



Jean Horan Kindergarten

2022 annual report to the community

Jean Horan Kindergarten Number: 5621

Partnership: West Torrens

Signature

Preschool director:

Ms Julienne Muirhead

Governing council chair:

Catherine Oosterveld

Date of endorsement:

24 February 2023



Government
of South Australia
Department for Education

Context and highlights

Jean Horan Kindergarten (JHK) established 1953 is a full-time stand-alone Department for Education (DfE) Preschool (category 2) situated in suburban Flinders Park, SA (DfE Flinders 2 Portfolio). We acknowledge Aboriginal and Torres Strait Islander people as the First Australians and the Kurna people as traditional custodians of the land where we live, learn and work. Ongoing curriculum experiences for the children includes learning Kurna greetings/words, listening and responding to First Nation music, songs, and dreamtime stories.

In 2022 our Enrolment numbers fluctuated between 41 and 50 children, comprising just under 40% CALD backgrounds (representing 10 languages). 10 students were referred for DfE 'Speech and Language' intervention. Over this year - post Covid restrictions - our Enrolments increased as overseas families once again began moving or returning to SA to find housing in Flinders Park/Findon (our local catchment area). The decline in 2022 Enrolment numbers was due to the impact of COVID, and a decrease in the local population of young children. Previously, many of our families have been new arrivals to Australia. 3 children moved to Independent schools for a mid-year intake in Term 3.

We continue to be a diverse cultural and social community. 2022 and our continued response to COVID regulations presented both challenges and innovations. Friday Family Playgroup was not offered in Term 1 but continued in Terms 2-4. From early in the year and onward we welcomed our Preschool families into the JHK community at every opportunity. As the year progressed our Educators sought family participation in student learning with both 'Centre' and 'Home' learning – continuing to follow the EYLF 'Belonging, Being, Becoming' curriculum and the DfE Numeracy and Literacy outcomes.

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 and the LET Team. This year our 0.5 permanent Teacher took extended long service leave in Term 2-4 and we were fortunate to contract a replacement from our regular Relief Teacher list.

There were many highpoints in 2022 beginning with our AGM/Family Welcome Night (and entertainment from the hilarious 'Wobbles' the clown) and the children's Family Poster content early in Term 1. Other highlights included the celebrations of Lunar New Year, Holi, Harmony Week, Parent/Carer Days, Aboriginal Reconciliation Week, NAIDOC Week (guest Aboriginal artists from Marra Dreaming and Trent Hill dreamtime storytelling), Diwali, and Book Week. We had visiting animals from NEC (Rupert the Rabbit, Bella the blue-tongue lizard, tadpoles, monarch butterflies), Yoga 'My clever body' sessions, an Obstacle-A-Thon, sharing Autumn and Winter Holiday Bags, Book Week Reading Champions, Excursion to Patch Theatre's 'Home', Family Art Show, the painting of Self Portraits and our end-of-year Graduation Night combined with a BYO Family Picnic and children's concert.

Of biggest impact was the completion of our new Outdoor climbing/balancing area – the Log Scramble built by 'Climbing Tree Creations'. Children spent time learning to safely negotiate and share this new play space after observing and recording the construction. We ended the year workshopping 'Gratitude' and our families donated food items to Food Bank.

JHK is a community of children, educators, and families ... learning with and from one another ... connecting with each other, nature, and the wider world ... with respect and a sense of optimism and adventure.

Governing council report

The 2022 Governing Council at Jean Horan Kindergarten was made up of Parent and Teacher representatives including the Preschool Director. Meetings were held twice each term, with the Annual General Meeting starting the year off on March 3, 2022. 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.

The Governing Council: -

- monitors the Kindergarten finances,
- adheres to the regulations and standards of the NQF (Education and Early Childhood Services National Law). The SA Education Standards Board is our regulatory body,
- ensures the grounds, buildings and equipment are maintained,
- monitors our PQIP Improvement agenda and
- represents the interest of all the users of JHK services, including having input into the children's teaching and learning curriculum.

JHK enjoyed support from our community, and all our planned Events were able to go ahead this year. Covid restrictions were followed - but after Term 1 there was a relaxing of mandated restrictions (such as mask wearing), and Educators made a concerted effort to connect to families and invite them into the learning spaces.

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 an Obstacle-A-Thon and Family Art Show in Term 3. Formal Photographs happened during the year after an initial cancellation (Covid related). At year end our celebration of the children's Preschool Graduation called 'Happy School Days' - 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 2023.

Our fund-raising opportunities this year were limited but our Obstacle-A-Thon, Family Art Show, Book Week Read-A-Thon and children's Self Portraits raised over \$2200. This year the money raised was went toward paying for our Outdoor 'Log Scramble' which provided some much-needed challenging climbing and balancing equipment in our Outdoor learning environment.

Thanks to all who helped this year.

Preschool quality improvement planning

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

Our 2022 PQIP goal emphasized children's growth in early literacy, and their developing oral language - vocabulary and phonological awareness. Our success criteria was for children to grow their oral language, both use and understanding. We provided an intentional teaching program, resources and a play environment giving children opportunities to increase their vocabulary (word use) and phonological awareness (PA) skills - experiences in alphabet sounds plus the recognition of syllables and rhyme. The successful acquisition of PA skills is an important pre-reading competency.

