



Jean Horan Kindergarten

2018 annual report to the community



Government
of South Australia
Department for Education

Jean Horan Kindergarten number: 5621

Partnership: West Torrens

Name of preschool director:

Name of preschool management committee chair:

Date of endorsement:

JULIENNE MUIRHEAD

PETA JOHNSON

13/12/18

Context and highlights

2018 Context:

Jean Horan Kindergarten (JHK) established in 1953 is a full time Department for Education (DfE) preschool situated in suburban Flinders Park, South Australia (West Torren's Partnership). It's a diverse social and cultural community with an enrolment of 60 children in 2018. 30-40 children attended each day and families represented CALD backgrounds from over 12 countries (30% of our enrolments). We offer flexibility (half and full day attendance) for access and to meet the needs of children and families.

Many of our children attend additional early year's services including child-care: and are cared for by extended family members. Up to 25 families attend our weekly transition program 'Friday Family Playgroup'.

JHK is staffed by fully qualified ECE Teachers and Early Childhood Workers (ECW's) working on a 1:11 adult to child ratio. Bilingual ECW's and Support ECW's provide additional support for children with special rights.

We benefit working with the assistance of our DfE Support Team - Special Educators, Speech Pathologists and Psychologists.

We highly value our experienced and dedicated Staff Team and pride ourselves on the enduring relationships that we have made with local children, families and community. We actively participate with the DfE West Torren's Partnership (including 5 other preschools, 8 Primary, 2 Secondary and 4 Specialist schools) to create strong connections within the local education network.

Advocating for children's learning and development is at the core of what we do. We are a community of children, educators and families ... discovery learning with and from one another ... having fun ... connecting with each other, nature and the wider world ... with respect and a sense of adventure.

Educators provide an environment and programs to meet the diversity of children attending our preschool. Each child is seen as capable, confident and unique with individual interests and strengths. Our purpose is to engage them in Enquiry in regard to themselves and their world through meaningful and stimulating learning experiences every day.

Educators plan a meaningful and relevant curriculum using the Australian 'Early Years Learning Framework' (EYLF). We use the 'National Quality Standards' (NQS), 'Respect, Reflect, Relate' (RRR) and the 'DfE Preschool Indicators of Numeracy and Literacy' in an integrated way to design learning and support decision making.

2018 Highlights are attached.

Report from the preschool management committee

The Governing Council at Jean Horan Kindergarten was made up of 5 parent representatives, 2 staff representatives and the Preschool Director. Meetings were held twice a term with the Annual General Meeting starting the year off.

JHK enjoyed great support from the community. Social Events were well attended and enjoyed by families including our Welcome Night and AGM, Obstacle-A-Thon, Family Art Show and our Farewell Evening.

Our Kindergarten is managed by the JHK Governing Council which is comprised of staff and volunteer parents. The Annual General Meeting was held in February at a Family Welcome Share Tea. Membership nominations from parents were gratefully received and our first meeting was held soon after on a Wednesday evening at 7pm. Governing Council members this year attended Child Protection RAN-EC training.

The Governing Council:-

- Managed the Centre's finances
- Adhered to the standards and regulations of the National Quality Framework of Education and Care in Australia
- Made sure the grounds, buildings and equipment were maintained
- Set priorities for improvements and raised funds to enable these projects
- Set policy for change and future directions
- And represented the interest of all the users of JHK services – Playgroup and Kindergarten.

Meetings were advertised in our Newsletters and on the Notice-board near the kindergarten front entrance.

Our main fund-raisers this year were an Obstacle-A-Thon, Book Week Read-A-Thon and Family Art Show supported by a large number of families. This year our fund-raising (just over \$2800) went toward the summer holiday revamp of our Outdoor Central Mound learning areas which were in need of repair work and updating.

Thanks to all who helped out this year.

Quality improvement planning

Our 2018 Quality Improvement Plan (QIP) is a document used to assist us in the process of self-assessment, reflection and evaluation. It reports and reflects on our practices, policies and procedures against the 7 Quality Areas of the National Quality Standards. In 2017 our Regulatory Authority (ACEQA) rated us as 'Exceeding' in all Standards.

Following self-assessment (including the review of previous year data and recommendations) our Educators in consultation with our Governing Council developed a set of improvement goals for the year. Together we monitor progress toward our targets over the year. To support us in achieving our priorities we budget for a combination of new equipment and facilities, staff and children's reference materials, professional development, support services and staff release time to attend trainings.

Goal 1 NQS Educational Program and Practice: Aim - Children will have their ideas and play responded to - and their learning will be extended through quality interactions, quality communication, strategic questioning and feedback. Educators main 'challenge of practice' is on being more 'reflective and attentive' listeners and communicators - and questioning to extend deeper thinking. 'Literacy and Oral Language' was the area of improvement which we shared with the DfE West Torrens Partnership of Preschool educators - through shared enquiry and professional development.

