



Jean Horan Kindergarten

2020 annual report to the community

Jean Horan Kindergarten Number: 5621

Partnership: West Torrens

Signature

Preschool director:

Ms Julienne Muirhead

Governing council chair:

Ms Talitha Harding

Date of endorsement:

19 February 2021



Government
of South Australia
Department for Education

Context and highlights

Jean Horan Kindergarten (JHK) established 1953 is a full time Department for Education (DfE) preschool (category 2) situated in suburban Flinders Park, South Australia (West Torren's Partnership).

We are a diverse social and cultural community with a 2020 enrolment of between 49 - 56 children. About 30 children attend each day and families represent CALD backgrounds (24%) from 9 languages. This year we had a Bi-Lingual Educator (fluent in Indian languages) teaching every morning to help with family communication and children's developing English skills. We offer flexibility (a choice between half and full day attendance) which helps meet family needs - in terms of access and children's participation for learning - particularly for non-English speaking children and those with special rights (12%).

Our children often attend additional early year's services including child-care: and/or are cared for by extended family members - often grandparents. We have a Friday Family Playgroup which works as a transition program for pre Preschool families but in 2020 it was unfortunately cancelled due to COVID restrictions from mid Term 1. 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 in our Local Education network.

Advocating and progressing 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.

2020 has been a year that has challenged our staff team with all the COVID restrictions. But it has also led to many innovations – in particular, more online contact with families and the use of See Saw (an App which can be used to share our pedagogical documentation) – the learning stories and snapshots that demonstrate children's preschool growth. This regular communication has been well received by families and has helped us stay connected through a year that has been difficult for a lot of our families.

Governing council report

The Governing Council at Jean Horan Kindergarten was made up of parent representatives, staff representatives and the Preschool Director. Meetings were held twice a term with the Annual General Meeting starting the year off in early March. We are members of the SA Association of School Parent Communities (SAASPC) a strong supporter of public education and a voice for SA parents and community members on educational issues.

JHK enjoyed support from our community, although many of our planned events were unable to go ahead this year. Initially our Term 1 social events were well attended and enjoyed by families such as the Welcome Night and AGM early in Term 1 - and later in the year the Family Art Show in Term 3. Other social events were either cancelled this year or modified due to COVID social distancing requirements. At year end our celebration of the children's Preschool Graduation - was photographed and put online for parents to view on their child's See-Saw App - and it was a very special and happy event as we saw children become more and more excited about their transition to School for 2021.

The Governing Council:-

- Monitored 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,
- Monitored our Improvement Agenda
- And represented the interest of all the users of JHK services.

Our fund-raising opportunities this year were limited but our Art Show and a Read-A-Thon raised just over \$2000. This year the money raised will be put toward modifications and maintenance of our children's bathroom and the outdoor learning play spaces. We have received a \$20,000 grant from the Department and will install new carpets and an update to our Indoor learning environment during the Term 4 holiday break.

Thanks to all who helped out this year.

Improvement planning - review and evaluate

Early in the year our Educator Team reviewed our 2020 'National Quality Standards' (NQS) 'Preschool Quality Improvement Plan' (PQIP) - and throughout the year we continued to reflect and monitor the 3 NQS '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 aspire to maintain our 'Exceeding' rating in all 7 'Quality Areas of Practice' - and have our JHK Community represented and informed to ensure that we involve their combined voices in our evolving improvement agenda.

Our 2020 PQIP goal was to enhance our literacy teaching methodology - in particular to encourage children to use ORAL LANGUAGE to connect with their world (Australian 'Early Years Learning Framework' Outcome 5 'Children are effective communicators - 'Children interacting verbally with others for a range of purposes').

The 2020 PQIP goal for children stated that our Educator Team would encourage them to 'use increasingly complex language' helping them to develop their word knowledge (vocabulary) to describe and express their thinking and ideas.

