham Plains Partnership preschools I have chosen to adopt a strategy of collaboration with the Management Committee when considering NQS outcome reviews. This will enable the Committee to be fully involved in the process and will enable us to have a continual focus on improvement rather than the intense, concentrated focus presently taking place.
 The staff team will continue to discuss aspects of the DIAF and NQS reviews during staff meetings as an agenda item each fortnight. Strengths and areas needing improvement will be recorded and used to inform future planning and improvement priorities.

 2015……Directors Report

 Another year has come to an end
 The groups of children have been wonderful and the wider kindy community has been fabulous. I know that I speak for every member of staff when I say that we will genuinely miss everyone.
 I want to say a huge “thank you” to each and every one of the Management Committee. You have been so wonderfully supportive and make my job so much easier knowing that you are all working behind the scenes.
 I would like to say a particular thank you to Dani for being such a wonderful President. I know that she accepted the position with trepidation and she has been absolutely fabulous. Thank you so much Dani.
 I would also like to thank Emma for being our secretary and all of the other support that she has given the kindy over the years.
 I really do appreciate all that you have done and I regret that we do not have any more “Roberts” and “Allens” to follow.
 It seems to have been a very busy year and I don’t know where the months have gone.

 Highlights from 2015
 It is always hard to be specific about highlights as they often involve very personal moments with the children when they are deeply engaged in their learning and conversations take unknown directions. We treasure these moments above all else as we see the children’s love of learning and desire to know more.
 Other highlights are little more obvious such as:
 Vegie Fun….so much fun for the children learning about, eating and creating with yummy vegies.
 The Pyjama Film Night… by far the children’s favourite event!!
 The Art Extravaganza…. Our epic evening of fantastic art and community “togetherness”
 End of Year celebration….. celebrating our year with families.
 There have been many, many more highlights that I am sure I will reflect on when times are a little more quiet!

 2016 and beyond
 We finally heard that Universal Access will continue for the next 2 years, enabling children to attend for 15 hours each week. This is good news for many reasons, we will be able to share learning experiences on the Fridays and also both Seanne and Tania will be able to continue in their current roles for the same number of hours.
 National Quality Standards became entrenched in our psyches. As we continued to follow procedures, review policies and wait for notification informing us of our assessment.
 Enrolments continue to be sustained at a pleasing level. The fun and games with ratio changes certainly made life interesting for a while. But all is well and enrolments for 2017 are already growing fast.
 Staff Team
 I am so fortunate to work with a small group of truly wonderful women. There is an understanding of the importance of creating an environment where each child is accepted and cherished as an individual and that strong positive relationships will lead to learning and a sense of belonging.
To Nanette, Janice, Seanne and Tania I say a sincere and heartfelt “THANK YOU”.
Our Support teacher, Lyn has helped, nurture and guide those children requiring just a little additional help along the way. I thank her for their dedication, thoughtfulness and hard work.
To Laura, I want to thank her for all the enjoyable music experiences that she provided for the children during the year. She has let me know that she will not be available to continue in this role so we are “on the lookout” for someone fabulous for next year.

Finance
Fundraising report is circulated.
As the month is not yet over there is not a final report for the year. This will be tabled at the AGM in Feb 2016.
I would like to thank Leonie for all the hard work and help that she has given me over the past 12 months. She certainly makes the financial aspect of my role much more manageable.

Management Committee 2015
I want to say another thank you to Dani, Emma, Anne, Carly, Cassie, Chelsea, Jackie, Janelle, Kathryn, Katherine, Liz, Tania and Tijana. You have truly been a wonderful group of women to work with.
I wish you all good luck as your little ones go off to school and into the future.
I will really miss you all.

