



Jean Horan Kindergarten

2021 annual report to the community

Jean Horan Kindergarten Number: 5621

Partnership: West Torrens

Signature

Preschool director:

Julienne Muirhead

Governing council chair:

Kristy Georgopolous

Date of endorsement:

16 February 2022



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 (Flinders Park 2 Portfolio).

We commenced 2021 with an enrolment of 55 children comprising 27% CALD backgrounds (representing 12 languages) and 4 students on DfE 'Speech and Language' referral.

We are a diverse cultural and social community. This year we had a Bi-Lingual Educator (fluent in Indian languages) in morning sessions helping children's developing English skills and family communication. We offer flexibility (a choice between half and full day attendance) which helps meet child and family needs in terms of access and children's participation for learning - particularly for non-English speaking children and those with additional learning needs. 25-30 children attend our daily sessions. Children also attend other early year's services including child-care and/or are cared for by extended family - often grandparents. We offer a Friday Family Playgroup which works as a transition program for children and parent/carers into our preschool community.

JHK is staffed by fully qualified ECE Teachers and Early Childhood Workers (ECW's) working a 1:11 adult to child ratio. Bilingual and Preschool Support ECW's provide intervention support. We benefit working with the assistance of our DfE Support Team - Special Educators, Speech Pathologists, Psychologists and the LET Team.

We value our committed JHK Staff Team priding ourselves on the enduring relationships that we have made with local families and community. We actively participate to create strong connections with our Local Education Network - DfE West Torren's Partnership (includes 5 other Preschools, 8 Primary, 2 Secondary and 4 Specialist Schools).

Despite COVID restrictions there were still many highlights in 2021. These included Family Welcome Night, Lunar New Year, Harmony Week, Mother's and Father's Day, Obstacle-A-Thon, weekly Yoga, sharing Autumn and Winter holiday bags, Aboriginal Reconciliation Week, visiting animals from the NEC, Book Week Reading Champions, Family Art Show, Diwali and our end-of-year Graduation Night combined with a BYO Family Picnic.

We gratefully received a \$30,000 maintenance grant from the Department which was used to install new flooring.

We acknowledge Aboriginal and Torres Strait Islander peoples as the First Australians and the traditional custodians of the lands where we live, learn and work.

JHK is a community of Children, Educators and Families...discovery learning with and from one another...connecting with each other, nature and the wider world...with respect and a sense of adventure.

Governing council report

The Governing Council at Jean Horan Kindergarten (JHK) was made up of Parent and Teacher representatives and the Preschool Director. Meetings were held twice a term with the Annual General Meeting starting the year off. We are members of the SA Association of School and Parent Communities (SAASPC) - a strong supporter of public education.

The Governing Council:-

- Monitors the Centre's finances,
- Adheres to the standards and regulations of the National Quality Framework of Education and Care in Australia,
- Ensures the grounds, buildings and equipment are maintained,
- Monitors our PQIP Improvement agenda
- And represents the interests of all the users of JHK services.

JHK enjoyed community support. 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 Obstacle-A-Thon and Family Art Show. Other social events were either cancelled this year or modified due to COVID-safe requirements. At year end our celebration of the children's Preschool graduations called 'Happy School Days' were a great highlight. We enjoyed an End-of-Year Family BYO Picnic and sing-along concert from the children. As Term 4 progressed we saw children become more and more excited about their transition to School for 2022.

Also achieved, was the contracting of a new Finance Officer following the retirement of our current one - and consequent upgrade of our financial reporting system; the PUP IT and WiFi upgrades; conversion to EMS from EYS; and a bathroom renovation.

Words from our Governing Council Chair (Kristy Georgopolous):-

"Jean Horan Kindergarten has been a valuable and consistent support for our children's learning journey. The commitment of staff to ensure our children are part of a safe and caring community has helped them grow into resilient and confident learners, ready for the formalities of school. With a strong direction from Kindy leadership, staff and parents, Governing Council monitored finances and oversaw maintenance of grounds, building and equipment. Although the year had its disruptions, parents and staff ensured our children were still able to take part in many exciting firsts to help support their needs and upgrade their learning environment. It has been a privilege as a parent to be part of the decision making for not only 2021, but to also help shape the direction of the kindergarten for future learners."

Fund-Raising events supported by Governing Council included an Obstacle-A-Thon, Art Show, Read-A-Thon and Self Portraits raising \$2766 - to be put toward future upgrading of our outdoor learning environment.

