1. CONTEXT

**Preschool Name:** Solomontown Kindergarten

**Preschool Number:** 6666

**Preschool Directors:**
- Cammie Noonan (terms 1 & 2)
- Lara Goodier (terms 3 & 4)

**Partnership:** Pirie

At Solomontown Community Kindergarten we aim to provide a safe, caring and inclusive learning environment for preschool children. Our program is based on the individual needs and interests of the children and is play based. We plan, assess and report using Belonging, Being, Becoming.

Solomontown Kindergarten is situated within the town of Port Pirie. We have many low income families, children with Speech and Language delays and disorders, Aboriginal and Guardianship of the Minister enrolments. Our Inclusive Preschool Program (IPP) caters for up to 6 children with disabilities or high support needs and the program has an appointed Teacher and Early Childhood Worker. Solomontown Kindergarten offers 5 full day preschool sessions per fortnight to eligible children. We also offer pre-entry and early entry sessions. We provide Preschool Support to children who require it.

2014 saw a change of Directors with Lara Goodier taking the place of Cammie Noonan who went on maternity leave in term 3. Lara has won the position for the next five years. There was also a change of teachers late in the year with Phae Hellier also taking maternity leave. Leah Stringer capably took on this position for term 4.

2. REPORT FROM GOVERNING COUNCIL

Solomontown Kindergarten is community managed and funded by the South Australian Government, Department for Education and Child Development (DECD). The Governing Council consists of parents, staff, and local community representatives, who collaborate to effectively manage the preschool. Their role is to assist in decision making, financial management, Our Governing Council has been strong in 2014. We have had around 9 members who have been a great support to the staff and preschool this year. They are very committed to the improved learning outcomes for all children. This year we have achieved a great deal around the Kindy and have had many great learning experiences for the children in both the indoor and outdoor learning environment. Staff have been committed to increasing engagement of both the children and families and developing strong partnerships with families and the wider community. In a brief summary here are some of our highlights for 2014:

- Changed start/finish times to facilitate pick up and drop off for families with children at school.

- Approved commencement of a sandpit upgrade which will commence over the 2014/2015 summer holidays, and will include a cover for the sandpit, replacing the existing pergola structure with a new sun safe shade.

- Held a great Obstacle-a-thon which raised funds for the purchase of mini-iPads for staff to use when making observations, writing learning stories as well as children to use during learning experiences. Family attendance was strong and a story was produced for Southern Cross News. The Obstacle-a-thon was supported by Nystar who came and provided balloons and information for families.
### 3. QUALITY IMPROVEMENT PLAN

The Quality Improvement Plan identifies priorities for improvement against the seven Quality Areas of the National Quality Standards (NQS)

<table>
<thead>
<tr>
<th>Quality Area</th>
<th>Highlights/Achievements/Strengths 2014</th>
<th>Possibilities/Next Steps 2015</th>
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</table>
| QA 1. Educational program and practice | Our play based program at Solomontown allows children to make choices. Activities are open-ended and allow for many entry levels. We value relationships and routines and see routines as learning opportunities. We aim for high levels of engagement and reflect on the success of this and review practice regularly. Each child’s current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of our program. In order to inform our programming we collect and use a variety of methods to collect data. These include:  
  - Pre-entry screening  
  - Language screening  
  - Basic Skills checklist (on entry and exit)  
  - Profile books linking learning experiences and work samples and photos to the EYLF  
  - Anecdotal records that are collated  
  - Photos and videos  
  - Individual Learning Plans for all children created in collaboration with parents  
  - Support services reports (e.g. Speech, behaviour and OT)  
  - Verbal feedback is collected from children about their interests through group time discussions and brainstormers and also more informally during their play  
  - General information about the program for children is available to families. We inform families of our program through:  
    - Newsletter  
    - Centre Displays  
    - Profile books  
    - Summative report on exits  
    - Informative posters  
| QA 2. Children’s health and safety | Reviewed and updated emergency procedures. Reviewed and updated some policies. Environmental Health termly hand washing program. | Review remaining policies and procedures and update/refine as required.  
  - Complete necessary documentation to become a
Daily relaxation session. The program has many sensory activities programmed to assist in children’s ability to self-regulate. Healthy eating is an important part of our program. Nyrstar provide the Centre with milk, cheese and fruit for morning snack time. Healthy Cooking is included in our program each week. Our outdoor learning environment provides for physical challenges and engagement and physical activity is also incorporated every day through group time dances and games. Regular hazard reviews and daily safety inspections of the site including the playground are undertaken.