Intervention and Support Programs
During 2016 a variety of intervention programs were implemented for children requiring assistance with their learning. This year we had a small group of children who received Preschool Support. These children worked with our Support worker throughout the year and made very pleasing progress in all areas of their learning.
As there was a change in the Special Educator working with us at MLK it was vital that we kept open communication with families particularly during school transitions. Negotiated Education Plans were finalized in consultation with parents, specialists and Colonel light Gardens Primary School. Additional visits were organized for those children who required more opportunities to familiarize themselves with the school environment prior to commencing in 2016.
The level of support funding provided continues to be an issue. With children particularly those with language issues allocated a minimal number of hours (30 mins per week). It is therefore left to staff (who often do not specialize in speech issues) to attempt to assist these children as best they can. A greater level of funding would be extremely beneficial and is in reality essential for successful learning progress and also assisting staff.
Assistance from other agencies including, the Clapham Dental Service, Child and Youth Health and Autism SA. were sought and this expertise complimented the kindergarten program. This may have been with regular visits such as Child and Youth health or one off presentations such as the Lift the Lip program initiated by the Clapham Dental Service.
Assistance from a wide variety of support services will continue to be sought as we aim to optimize the benefit of the expertise available around us.

Report from Governing Council

President’s Final Report 2015

I can’t believe it its December already, gee how the year has flown. It felt like just yesterday we were all walking through those gates to start the year of kindy.
This is my second wonderful experience with Margaret Lohmeyer kindy, and feel both my children have been very fortunate to have both had the same amazing teachers who have helped guide and prepare them for the school years ahead. You are truly a wonderful group of women. I could not have wished for my children to be in better hands, you will truly be missed.
This experience has been a fantastic opportunity for me on a personal level and it has really helped with my fear of public speaking.
This year we were lucky enough to have one single intake of children, having also experienced multiple intakes, I honestly believe we have had a great advantage all starting and finishing together for both the children and the parents. The children have formed some beautiful bonds that I think will last for a long time to come.
Whilst there has been some formal aspects to being on the management committee, we also managed to squeeze in some fun times as well, one particular meeting that comes to mind where we spent the evening sampling wines for the spring fair, eating cheese and chatting about life with crazy kindy kids.

I feel very privileged to be involved with fundraising for the kindy. We saw a very successful Spring Art Fair with the children showcasing some fabulous artwork. We also piloted the herbs in a bag fundraiser with great success and the wonderful Calenders for 2016 and not to mention the Easter and Christmas raffles. It is fantastic to think that with proceeds from events like these the kindy will enter into the technology era next year with the introduction of IPADS and a smart TV, which will give children a whole new view of learning.

It has been wonderful to get to know you all, I would like to thank each and every member of the 2015 management committee for your hard work, time, dedication and let's not forget the endless amounts of cupcakes and crackles!

We have been very fortunate though in having a very comprehensive fundraising guide passed down to us, which has made our fundraising job much easier.

Thank you again to all the wonderful teachers at MLK, Wendy, Nanette, Seanne, Janice, Lyn and Tania, you truly have made it a wonderful experience for our children.

On the behalf of the committee, I would like to wish the 2016 committee the best of luck.

Dani Roberts
President
29 November 2015

Student Data

Enrolments

The introduction of the Single Intake has meant that the enrolments remained constant for the entire year. We had one child leave to attend another kindergarten early in term 1 and therefore reduced enrolments from 44 to 43.

During 2016 the Teacher child ratio is changing from 1:13 to 1:11. The kindergarten enrolments will therefore remain at 22 for each session for 2016 and beyond, with a maximum of 44 children attending each year. Demand for places at MLK remains high and enrolments for 2016 are at capacity. Enrolments are already filling fast for 2017.

The staff team takes great pride in the knowledge that the local community speaks so highly of our service and will continue to improve practice to maintain the level of satisfaction shown in previous years.