In Term 1 we had staff professional development (PD) organized by our local DfE Flinders 2 Portfolio LET Team - a PD in 'PreLit' - this was also attended by other preschools in our Portfolio who were on the same curriculum improvement journey. 'PreLit' was particularly useful in rationalizing and modelling the intentional use of quality children's literature to develop vocabulary stretch and consolidation of word meanings. It also helped children with their comprehension skills, and to develop that important 'joy' of books. In addition, our DfE Speech Pathologist provided our educators with 3 training sessions across the year on 'Emergent literacy development and the support of vocabulary in the preschool environment'. This encouraged our Educators to use multiple strategies to expand children's vocabulary (and world view) through their play, shared reading, and during small and large Group Times. We used focus books and made wall displays of specific 'Tier 2' words - which were used across our learning environment. These words were communicated to families on our Seesaw App., in newsletters and in our 'Parent Curriculum Journal'. Our intentional teaching program promoted PA – initial letter sounds, alphabet sound songs, clapping and jumping out syllables and recognizing rhyming words. These activities gave us data on who was exploring and/or being successful in this area of emergent literacy. We also used a PASM tool to gather data at both the beginning and end of the preschool year to measure success for children's acquisition of early PA skills. All children showed progress. Considering the 12-month age difference of children in preschool (and ESL and those on Preschool support programs) there was variation in the skills developed.

At the end of the year three Preschools who had worked on this shared PQIP goal attended a network afternoon to share their challenges and successes. Top takeaways and proud moments for our Educators included growth in the overall understanding of emergent literacy and increased confidence in the embedding of new words during the Kindergarten day. Use of the 'define-do-revise' method in their pedagogy and preselecting appropriate Tier 2 words were seen as important. Intentionally teaching vocabulary (and the linking of 'Tier 2 words' to current interests and the program content) made a difference to children's overall learning.

All educators prioritized the 22 PQIP learning goal in their Professional Development Plans. Next year we will continue exploring oral language in our preschool curriculum – particularly as it relates to mathematical understandings and emotional development.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	69	69	67	68
2020	55	N/A	49	49
2021	54	55	48	48
2022	41	43	49	47

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
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%
2022 centre	78.3%	82.0%	70.9%	88%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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. JHK has strategies in place to promote and encourage regular attendance. Families are encouraged to inform us regarding illness, holidays or when transport or other factors prevents attendance.

Our attendances are very similar to the state average.

Frequency of attendance in 2022 was mostly impacted by COVID safety. Higher numbers of children were kept home if sick or feeling unwell.

Families with absent children were contacted regularly by phone or email, and 'home' learning resources were extended to children for longer absences.

There were 3 children who moved to School at the beginning of Term 3 for mid-year entry into a Reception class at an Independent School.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
473 - Allenby Gardens Primary School	0.0%	2.2%	0.0%	3.1%
723 - Colonel Light Gardens Primary School	0.0%	0.0%	0.0%	3.1%
8405 - Emmaus Christian College	0.0%	0.0%	0.0%	3.1%
135 - Flinders Park Primary School	53.2%	35.6%	38.6%	43.8%
996 - Kidman Park Primary School	4.8%	11.1%	9.1%	6.3%
231 - Lockleys Primary School	0.0%	4.4%	2.3%	3.1%
8280 - Nazareth Cath Col Primary Campus	9.7%	11.1%	11.4%	15.6%
9040 - St Francis School	4.8%	2.2%	2.3%	9.4%
6015 - St Michael's College: Jnr School	4.8%	4.4%	9.1%	3.1%
8370 - Star of the Sea School	6.5%	0.0%	2.3%	6.3%
1285 - Torrensville Primary School	1.6%	4.4%	0.0%	3.1%

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.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

At the end of Term 2, 2022 - 3 children left to attend a mid-year intake at various Independent Schools in the private sector.

At the end of Term 4, 2022 - ALL children left to attend Schools in both the public and private sector – to a total of 20 destination schools.

60% of our children went on to attend DfE Schools and the remaining 40% to attend Independent Schools.

31% moved to our local feeder school – Flinders Park Primary School (FPPS).

We continue to work closely with our local DfE Flinders Portfolio of preschool and school sites – particularly FPPS with which we encourage a strong working connection. We maintain a 'Transition to School' program with them and release our Teachers to attend the preschool children's first transition-to-school day held in Term 4. Our JHK educator team looks forward to the strengthening of our network with the Early Years teachers at FPPS - aiming to provide 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, surveys, questionnaires and our Family and Children’s Curriculum Journal. Staff and the Governing Council highly value feedback and use it to make future improvement decisions. We distributed a Parent Feedback Survey to families in hard copy late in Term 4 in the hope that parents would give more detailed and purposeful responses – and 25% responded. We circulated the hard copy - because the DfE electronic copy emailed out in Term 3 received minimal responses.