<table>
<thead>
<tr>
<th>QA 3. Physical environment</th>
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<tr>
<td>The learning environment is inclusive, promotes competence, independence, exploration and learning through play. This year we have introduced a large fish tank and a worm farm. We have regenerated our lawned area. We have also removed an old pergola structure to make way for a more sunsafe structure. Staff have visited other sites to gain ideas and inspiration for improvements. All staff have attended training in creating safe, engaging outdoor play spaces to enhance and support quality interactions and experiences.</td>
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</tbody>
</table>
| - The sand in the sandpit will be replaced and a cover for will be installed to reduce lead contamination.  
- New sunsafe shade for sandpit  
- Continued focus on sustainability and raising children’s awareness with composting, worm farm and proposed visit to recycling depot to gain a deeper understanding of these processes for both children and staff.  
- Focus on creating safe natural play spaces for the children by seeking input from families; staff undertaking research; further training for staff. |

<table>
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<tr>
<th>QA 4. Staffing arrangements</th>
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<tbody>
<tr>
<td>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing. All staff have relevant qualifications. One of our Early Childhood Workers has completed a Diploma in Children’s Services this year whilst another has enrolled.</td>
</tr>
</tbody>
</table>
| - Continue to manage staffing resources to provide optimal educator/child ratios as well as support for children with additional needs.  
- Continue to support staff in furthering their qualifications. |

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<th>QA 5. Relationships with children</th>
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<tr>
<td>We aim for our relationships with children to be responsive, respectful and promote children’s sense of security and belonging enabling them to explore the environment and engage in play and learning. This year our Daily Schedule has been refined to include large group, small group and 1:1 interactions between educators and children. Children’s relationships with each other are also critical which is why we have intentional teaching programs to explicitly teach social skill development such as the &quot;PALS Program&quot;.</td>
</tr>
</tbody>
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| - Use of Respect, Reflect, Relate (RRR) Scales to reflect upon educator/child relationships.  
- Continued work on behavior interventions and collaborative work with support personnel. |
| QA 6. Collaborative partnerships with families and communities | Respectful, supportive relationships with families are developed and maintained. Staff engage daily with parents and caregivers, sharing their child’s challenges, achievements and joy. Staff direct parents to support agencies when appropriate. We have established networks with:  
- Riding for the Disabled (RDA) in Port Pirie.  
- DECD support personnel; speech pathologist, psychologist, hearing coordinator, disability coordinator and interagency behaviours coordinator.  
- Environmental Health – hand washing and healthy eating  
- Nyrstar – fruit and nutrition program  
- CAYHS  
- Feeder schools  
- Learning Together  
- TAFE SA – we have hosted students on placement in 2014  
- Orana have our contract for monthly gardening maintenance  
- The Men’s Shed at Uniting Care Wesley repairs our wooden toys  
- Police and the fire service  
Families are supported in their parenting role and their values and beliefs about child rearing are respected.  
- Individual Learning Plans involve parental feedback and input  
- Toileting plans have been developed when needed in collaboration with families so we can support their work at home  
We have attempted to make Solomontown more welcoming to our Aboriginal families; embracing and promoting Aboriginal culture. We have done this through promoting Aboriginal Art and prominently displaying it in our centre as well as on the external fence; employing an Aboriginal Education Worker out of Centre money to assist us to better support our Aboriginal families and work towards increasing attendance; continued to nurture a mentoring link with ATSI students from Solomontown Primary School. | • Continue to implement strategies to support increased attendance with a goal of achieving the DECD target attendance rate of 93%.  
• Establish a Solomontown Kindergarten Facebook Page to connect with families as most families are already interacting on this platform.  
• Strengthen our transition to school program. |
QA 7. Leadership and service management

The Site computers are now linked to enable access of files from both office/working areas.