Thanks to all who helped out this year.

Preschool quality improvement planning

Each year our Centre develops a 'Preschool Quality Improvement Plan' (PQIP) which documents the actions we take to reflect on our service provision, teaching and learning - and, most importantly, to continuously improve. The Improvement Plan is developed by Staff and Families and is approved by our Governing Council. It enables us to work together in a collaborative and connected way – working together towards a common goal in supporting children's educational progress. Our PQIP is available on our public website www.jeanhorankgn.sa.edu.au

JHK Educators provide an environment and individual learning programs to meet the diversity and educational aims of children attending Preschool in this important year prior to their commencement at School. We see each child as capable, confident and unique with their own interests, perceptions and strengths. Our purpose is to engage children in educational inquiry in regard to themselves and their developing worldviews, through authentic and stimulating real life experiences - every day.

Our team of Educators plan a relevant and meaningful curriculum using the Australian 'Early Years Learning Framework'. They are further guided by the DfE 'Indicators of Numeracy and Literacy (N&L)' and the N&L Guidebooks. Positive learning dispositions and competencies in literacy and numeracy are vital for children's successful learning journey. The foundations of N&L are built in early childhood.

Our 2021 PQIP goal emphasised children's growth in early Literacy and Oral Language. Our success criteria was for children to build on their foundation Literacy skills by being given intentional learning opportunities to develop their Phonological Awareness (PA) skills so that they could demonstrate their increasing ability to discriminate and respond (listen) to sounds, word sound play (identifying and creating rhyme and recognising syllables) and isolating initial and end alphabet sounds in words (alliteration). The successful acquisition of PA skills is an important pre-reading competency.

After initial Staff training early in Term 1, 2021 on using a data collection tool called 'PASM' we continued the year with our whole Educator team participating in professional development each term (supported by our DfE Speech Pathologists and Literacy leaders from the LET Team). In mid Term1 all children were screened. All Educators contributed to this exercise which gave them additional experience in learning to know what children could know, do and understand. Staff interrogated and used the DfE 'Literacy Guidebook'.

Additionally, all our Educators prioritised the 2021 PQIP learning goal in their 'Professional Development Plans' (PDP's). This was an important learning tool on every staff member's agenda. Weekly Staff Meetings contributed reflection time and program plans using a PA 'scope and sequence' provided to us in our training sessions. Families were also provided with information and home activities to contribute to their child's specific PA learning goals.

Analysis of PA data throughout 2021 informed Educators to increase intentionality and to make changes in planning and teaching practice. Reflections on individual children's learning contributed to planning for the provision of differentiated support often delivered 1:1 or in small group work.

We've seen ALL children demonstrate progress in PA skills - as recorded in the final PASM results analysed in Term 4 and documented in children's Summative Reports and individual learning snapshots, stories and surveys.

Our Educators look forward to accelerating learning in this area (oral language) next year. We will share our Term 4 PASM data with our local feeder School to track the ongoing LITERACY development of individual students.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	60	56	58	58
2019	69	69	67	68
2020	55	N/A	49	49
2021	54	55	48	48

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
2018 centre	87.2%	91.4%	77.0%	91.3%
2019 centre	89.6%	89.1%	88.3%	81.4%
2020 centre	87.6%		85.7%	87.4%
2021 centre	86.3%	85.5%	87.6%	88.7%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

There is a correlation between regular attendance at Preschool and a child's success in self-confidence and their learning. Regular attendance also offers opportunities to develop positive relationships with Educators and Peers - and for the child and family to feel a sense of belonging within the Kindergarten community.

Our Kindergarten has strategies in place to promote and encourage regular attendance. Families are asked to inform us in regard to illness, holidays or when transport or other factors preclude attendance.

Frequency of attendance in 2021 was mostly impacted by COVID safety. Higher numbers of children were kept home if sick or feeling unwell. Families were contacted regularly and remote learning opportunities were extended to children for longer absences.

There were 7 children who moved to School at the end of Term 2. Otherwise our Enrolment numbers were stable through 2021 and our Attendance records are similar to the State average.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
135 - Flinders Park Primary School	53.0%	53.2%	35.6%	38.6%
1022 - Grange Primary School	0.0%	1.6%	4.4%	4.6%
996 - Kidman Park Primary School	4.0%	4.8%	11.1%	9.1%
911 - Lockleys North Primary School	4.0%	6.5%	2.2%	6.8%
8280 - Nazareth Cath Col Primary Campus	14.0%	9.7%	11.1%	11.4%
6015 - St Michael's College: Jnr School	2.0%	4.8%	4.4%	9.1%
9096 - St Michael's Lutheran Primary School	8.0%	0.0%	2.2%	6.8%

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 2021 collection.