Total Enrolments 2013 - 2015
Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>49</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>48</td>
<td>48</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>2015</td>
<td>45</td>
<td>44</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

Attendance

Attendance levels at MLK remain at consistently high levels.
Information is regularly passed on to parents via newsletters and through discussions regarding the benefits of regular attendance.
Consistency of learning, forming strong relationships and a developing a sense of belonging are all results of attending regularly and these aspects are valued by the kindergarten. This can be seen in the graph below.
We will continue to communicate with families at the time of enrolment and throughout their year at kindergarten the importance of children taking advantage of their 15 hours each week.

Attendance by Term

<table>
<thead>
<tr>
<th>Attendance Percentages 2013 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>Term 1</td>
</tr>
<tr>
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<td>2015 Centre</td>
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<td>2013 State</td>
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<tr>
<td>2014 State</td>
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<tr>
<td>2015 State</td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.
Source: Preschool Data Collection, Data Management and Information Systems

Feeder Schools
During 2015 the vast majority of children transitioned from MLK to the local public schools. This year there was an unusually high number of children transitioning to Colonel Light Gardens Primary School. This was due to the lapsing of strict zoning regulations. There was an increase in the number of children attending St Therese Primary School and a reduction attending Edwardstown Primary.

Families moving into the area have a choice of terrific local schools and are encouraged to visit each school to determine which best suits their child’s and family needs.

The introduction of Partnerships has enabled improved communication between all DECD schools in the Mitcham Plains area with leaders meeting regularly to discuss how sites can best serve each child. We will continue to provide information to families about our local schools and through improved communication the transition processes have improved greatly during 2015.

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0127 - Edwardstown Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td>26.2</td>
<td>4.9</td>
</tr>
<tr>
<td>0475 - Westbourne Park Primary School</td>
<td>Govt.</td>
<td>2.4</td>
<td>4.9</td>
<td></td>
</tr>
<tr>
<td>0723 - Colonel Light Gardens Primary School</td>
<td>Govt.</td>
<td>84.2</td>
<td>50.0</td>
<td>78.1</td>
</tr>
<tr>
<td>8026 - Immanuel Primary School</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>9017 - St Therese Primary School</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td>11.9</td>
<td>12.2</td>
</tr>
<tr>
<td>9037 - St Joseph's School - Kingswood</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>9045 - St Anthony's Catholic Primary School</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>9098 - St John’s Lutheran PS - Highgate</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.8</td>
<td>100.1</td>
<td>100.1</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information System

**Client Opinion**

A hard copy of Preschool Parent Opinion Survey results is available at the kindergarten upon request.

A small selection of the Parents Comments are written below.

- I believe the quality of teaching and learning at MLK is of a very high standard. I particularly like the way they encourage the children’s interest in particular areas of investigating topics that the children have shown interest in learning more about.
- They are very open to talk about my sons progress or issues. Wendy has been great at pointing me in the right direction in getting my son the help he needs.
- I have sent my three children to Margaret Lohmeyer because the standard of the teachers and the curriculum is so high.
- Our whole family feels very welcome. The teachers are all approachable and I feel comfortable and confident talking to them about my child.
- Margaret Lohmeyer Kindergarten is a lovely preschool. Staff are very nice and welcomed me and my son.
- The kindy has provided a wonderful learning environment where my child has a sense of belonging and always enjoys her days.
- It’s a lovely learning environment that changes daily, so my child never tires of one thing or activity. It’s a fabulous education provider.
- Both of my children have attended Margaret Lohmeyer Kindy and I have found staff and the program to be a very high standard both educationally and socially. Both of my children transitioned in and out very well.
- The educational themes each term are great and we are constantly surprised how much knowledge our child is picking up on each of these themes. We appreciate learning about what they are learning about (via newsletters and the whiteboard) so we can encourage it at home.
• Communication from staff is excellent and very regular. We are well informed of all the kindy “goings on” via the whiteboards, newsletter and notices. Staff are always approachable and happy to give their time. The committee is open to all and input from parents is encouraged.

**Financial Statement**

A hard copy of the 2015 Financial Statement is available at the kindergarten upon request.