At JHK we workshoped the 'image of the child' and actively demonstrated our belief that children are 'competent and capable' (Reggio Emilia influence to our pedagogy). Our staff have been inspired by 'Little Scientist' training, and our involvement in a 'DfE and Flinders University Project' enquiring into children's learning using digital technology and robotics. Children appeared to play more confidently, independently and were more deeply engaged in a range of learning experiences at JHK. This was evidenced through observations, children's feedback, anecdotal (both paper and digital learning stories) and photographs - also feedback from families. Educators have become more confident and articulate in identifying children's 'Literacy and Oral Language' learning - and in planning next steps in children's learning journeys.

Goal 2 NQS Physical Environment: Aim - For children to have an environment that provides an open-ended and diverse range of rich experiences promoting learning and development. Outdoor and Indoor spaces were organised and adapted to engage every child in quality experiences in both built and natural environments.

In a continuation of our 'Bringing Nature into Play' Project we have spent this year continuing our research and purchasing a range of furniture and fittings both inside and outside to maximise the potential for social and exploratory play. Plans are well in hand for a major 2018/19 rebuild of our central mound area with rock climbs, plantings, multiple pathways, slide and cascading decks in consultation with our community of Educators, Children and Families.

Goal 3 NQS Collaborative Partnerships with Families and Communities: Aim - To support children's continuity of learning we will build effective partnerships and communication strategies with families and community groups.

Our success is evidenced by enthusiastic results and feedback in our 2018 Annual Parent Survey, and by the support and attendance of families at our termly events. Many parents and extended family attend our end-of-term Multicultural Lunches, our Obstacle-A-Thon and Family Art Show. We continue to network with our DfE WT Partnership of schools/preschools where shared learning and discussions further support our improvement planning at JHK.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	48	51	51	53
2016	55	57	61	57
2017	64	64	64	62
2018	60	56	58	58

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrolments were consistent during 2018 with very little variation during the year. Several children exited the preschool during the year for a variety of reasons - mostly household moves (as many of our families live in rental housing). These vacancies were quickly filled by other children moving into the area.

Mid year only 1 child started school within the private sector but we understand more local private schools will offer a mid year intake in 2019 - something to monitor which may have an impact on our enrolments from Term 3 onward.

Enrolments included a number of children with special needs - 4 children were allocated 'Preschool Support' and benefited from intervention programs, for example, Speech, Toileting, O.T. and support with emotional regulation. Out of 60 enrolments - 11 languages/cultures other than English were represented including Arabic, Dinka, Gujarati, Hindi, Hungarian, Cantonese, Nepali, Pashto, Punjabi, Turkish and Urdu - supported by 'Bilingual Support'.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	96.3%	89.0%	91.9%	95.6%
2016 centre	88.5%	80.6%	90.5%	92.0%
2017 centre	90.2%	94.5%	88.5%	87.5%
2018 centre	85.1%	91.4%		
2015 state	92.4%	90.2%	87.8%	88.5%
2016 state	91.1%	89.6%	87.9%	87.9%
2017 state	90.6%	88.8%	86.7%	87.7%
2018 state	90.8%	88.7%		

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.

Attendance comment

Regular attendance in the early years is important to us and we encourage families to help their children attend the preschool program as frequently as possible. We, therefore, monitor attendance closely and follow-up with phone-calls and/or emails when children are away without a known reason. We ask families to ring-in when their child is unwell or for some other reason unable to attend.

In the majority of cases children are away due to sickness or family holidays.

The cultural diversity of our community sees a number of families taking extended holidays to their country of birth prior to their child commencing school.

Children with 'Cultural and Linguistic Diverse' (CALD) backgrounds often access their eligible 15 weekly hours as 5 half day sessions and this helps with everyday attendance (and concentration with a new language - English). Our Bilingual teacher is a great help communicating, translating and encouraging regular attendance with our CALD families.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0106 - Cowandilla Primary School	2.0%	0.0%	0.0%
0135 - Flinders Park Primary School	43.0%	37.0%	53.0%
0473 - Allenby Gardens Primary School	0.0%	4.0%	0.0%
0907 - Plympton International College	0.0%	2.0%	0.0%
0911 - Lockleys North Primary School	2.0%	4.0%	4.0%
0934 - Fulham Gardens Primary School	2.0%	0.0%	0.0%
0996 - Kidman Park Primary School	0.0%	6.0%	4.0%
1022 - Grange Primary School	2.0%	0.0%	0.0%
1166 - Fulham North Primary School	7.0%	0.0%	4.0%
1246 - West Lakes Shore School R-7	2.0%	0.0%	0.0%
1285 - Torrensville Primary School	0.0%	0.0%	2.0%
1847 - Keithcot Farm Primary School	0.0%	2.0%	0.0%
6015 - St Michael's College: Jnr School	2.0%	4.0%	2.0%
6026 - Christian Brothers College - Junior	2.0%	0.0%	0.0%
8205 - Blackfriars Priory School	2.0%	0.0%	0.0%
8280 - Nazareth Cath Col Primary Campus	17.0%	10.0%	14.0%
8313 - St Dominic's Priory College	0.0%	4.0%	0.0%
8370 - Star of the Sea School	2.0%	2.0%	2.0%
8373 - Saint Michael's College	0.0%	2.0%	2.0%
8405 - Emmaus Christian College	0.0%	2.0%	0.0%
9011 - St John Bosco School	2.0%	0.0%	0.0%
9040 - St Francis School	7.0%	6.0%	4.0%
9089 - Whitefriars School	0.0%	2.0%	0.0%
9096 - St Michael's Lutheran Primary School	0.0%	10.0%	8.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.
Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