Destination schools comment

At the end of Term 2, 2021 - 7 children left to attend a mid-year intake at various Independent schools.
At the end of Term 4, 2021 - ALL children left to attend Schools in both the public and private sector - to a total of 13 destination schools.

65% of our children went on to attend DfE public Schools and the remaining 35% to attend Schools in the private or Independent sector.

14 children (30%) will be moving on to our local feeder school - Flinders Park Primary School (FPPS).

We continue to work closely with our LOCAL DfE Partnership and Portfolio schools - particularly FPPS which we have forged a collaborative and strong working connection. We maintain a strong Transition-to-Schools program with them (and many of the other public schools). 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.

Family opinion survey summary

We seek feedback from children and their families throughout the year - formally and informally - in 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 in Term 4, 2021, and 26% responded. The Survey showed a high level of satisfaction ('Strongly Agree' or 'Agree') 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 Educators – a reward for their teamwork 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 learning and development.

Parent comments included: -

"The dedication, planning and hard work you all put in is beyond any appreciation. Thank you for making learning fun, practical and connected with real-life experiences.

"The way you have included Diversity in your learning program is amazing and teaches children great values and respect for all. (My daughter) feels very proud to share her culture, and talk about the Kaurna people and other cultures at preschool. Thanks to you all." "Exceptional. You are the best!"

"Despite the constraints that Covid has brought, Staff are always available and eager to have a chat about what's going on at Kindy and address any concerns and progress my son's made."

"I appreciate the hard work and effort that goes into making Kindy a happy and successful place for children."

"The staff are amazing, and my child has flourished. I recommend the Kindy to anyone."

"JHK has been a truly amazing Kindy. I'm very grateful for the level of care and experience."

"Very well managed Kindy. I'll never forget the amazing influence you've had in my child's life."

Relevant history screening

Our Preschool complies with DfE requirements for 'Working with Children Checks' (WWCC) for all Staff, Workers and Volunteers that attend our Site.

We conform to the DfE 'Screening and Suitability Child Safety' Policy by maintaining the necessary documentation - keeping a check on expiry dates as they arise. Records and certificates are kept as hard copies, and expiry dates monitored and recorded in the DfE Eduportal HR tool.

ALL Staff, Volunteers and Employees of Governing Council, tertiary students and third-party providers are required to comply with DfE Policy and have up-to-date 'Working With Children Checks' (WWCC's) and have done the 'Responding to Risks of Harm, Abuse and Neglect - Education and Care' (RRHAN-EC) course.

Financial statement

Funding Source	Amount
Grants: State	\$485,019
Grants: Commonwealth	\$0
Parent Contributions	\$37,012
Other	\$5,606

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Funding was used by our Educators to continue unpacking the DfE 'Numeracy and Literacy Indicators' and N&L Guidebooks to plan for improved outcomes – this year particularly in the area of children's acquisition of foundation Literacy 'Phonological Awareness'. Staff were provided with extra time to do PASM Screening and to reflect, plan and report on differentiated learning in this important preschool learning area.	Collected data in T4 showed progress for ALL children, including ESL and those referred to our DfE Speech Pathologist (these 2 groups of children requiring extra support).
Inclusive Education Support Program	The IESP funding enabled us to employ an experienced Preschool Support ECW on two mornings each week to assist children with additional learning needs - visual and hands-on help - with their differentiated learning programs. Specific learning resources and information were also provided to parents for targeted home learning. Funding also helped to provide time for the filling out of paperwork and exchange of information at family meetings.	Summative Reports detailed improved outcomes for ALL children who received targeted help with their specific learning delays. Families valued positive 'transition to school'.
Improved outcomes for non-English speaking children who received bilingual support	Jean Horan Kindergarten is a diverse cultural and social community. In 2021, 27% of our enrolments were from CALD backgrounds (includes 12 languages which are mostly from the Indian sub-continent). This year we used the funding to employ a Bi-Lingual Educator (fluent in Indian languages) in morning sessions to help with children's developing English skills and comprehension; and to assist with family communication.	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.