



Solomontown Kindergarten

2022 annual report to the community

Solomontown Kindergarten Number: 6666

Partnership: Pirie

Signature

Preschool director:

Mrs Monique Button

Governing council chair:

Kyra Court

Date of endorsement:

21 March 2023



Government
of South Australia

Department for Education

Context and highlights

A sharp rise in enrolments saw Solomontown Kindergarten become a full time site in 2022. We were fortunate to have a full time teacher, Tegan Guerin join our site, as well as Alison Wood continuing. Kirsty Anderson continued as ECW. Amanda Brewin also joined us for the first time as teacher in the Inclusive Pre School Program and was supported in the IPP by ECW Rachael Bampton. Monique Button continued as Director. Nikki Dolling joined the staff team as support worker and with 3 staff completely new to the site and operating full time we embraced the opportunity to learn from each other.

We began the year with an initial enrolment of 44 children, peaking with 62 children. 14 Children began at Solomontown as 3yr olds in 2022 and 24 children identified as Aboriginal or Torres Strait Islander. The children were split into 4 groups, accessing sessions of 2 six hour days one week and 3 the following. Our 3yr old children accessed 2 days per week. We had 3 children accessing the Inclusive Pre School Program who also attended 2 days of 6hrs and 3 days the following week. 5 Children accessed NDIS support. Each Monday from 10am until 12pm we offered a Supported Playgroup, which is highly valued by our families and connects us to the broader community with strong numbers attending. Our Book Swap continued into it's second year, offering pre loved books for children to take home and keep, or swap when returned.

We continued our learning with children, using the Zones of Regulation. We helped children identify their feelings and supported them to find strategies that helped with regulation. Families took on this work at home, including using the safety breath and let us know moments that the strategies worked with their child.

Our first SALA Art Show was launched by the Mayor of Port Pirie Regional Council, in the Old Bike Shop and we had over 200 people visit the exhibition over 5 days. The children were extremely proud of the paintings, drawings, sculpture and mark making, aligning with our 2022 PQIP priorities.

Uncle Doug Turner, a Nukunu elder, visited our site with Mandy from Learning Together. The staff and children were fascinated by the story of his life on Nukunu land and his beautiful art work. He sat patiently with the children as they told their own stories through art and these were exhibited as part of our exhibition.

Another highlight of our year was a visit to the John Pirie Secondary Schools Urumbula Gardens, where the students walked the children through the bush tucker gardens established at the school. The Rainbow Serpent story was read to the children and was a source of fascination over the rest of the year. The story became a firm favourite of the children.

Our connection with our local schools included visits to Risdon Primary and we also built on our connection with Solomontown Primary School. Our continuity of learning program included reciprocal visits throughout the year, a joint excursion to Bowman Park with the Reception class, participation in Sports Day and the Dusty Feet Mob performance. Extended transition days began in early Term 4, giving children and staff extra time together. This is an important connection for our site that we are committed to building.

Once again, we held our Books and Burgers Drive thru night, and our Education Director, Rob Knight fired up the BBQ and cooked over 100 burgers, while staff put orders together. Donated books were given to the children and we had a fun night raising money for the Kindy!

Governing council report

The year started with a few covid restrictions that were put in place by the department. Kindy children were dropped off and picked up at the gates, greeted by kindy staff members. In term 2 the restrictions were eased for the parents to come into the yard.

New style of kindy shirts were available to purchase, they were very popular.

We received great news that Monique Button's contract as director of Solomontown Kindergarten will be extended for the next 4 years.

During the year the kindy had 2 student free days which allowed staff to visit other kindy's in Adelaide followed by professional development training. Another training kindy staff participated in was supporting children's emotional regulations analysis of children's learning

During the year the kindy blinds were damaged due to a Storm.

We had some great Fundraising events through the year– Tea towel fundraiser, Picture Product Plates, Kindy Family Night, raffle, Obstacle – a – thon, Burger night drive thru (Educator Director Rob Knight cooked the burgers) Pizza and Movie Day, Disco/Pasta night, stall at the solly school 125years celebration.