67% of our children attend DfE Schools and the remainder attend various Independent Schools.

Our children have left to attend 11 different Schools.

4 children were eligible and helped by us to enrol in the local DfE School 'Intensive English language and New Arrival' programs.

It is encouraging to see an increase in children moving on to Public Schools, particularly our local feeder school Flinders Park Primary School (FPPS). We have forged solid links with FPPS initiating reciprocal visits between teachers and students, shared professional development - and a strong and effective Transition-to-School program.

Client opinion summary

We seek feedback from our children and their families throughout the year through surveys, questionnaires and our Family and Children's Curriculum Journal.

Staff and JHK Governing Council highly value feedback and use it to make future improvement decisions.

A DfE Parent Opinion Survey was distributed to all families early in Term 4 this year. 30% of our families responded. The Survey showed a high level of satisfaction ('Strongly Agree' or 'Agree' category) in all areas which included Quality of Teaching, Support of Children's Learning, Relationships & Communication, and Leadership & Decision-making.

Responses were congratulatory to our Staff Team – a reward for their team-work and the dedicated efforts that they contribute by continually reflecting on learning design, embracing new challenges and 'digging deep' to provide relevant and inclusive programs.

Parent Comments included:-

"JHK is our local Preschool and has a good reputation. The curriculum is diverse and engaging. I love the effort and planning that goes into the set up of play spaces and activities ... also the focus on environmental, social and cultural topics such as Reconciliation Week. Our son proudly shares with us the new things he's learnt at Kindy"

"The staff are fantastic- welcoming kind and compassionate. We feel the staff have gone above and beyond to support our family and make our son feel comfortable and safe. We highly recommend JHK!"

"It is an amazing space for children to play and learn and there is always something exciting happening. My child is always happy and eager to go to Kindy"

"... knowledgeable staff, great community feel, great grounds"

"Staff work well to cater for the children's needs both individually and for groups"

"The teachers and facilities are excellent. Thank you for your amazing devotion to your work"

"Its been a great year - Well done to all!"

Relevant history screening

The safety of our children is of paramount importance. JHK conforms to the DfE 'Screening and Suitability Child Safety Policy' and methods of maintaining documentation have been established to ensure JHK is compliant.

Educator's records are kept in the DfE Eduportal HR tool and monitored regularly.

All Volunteers and employees of JHK Governing Council, students and third party providers are required to comply with the DfE Screening Policy and do RAN-EC training.

The DCSI Child-related Employment Screen is the only approved screening for all roles in DfE Preschools, except those clearances recognised by the SA Teachers Registration Board.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$495,007
2.	Grants: Commonwealth	-
3.	Parent Contributions	\$42,549
4.	Other	\$8698

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	Our Educators joined with others in the DfE West Torrens Partnership 'Preschool Project' for professional development and discussion on 'Literacy' focusing on children's Oral Language. Our 'Little Scientists' PD also helped promote N&L (particularly STEM questioning and vocabulary). Last year we had a focus on Numeracy.	Our Educators are confidently using the 'Preschool Numeracy and Literacy Outcomes' to plan and provide learning opportunities and formative assessment for all children.
Improved ECD and parenting outcomes (children's centres only)	All educators were observed by peers using the RRR Active Learning Environment (Domain 1 Social Constructivist Pedagogy). This evidence was reflected on in valuable discussions in regard to our planning for children's learning. We implemented many changes that enthused children's N&L learning.	Continued professional development and focus on N&L will continue to identify areas for improvement.
Improved outcomes for children with disabilities	The DfE Preschool Support Program enabled our Centre to provide Preschool Support Educators to offer opportunities for 1:1 and small group experiences for children with additional needs.	Children increased their emotional and physical confidence, speech and language and became more confident interacting with their peers.
Improved outcomes for non-English speaking children who received bilingual support	With over 11 languages other than English amongst our enrolled children - the Bilingual funding received was used to employ Bilingual ECW's predominantly with Indian languages (our main group of CALD children) but also we had help for children with other languages - targeted support for learning and English language development.	4 children were sent through to 'Intensive English' classes and our Bilingual ECW's were invaluable in helping CALD children (and families) participate fully in our Centre.

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