Our Parent Opinion Survey showed most responses in the ‘Strongly Agree and Agree’ areas to the ‘Quality of Teaching and Learning’, ‘Support of Learning’, ‘Relationships and Communication’ and ‘Leadership and Decision Making’.

Many comments from parents were congratulatory to Educators – a reward for the teamwork and the dedicated efforts that individual Educators contribute by continually reflecting on learning design, embracing new challenges and ‘digging deep’ to provide a meaningful and inclusive program aimed at consolidating and stretching every child’s learning and development.

Parent comments included: -

“Our daughter has been supported very well in her learning to help improve her language, writing and communication skills. She is confident in the environment and feels safe and supported by her teachers.”

“Very happy with the level of communication we have received throughout the year as well as the approachable nature of all of the staff.”

“I feel like I hit the jackpot when we suddenly moved to a new house and googled JHK ... and (the Director) responded quickly and kindly to my enquiry and was so reassuring with my concerns. Every single staff member has been so supportive ... to my child’s kindy experience. Thankyou everyone!”

“(When I speak to people about this Preschool I say) ... how kind, welcoming and loving the staff and the environment is. My child is supported, encouraged and has made beautiful friendships with teachers and kindy friends.”

“The staff are amazing, caring, and approachable. The play area outside and resources are fantastic.”

“With the staff’s efforts my daughter has been able to overcome her anxiety and phobia of going to school. Different activities conducted are amazing, which involves kids and enables learning while playing.”

“... a wonderful kindergarten – wonderful, dedicated teachers, great facilities and a lovely environment ... we have been amazed watching her growth under your care. Thankyou!”

“... love the large nature play area ... and the sense of community.”

“ Jean Horan is a wonderful kindy with excellent staff”

Relevant history screening

Our Preschool complies with the Department for Education (DfE) History Screening requirements.

All Educators - Permanent, Contract and Relief Staff – have current DCSI ‘Working with Children’ Screens, and they have completed the mandated DfE ‘Responding to Risks of Harm, Abuse and Neglect – Education and Care’ (RRHAN-EC) course.

All Tertiary Students, Workers, Volunteers, and Performers have current DCSI ‘Working with Children’ Screens.

All JHK Governing Council members have current RRHAN-EC training.

Certificates are sighted, documented, and filed in secure HR files. Expiry dates are monitored.

Financial statement

Funding Source	Amount
Grants: State	\$479,297
Grants: Commonwealth	\$0
Parent Contributions	\$28,995
Other	\$5,115

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	<p>Funding was used to support children in their acquisition of emergent Numeracy and Literacy ((N&L). This funding helped provide our Educators time off the floor in T1 and 4 a to enable the completion of PASM screens on all the children – and in Term 2, the documenting of individual learning goals for N&L after Parent/Carer Interviews were held. A Term 1 Closure Day was used for PD in Phonological Awareness ('Pre-Lit'). Additional resources were purchased including the Pre-Lit Resource Kit and the relevant children's picture books.</p> <p>Differentiated learning was important and an ECW was employed to help ESL and Special Rights children.</p>	<p>Term 4 PASM data matched against T1 data demonstrated progress in most areas for children with their Phonological Awareness skills (early Literacy). Two groups of children requiring extra support in both Numeracy and Literacy were our DfE referred Special Rights children and our ESL children – particularly those families enrolling their children from mid- year on – after overseas travel restrictions finally lifted. Also good to see parent involvement after Interviews and goals had been set for their children.</p>
Inclusive Education Support Program	<p>IESP funding enabled us to employ experienced Preschool Support ECW1's on most mornings to assist children with additional learning needs – documenting and planning improvement outcomes – preparing appropriate visuals/social stories, and hands-on help – with their personalized learning programs. Specific learning resources and information were also provided to parents for targeted home learning. Funding also helped to provide time off the floor for Director to plan and attend Specialist and 'exchange of information' family meetings.</p>	<p>Summative Reports detailed improved learning outcomes for targeted children who received help with their specific learning requirements. Families valued positive 'transition to school' help and advice. Among the ways children were assisted included speech and language intervention and social skills programs, and following the strategies outlined in Specialist reports. Particularly useful was the advice received from our own DfE Speech Pathologist. Nearly 10% of our Enrolments were referred to our Speech Pathologist.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Jean Horan Kindergarten is a diverse cultural community. In 2022 just over 45% of our enrolments were from CALD backgrounds (included 10 language groups - many from the Indian sub-continent). Our funding to improve the outcomes for children with additional language support needs was used to employ 3 Bi-Lingual ECW2's (fluent in Indian languages) in most morning sessions to assist children with their developing English skills and comprehension. And to assist family communication – especially at year end to help 'transition to school'. Many of the children arrived in mid-year – and various other language Bilingual ECW2's were employed.</p>	<p>Improved communication and social skills for CALD children and their families. Improved 'Belonging' and EYLF Outcomes 1 – 5, and foundation N&L for children in the Preschool program.</p> <p>4 families were assisted to enrol their children in School IELP's for the start of 2023.</p>

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