Research repeatedly demonstrates that ORAL LANGUAGE competence is a key indicator of a child's successful learning pathway at school and beyond. Our challenge was to embed opportunities for this key pre-literacy skill into our play-based and intentional teaching program and to impart the importance of this aspect to families (the children's primary teachers).

We undertook a series of 3 professional learning seminars through 2020 provided by our Department Speech Pathologist (following a program called 'Yakka Tracker'). Thanks to this guidance we were able to collate ORAL LANGUAGE progress data on ALL the children and this was repeated at the beginning of each term proving useful in tracking skill levels - and useful as a reflection tool - reflecting on reasons why some children were challenged in this area. These reasons included children where English was a second language, and for 'Special Rights' children who were receiving 1-1 Preschool Support for their additional needs. This knowledge allowed us time to plan appropriate individual strategies to improve and extend their conversations and vocabulary. Our Educators also observed and wrote up learning stories/snapshots which were analyzed at weekly Staff Meetings and useful for future planning. These two data sets enabled us to see the progress that children were making through the lens of their ORAL LANGUAGE development - and overall we saw improvements for ALL children. The 'TEAM' approach to professional development, planning for teaching and learning and reflecting on results resulted in some robust discussions and illustrated the value working together and sharing the vision of our Preschool Quality Improvement Plan.

OUR IMPROVEMENT CYCLE:

1. Analyze and prioritize our goal for learning improvement (for Children)
2. Determine our challenge of practice (for Educators)
3. Plan Actions for improvement
4. Improve and Monitor progress toward our goal
5. Review and Evaluate - what have we learned and what are our next steps?

Each year we revisit our Site 'Statement of Philosophy' to ensure that our work with children, families and our Educators reflect our current context (particularly early years Literacy and Numeracy foundations), the EYLF, the NQS and the changing needs of our community.

This year the Department for Education has provided all preschool sites with L&N Guidebooks to assist with improvement planning. The PQIP has become a living document that guides and mirrors every aspect of our Centre's operation and practices.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	64	64	64	62
2018	60	56	58	58
2019	69	69	67	68
2020	55	N/A	48	49

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.

Enrolment comment

At JHK we provide 9 sessions of preschool over 5 mornings (Monday - Friday) and 4 afternoons (Monday - Thursday). Our families can choose the morning or full-day sessions up to 15 hours per week (Universal Access eligibility).

In 2020 Enrolments fluctuated through the year (between 56 in Term 1 to 49 in Term 4). Overall, our Enrolment numbers were slightly lower than in previous years.

The inconsistency of this year's fluctuating Enrolments can mainly be attributed to families moving out of our local Flinders Park area due to hardships which came with COVID impacts - including job loss and the need to move to cheaper housing for some. Several families moved in with relatives in other suburbs and transferred their children to local preschools.

Also mid-year, 5 children exited to start School within the private sector. Many nearby private Schools now offer a mid-year intake beginning in Term 3 and so we are adjusting to the possibility of lower numbers in Term 3 and 4.

We had a number of 'Special Rights' children including 4 with NDIS Plans. 8 children received programs from our DfE Speech Pathologist. 9 languages other than English were supported by Bilingual Educators.

Attendance

	Term 1	Term 2	Term 3	Term 4
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%	81.4%
2020 centre	87.6%	N/A	85.6%	85%
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%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

Our Attendance records are similar to the State average.

Families continue to be encouraged to help their children attend as frequently as possible. Educators recognise the importance of attendance during this preschool year.

2020 has been a very different and challenging year in regard to Attendance. After the COVID scare in March many families chose to keep their children at home. Our Educator Team worked with parents on Home Programs and furnished families with the resources that they required to help children continue with their learning programs. JHK remained open to the children of essential workers and by Term 2 most children had returned to our site.

In addition to communicating via phone/emails with families we also began using a 'See-Saw' App which gave each family and child their own home profile. Digital Learning snapshots were sent out and families reciprocated with feedback. This is now a communication pathway for our future.

