



Jean Horan Kindergarten

2019 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

MICHELE MALONAGOS

6/12/2019

Context and highlights

2019 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 69 children in 2019. 35-44 children attended each day and families represented CALD backgrounds from over 8 languages (25% of our enrolments). We offer flexibility (half and full day attendance) for access and to meet the needs of families - particularly for non-English speaking children.

Many of our children attend additional early year's services including child-care: and/or are cared for by extended family members. Up to 20 families attend our weekly transition program 'Friday Family Playgroup'. JHK is staffed by fully qualified ECE Teachers and Early Childhood Workers (ECW's) working at a 1:10 adult to child ratio. Bilingual ECW's and Preschool Support ECW's provide intervention 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 the environment and programs to meet the diversity of children attending our preschool. Each child is viewed as capable and unique with individual strengths and perceptions. Our purpose is to engage them in 'Inquiry' in regard to themselves and their world through meaningful and stimulating learning experiences every day.

Educators plan a 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 differentiated learning and to support decision making.

2019 Highlights are attached.

Report from the preschool management committee

The Governing Council at Jean Horan Kindergarten was made up of 6 parent representatives, 3 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 Educators 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/Monitored Improvement Priorities 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 – Family Playgroup and Kindergarten.

Notification of Meetings appeared 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 \$2500) went toward updating the Indoor learning areas with suitable furniture and paying for our new Mound/Rock climbing area which the children love and is so beneficial for developing physical and social skills.

Thanks to all who helped out this year.

Quality improvement planning

This year we've reviewed and monitored our 'National Quality Standards' (NQS) 'Quality Improvement Plan' (QIP) to reflect the 3 'Exceeding Practice' themes which include (1) Practice is embedded in service operations (2) Practice is informed by critical reflection and (3) Practice is shaped by meaningful engagement with families and/or the community. We want to reflect our children, educators and families - our JHK community - and have them informed and involved to ensure that we represent their combined voices in embedding our evolving Teaching and Learning practices, Environment and children's Learning Goals - as we continue on our own JHK Improvement agenda.

The Department of Education (DfE) has provided us with a 5 Step 'Child as the learner-centred' Improvement Cycle - with a focus on learning and Educator practice.

1. Analyse and prioritise our goals for learning improvement
2. Determine challenge of practice
3. Plan actions for improvement
4. Improve and Monitor progress toward our goals
5. Review and Evaluate - what have we learned and what are our next steps?

Each year we revisit our 'Statement of Philosophy' to ensure that our work with children, families and our Educators reflect new research, the EYLF, the NQS and the changing needs of our community. It is a living document that guides every aspect of our Centre operation and practices.

2019 QUALITY IMPROVEMENT PLANS

IMPROVEMENT PRIORITY 1 – EDUCATIONAL PROGRAM AND PRACTICE:

We reviewed our teaching pedagogy and practices in regard to our LITERACY CURRICULUM including looking at how we document children's developing Literacy and STEM dispositions. We actively participated in a LEARNING DESIGN AND REFLECTIVE PRACTICE (LDAR) INQUIRY into children's engagement with digital technology (and popular culture) and the impact it has on their participation and play at Kindergarten (especially in regard to the development of foundation communication and literacy skills - 'I use language to connect with my world'). Oral language was our area for improved teaching and this was shared with the DfE West Torrens Partnership of Preschool Educators at our termly meetings. All JHK Staff were involved in our Inquiry – attending relevant professional development, reading and discussing current research – critically reflecting together to improve the learning outcomes for children. Shared Inquiry has been a powerful driver of change and improvement - and the documenting of children's 'thinking' rather than just the 'doing' has made monitoring children's progress much more precise - aiming for depth rather than shallow connections to learning.

IMPROVEMENT PRIORITY 2 – LEARNING DESIGN IMPROVEMENT to support inclusion, promote competence and support discovery and exploration dispositions. Our outdoor platform/slide area is now completed and planted up. Our natural environment is lush and green and full of creatures and wonder. The playground has been safety checked (and other areas) and some modifications completed (e.g. boat repaired). New chairs (for inside and outside) have been purchased, and our garden beds are growing healthy and tasty vegetables for harvesting and cooking. We will do further modifications to our outside Mud Kitchen - a very important learning area especially for Numeracy foundation skills.

IMPROVEMENT PRIORITY 3 – COMMUNITY COLLABORATION We have worked with local preschools to offer placements to children. We have organized CAFHS checks and celebrated days such as Diwali, Harmony and Reconciliation days, and had end-of-term Family Multicultural Shared lunches. Social events have included an Obstacle-A-Thon, Family Art Show and our End-of-Year celebration - all important 'Belonging' events for our community of children and their families.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	55	57	61	57
2017	64	64	64	62
2018	60	56	58	58
2019	69	69	67	69

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 in 2019 have been higher than past years. We provide 9 sessions of preschool over 5 mornings (Monday to Friday) and 4 afternoons (Monday to Thursday). Our families could choose the morning or full-day sessions that they required for their child (15 hours per week).

Enrolments across the year have been consistent.

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 quickly filled by other children moving into the area.

Mid-year 2 children started School within the private sector as some nearby private schools are offering a mid-year intake in Term 3. We are yet to see how this impacts on our future Enrolments.