The Kindy had an art exhibition which was held down the main street, the kindy children showed off their amazing art work to the community Mayor Leon Stephens opened the exhibition.

The kindy joined in with multiple Solly school events like Sports Day, excursion to Bowmans Park with the receptions, Performance called "Dusty Feet Mob", Remembrance day service.

Excursions – visited the JPSS indigenous gardens, had a visit to Risdon Primary School, end of year excursion to Port Broughton.

The kindy were lucky to have a visit from the deputy premier Dan Van Holst Pellekaan who took a look around the kindy.

Nukuna Elder Unlce Doug visited and share his painting, he also explained the story behind his life on Nukunu Land to the kindy children.

We ended the year with a graduation night wishing the kindy children good luck moving into Primary school, we also farewelled kindy staff that were leaving.

I would like to thank all the governing council members who have supported the kindy and helped throughout the year.

I would also like to thank all the kindy staff that have been so supportive to all the families, also thank you for providing a safe, nurturing learning environment for all the children in 2022.

I would like wish the kindy all the best and thank the future governing council members for being involved with Solomontown Kindergarten

Kyra Court
Chairperson

Preschool quality improvement planning

Our 2022 Goal :To extend children's ability to express their ideas through writing (Scribble, mark making, drawing and early letter formation)

Our challenge of practice :If we develop our understanding of how to support early writing and provide an environment rich in mark making, drawing and early letter formation experiences then we will improve children's ability to express their ideas, using written text.

Central to our learning as a staff team was our work as a site and partnership with the curriculum support team.

This transformed the way we consistently used pedagogical documentation as a process for formative assessment of mark making. This work also supported us to grow in confidence in the analysis of data & curriculum decision making. These changes were big for us and took time to implement but were transformative to our programming and planning and our collection of children's data. Significant to our professional development in this area was the analysis of our teaching during the moments of engagement with children. Our deep reflection as a team, gave us multiple perspectives on both the children's learning and our own methods and brought us closer as a team that trusted and respected one another.

As we began the year, and our learning together, children were showing us that they were entering the mark making space at vastly different points. Professional learning with Noella McKenzie developed our understanding of how to support children and we became very creative in our strategies. We documented the learning of one child who spent most of his time in the sandpit, rolling tyres in the sand. This led to drawing in sand with sticks, chalk on timber decking, painting and then beginning to copy the letters of his name from his hat. This development occurred over several terms. We rolled tyres down the slope of the path through paint, finger painted on table tops, used up dozens of sticks of chalk on the concrete and told stories as we drew. We bought a basketball hoop to help build the important muscles in arms and shoulders and it proved a big hit!

At the term breaks we sent home small family books for the children to draw in if they wished. At the end of the break, children returned with the books, with families dating and narrating the stories behind the drawings. This was a wonderful connection with our families and the children were very proud of their books.

Staff collected data through shared sustained thinking alongside of children as they engaged in mark making experiences. We were able to track children's progress and set individual goals for children in our programming based on our analysis. We celebrated small progressions and big ones in learning and shared these with our community through events such as the Art Exhibition and on our Facebook page.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	41	42	42	45
2020	27	29	28	32
2021	27	29	30	33
2022	47	50	51	54

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	91.7%	81.8%	77.8%	86.9%
2020 centre	89.6%	79.3%	86.0%	84.9%
2021 centre	75.6%	79.8%	86.9%	70.2%
2022 centre	82.5%	64.4%	59.5%	89.8%
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

Attendance throughout the year was sporadic due to illness and COVID-19, with families sick and isolating. Staff were diligent in following up unexplained absences with texts or calls and checking in our families with longer term absence.
For our COVID families, we stayed connected by dropping books and resources in letter boxes for children. We were proud of our strong ATSI attendance across the year and our connection with our families.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9039 - Mid North Christian College	0.0%	13.0%	14.3%	5.0%
685 - Risdon Park Primary School	12.2%	8.7%	7.1%	22.5%
406 - Solomontown Primary School	70.7%	60.9%	57.1%	62.5%
8021 - St Mark's College:Benedict Campus	2.4%	4.4%	14.3%	5.0%

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 continuity of learning program with Solomontown Primary supported children with extended transition to school. We had 22 children enrol in Solomontown Primary.
6 children enrolled in Risdon Park Primary School and 2 children enrolled in Airdale Primary, with 1 attending Pirie West Primary.
We also had a child start mid year entry to St Marks College and 3 at the end of the year. 3 Children also attended Mid North Christian College.
5 children moved outside of Port Pirie and were starting schools in different towns or states.