We continued to monitor attendance closely and made follow-up calls when children were absent for no known reason. This year parents were very supportive about keeping children home if they were unwell.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
135 - Flinders Park Primary School	37.0%	53.0%	53.2%	35.6%
1022 - Grange Primary School	0.0%	0.0%	1.6%	4.4%
996 - Kidman Park Primary School	6.0%	4.0%	4.8%	11.1%
231 - Lockleys Primary School	0.0%	0.0%	0.0%	4.4%
8280 - Nazareth Cath Col Primary Campus	10.0%	14.0%	9.7%	11.1%
6015 - St Michael's College: Jnr School	4.0%	2.0%	4.8%	4.4%
1285 - Torrensville Primary School	0.0%	2.0%	1.6%	4.4%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

Destination schools comment

At the end of 2020 ALL children left to attend schools both private and public - 17 destination schools. Mid year 5 children left to attend a mid-year intake at various private schools.
Nearly 80% of our children went onto DfE schools and the remaining 20% to private schools.
20 children (just over 40%) went on to attend our local feeder school - Flinders Park Primary School (FPPS). We continue to work closely with our LOCAL DfE Portfolio schools particularly FPPS with which we have forged a good working connection and we maintain a strong Transition-to-Schools program. We look forward to further strengthening our Educator Network with the Early Years teachers at FPPS as this helps continuity of learning for children in our local community.

Client opinion summary

We seek feedback from our children and their families throughout the year - formally and informally - through conversations, interviews, the children's See-Saw online accounts, surveys, questionnaires and our Family and Children's Curriculum Journal.

Staff and the 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, 2020, and 20% of our families responded. The Survey showed a high level of satisfaction ('Strongly Agree' or 'Agree' category) in all the areas which included Quality of Teaching and Learning, Support of Children's Learning, Relationships & Communication, and Leadership & Decision-making.

Responses were congratulatory to our Educators – 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 meaningful and inclusive programs that consolidate and stretch children's growth.

Parent Comments included:-

"This year has not been normal for anyone due to COVID19, the pre-school staff have adapted programs and made children feel safe during this unusual time."

"Very happy with the teaching and learning environment and the communication with the teachers. The kindergarten operates smoothly and is very well organised - all of the staff are great".

"The teachers go above and beyond with all of the children. Jean Horan is a wonderful kindly!"

"The educators really care about the children and want to see them thrive".

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 Edu portal HR tool.

ALL Staff, Volunteers and employees of Governing Council, students and third-party providers are required to comply with DfE Policy and to have '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
Grants: State	\$585,326
Grants: Commonwealth	\$0
Parent Contributions	\$36,783
Other	\$10,723

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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 continue to use EYLF and the DfE 'Numeracy and Literacy Indicators' and new Guidebooks to plan for improved outcomes. In 2021 we did DfE 'Yakka Tracker' PD focusing on ORAL LANGUAGE as an important pre-requisite to growth and stretch as beginner readers and writers.	Data showed significant progress in the area of ORAL LANGUAGE for all children. Observations & Learning Stories/Snapshots verification
Improved ECD and parenting outcomes (children's centres only)	N/A (Children's Centres only)	N/A (Children's Centres only)
Inclusive Education Support Program	DfE IESP funding was used to provide 'additional learning' supports/interventions - we employed Preschool Support ECW's to work with children 1-1, in small groups, and during PLAY. Their time was taken up planning, implementing and reflecting on the individual teaching and learning goals for over 10 children in 2020.	Children develop EYLF outcome in all areas especially communication. 1 child was referred on to a special School Communication Class.
Improved outcomes for non-English speaking children who received bilingual support	24% of our children received support from Bilingual Support Educators this year (recruited from the DfE official list. Many of the children benefitted from us employing an ECW2 every morning with expertise in Indian languages.	Improved communication (and cultural belonging) for CALD children and their families. Improved 'Belonging' and EYLF Outcomes 1-5.

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