Enrolments have included a number of children with special rights - two with NDIS Plans and 11 children received programs from our DfE Speech Pathologist. 8 languages/cultures other than English were supported by 'Bilingual, specialist Educators.



Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	88.9%	80.6%	90.5%	92.0%
2017 centre	90.2%	94.5%	88.5%	87.5%
2018 centre	87.2%	91.4%	77.0%	91.3%
2019 centre	89.6%	89.1%	88.3%	
2016 state	91.1%	89.0%	87.2%	87.5%
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%	

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

Our Attendances are similar to the State.

Regular attendance at Preschool is important to us and we encourage families to help their children attend our 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' 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	2019
473 - Allenby Gardens Primary School	0.0%	4.0%	0.0%	0.0%
135 - Flinders Park Primary School	43.0%	37.0%	53.0%	53.2%
1166 - Fulham North Primary School	7.0%	0.0%	4.0%	0.0%
996 - Kidman Park Primary School	0.0%	6.0%	4.0%	4.8%
911 - Lockleys North Primary School	0.0%	4.0%	4.0%	6.5%
8280 - Nazareth Cath Col Primary Campus	17.0%	10.0%	14.0%	9.7%
8313 - St Dominic's Priory College	0.0%	4.0%	0.0%	0.0%
9040 - St Francis School	7.0%	6.0%	4.0%	4.8%
8327 - St Joseph's School - Hindmarsh	0.0%	0.0%	0.0%	3.2%
6015 - St Michael's College: Jnr School	0.0%	4.0%	0.0%	4.8%
9096 - St Michael's Lutheran Primary School	0.0%	10.0%	8.0%	0.0%
8370 - Star of the Sea School	0.0%	0.0%	0.0%	6.5%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

In 2019 our Enrolled children exited to attend 15 different schools.

64% of our children attend DfE Schools and the remainder attend various Independent Schools.

1 child was eligible and will attend a local DfE School 'Intensive English Language and New Arrivals' program.

Our local feeder school is DfE FLINDERS PARK PRIMARY SCHOOL (FPPS) - this year 53.2% of our children go on to attend in 2020 - which is an increase on previous years. We continue to work closely with LOCAL DfE West Torren's Partnership schools particularly FPPS with which we have forged a good working connection and we maintain a strong Transition-to-Schools program.

Client opinion summary

We gather feedback/opinion from our families and children throughout the year. Staff and our Governing Council highly value this and use it to reflect on and make future improvement decisions.

A Parent Survey was distributed to all families early in Term 4. Nearly a third 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:-

"... loves everything he has learnt, the play activities, the friends he has made. The staff are all lovely, really care for my child and what happens to him"

"wonderful place... to learn and grow before starting school"

"I want to thank the Educators of JHK for providing my son with the most incredible introduction to schooling a parent could hope for... providing me peace of mind, a happy heart and beautiful sense of community. Neither of us will ever forget this magical year of fun, friendship and growth"

"The teachers were great....impressed with the facilities plus our child loved it"

"Proximity and relationship with intended primary school (FFPS) Large outdoor play area is very appealing"

"The teachers are very kind and incredibly patient with the children. The outdoor space is amazing and our child is very happy. Would highly recommend"

"Local and great reputation"

"It's fantastic – all the staff are amazing"

"Thank you to you all for making my daughter's kindy year exceptional. Keep up the amazing work!"



Relevant history screening

We conform to the DfE 'Screening and Suitability Child Safety' Policy by recording and maintaining the necessary documentation to be compliant and keep a check on expiry dates as they arise.

Educator's records and certificates are kept as hard copies and monitored - and recorded in the DfE Eduportal HR tool.

ALL STAFF, Volunteers and employees of Governing Council, students and third-party providers are required to comply with the Policy and to have a 'Working with Children Check' (WWCC) and have done the 'Responding to Abuse and Neglect - Early Childhood' (RAN-EC) course - all up to date.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$556,416
2.	Grants: Commonwealth	
3.	Parent Contributions	\$51,069
4.	Other	\$12,163

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	We have continued to unpack the DfE Numeracy and Literacy Indicators - and now the newly published Guides. Our continuing work with Learning Design has seen our team of Educators reflect on Formative Assessment and current documentation methods. We've been involved in professional development and a Literacy Inquiry.	Children are responding positively to their feedback and N&L higher expectations - documented progress is in their Learning Portfolios.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Improved outcomes for children with disabilities	DfE IESP funding was used to employ Preschool Support ECW's to work with children (1:1 & small groups) who enrolled with special rights - many with Speech and Language needs. Educators did relevant professional development, attended specialist health first aid courses, and planned successful Transition-to-School paths.	Children with complex needs had individualized programs and they all showed improvements in their capacity to learn over the year.
Improved outcomes for non-English speaking children who received bilingual support	This year we have over 8 languages represented and many children who began the year (or arrived mid-year) with no English. The predominant language/culture group speak Indian languages so we have had an Indian speaking Bilingual ECW2 working with these children and their families throughout the year.	Improved communication (and cultural belonging) for CALD children and their families, 1 child going to School 'Intensive English' class.

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