Family opinion survey summary

We had 19 responses from our parent survey, which was an increase in previous years. Many families chose to complete the paper survey. The responses reflected the time and value we have for our families and the important role and partnership we have with them.

Comments -
Leadership

Fantastic leadership, I feel very comfortable and impressed with the quality of leadership.

Quality of Teaching and Learning

My child started really shy and not talking much and now she comes home with big words all the time. The teachers gave her a book to bring home in the holidays to write in and she loves to write and draw, its helping with her learning.

Relationships and Communication

I like that the kindy has shirts with the aboriginal painting on them and they learn a lot about aboriginal culture and they do the acknowledgement of country. I feel included with my family.
They text and send photos during the day of my child after she's been upset at drop off or to show some learning.
They invite parents to contribute to our child's learning by showing us what they have been doing and asking us parent to feedback about it. They are so inclusive and kind and genuinely see the best in children.

Support of Learning

Staff are an amazing support for my child with special needs.
They have offered outstanding support for my child that finds change difficult and also supported myself when times dropping off at kindy were harder than other times.

General comments

The feeling when walking through the kindy gate is a great life, so welcoming friendly, supporting which is just what our children need starting the learning adventure.
We are really grateful to Monique and all of the teachers for the progress my son has shown and not only that they have welcomed our whole family to Solly Kindy and made us feel a part of our son's kindy.

Relevant history screening

All staff have up to date WWCC. Hard copies of these documents are kept on file.
NDIS providers and volunteers also produced copies of their up to date history screening before attending our site and these were kept on file.
We also had TAFE students and a University student that began the process of undertaking a placement at our site.
Relevant history screening checks were done for these students and provided.

Financial statement

Funding Source	Amount
Grants: State	\$561,059
Grants: Commonwealth	\$0
Parent Contributions	\$14,000
Other	\$2,893

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>Funding was used to employ ECW and teacher support to provide extra support for small group work with children that focussed on oral language development through rhyme, singing, initial sounds and syllable work.</p> <p>Staff received a text for professional learning from Noella McKenzie to support our PQIP work which was used throughout the year.</p> <p>Resources for mark making were purchased to provide a broad range of opportunities for children to engage in mark making inside and outdoors. Staff used professional learning opportunities with curriculum support to analyse this learning and plan for improvement.</p>	<p>Across all children we saw significant growth in engagement in mark making and improvement in writing.</p> <p>We were able to track oral language and phonemic awareness and again saw a significant growth in children's ability to hear sounds and segments in words, and to answer and respond to questioning and engage in reciprocal conversations.</p>
Inclusive Education Support Program	<p>We applied for extensive adjustments for 2 children and required a review of our IESP grand in Term 3. We targeted explicit teaching support for identified children to help them with specific skill development. The skills and the support needed were outlined on their individual learning plans with routines, times and management included.</p> <p>The Zones of Regulation was used in all plans to help children identify their moods and give them strategies to support them to feel regulated so they are ready to learn.</p> <p>An ECW worked closely with children as well as teaching staff using high impact strategies. Plans were reviewed and updated each term.</p>	<p>We were able to decrease the support time needed across the year for most children accessing IESP funding as they built skills in response to the support and time given them. Progression was slow and steady for some children but still achieved and importantly measures put in place and identified early before beginning school.</p> <p>Families were included in all aspects of support and for some children this meant their first interaction with a paediatrician and early intervention. These interventions were shared with feeder schools and helped set children up for success moving forward.</p>
Improved outcomes for non-English speaking children who received bilingual support	n/a	n/a

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