A new NQS Self Review process has been implemented.

Staff Performance Development Plans are reviewed each term.

- Review current archiving process and revise to ensure it is in line with DECD policies.
- The Centre's Philosophy Statement will be updated in 2015 through a consultation process with the Director, staff and community.
- Director to complete leadership training.
- Continue with NQS Self Review process

4. INTERVENTION AND SUPPORT PROGRAMS

Our Inclusive Preschool Program commenced at the beginning of 2012. We can cater for up to 6 children with disabilities or high support needs.

Kylie Kauschke has been doing excellent work as our support worker in 2014. 13 children who attended Solomontown Kindergarten during 2014 were referred to DECD Disability support services, as well as 3 children who commenced Early Entry in term 4. Even though we received funded Preschool Support hours, due to the complexity of needs of those identified as being eligible, the site also funded additional hours for further individual support and the inclusion of others in small group work.

During the year no enrolled children spoke a language other than English as their main language although several spoke languages other than English in their homes. 1 child was eligible to receive additional support through the DECD Bilingual Support program. 14 Aboriginal families were enrolled in 2014.
5. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Table 1: 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>2012</td>
<td>43</td>
<td>45</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td>2013</td>
<td>37</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>32</td>
<td>36</td>
<td>37</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

6.2 Attendance

Figure 2: Attendance by Term
Table 2: Attendance Percentages 2012 - 2014

<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>2012 Centre</td>
<td>69.8</td>
<td>80.0</td>
<td>80.0</td>
<td>58.5</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>94.6</td>
<td>80.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>87.5</td>
<td>83.3</td>
<td>81.1</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></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

We have provided hours from the Attendance Improvement Initiative funding for staff to follow up and make contact with families who have low attendance rates. This has served to identify any issues families are experiencing that are impacting on their child’s attendance. We have found a range of issues and have been able to refer families to appropriate services.

6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0363 - Port Pirie West Primary School</td>
<td>Govt.</td>
<td>5.3</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>0406 - Solomontown Primary School</td>
<td>Govt.</td>
<td>84.0</td>
<td>84.2</td>
<td>70.6</td>
</tr>
<tr>
<td>0685 - Risdon Park Primary School</td>
<td>Govt.</td>
<td>8.0</td>
<td>5.3</td>
<td>8.8</td>
</tr>
<tr>
<td>0980 - Airdale Primary School</td>
<td>Govt.</td>
<td>8.0</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>8360 - St Mark’s College</td>
<td>Non-Govt.</td>
<td>5.3</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>99.9</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 Systems
6. CLIENT OPINION

Throughout the year all staff have welcomed feedback from families. Most feedback has been provided through the Governing Council meetings and parent/staff discussions.

A Parent Opinion Survey was given to all families in 2014. Due to the low literacy levels of many of our families, one of our Educators offered assistance to each family with completing the survey. The results indicated that parents were very satisfied with the service we provide.

Next year we will endeavour to create a Parent Opinion Survey that is more independently accessible to all families.

7. ACCOUNTABILITY

All staff are aware of the procedure for our site policy regarding visitors. We have continued with our sign in and out sheet and have introduced a photo ID check for DECD workers visiting our site for the first time.
Lara, our Director, has commenced an electronic DSCI Criminal History Check record of all staff, volunteers, and adult students. All DSCI checks have been sighted and if necessary kept securely on file. All current staff and volunteers have appropriate DSCI clearances for working with children.
An audit is to be carried out in 2015 and any necessary updates will be implemented

Acknowledgments and Thanks

2014 has been a huge year with many fantastic achievements. I would like to acknowledge all of the hard work invested by staff, volunteers, Governing Council, families, district office personnel, as well as central office personnel. Together we have effectively catered to meet the needs of our learners. “Together we have made a difference” and will continue to strive to keep achieving in 2015.

Lara Goodier

Preschool Director