



Jamestown Community CHILDREN'S CENTRE

N/A

2022 annual report to the community

Number:

Partnership:

Signature

Preschool director:

Mrs Alison Arthur

Governing council chair:

Ellie Stacey

Date of endorsement:

24 February 2023



Government
of South Australia
Department for Education

Context and highlights

Alison Arthur joined the team for 12 months as Director while Tegan Carkle took a break from this role. A larger than average preschool group meant that we operated as a full-time preschool, with children split into two groups. An additional teaching role, was filled by Jess Smith. Towards the end of Term 2, we farewelled Rachel Redden as she went on maternity leave and Jess Smith increased her time to cover Rachel's leave. The Preschool team also included Chloe Cunningham and Gayle Ganley who provided support for children with speech and other needs. Chloe leaves us in 2023 so we wish her well and thank her for the contribution she has made at JCCC over many years.

With the Assistant Director of Childcare position not filled at the beginning of 2022, Tash Williams agreed to continue until we re-advertised during Term 2 and Kimmy Napper was appointed to the position, later winning a 12 month contract in the role for 2023. Several of our Childcare educators commenced or continued study in 2022. Having educators working towards their Diploma qualifications enabled us to increase the number of places we offer and consequently our waiting list has been significantly reduced, meaning that we are more successfully meeting the needs of the community. Staffing changes during the year saw Childcare Team Leader roles filled at various points in time by: (Under 3s) Kimmy Napper, Tash Williams, Dette Clark and (Over 3s) Hannah Watson, Chelsea Tobin and Rachelle Kinnear. All Childcare contracts were advertised for 2023 and were filled by Mia Keller, Sarah Hart, Chelsea Tobin, Rachelle Kinnear and Hayley Finlay, with Dette Clark continuing as Under 3s Team Leader and Mia Keller taking on the role of Team Leader for Over 3s. Tash Williams joins the Kindy team as Preschool ECW and Kate Zanker will leave us to commence her a Bachelor of Education in Adelaide. We wish Kate success with her studies and thank her for her work at JCCC. Relief staff are invaluable to our service, we thank Hannah Watson, Hayley Finlay, Joanna Richards, Charlotte Rogers and Yui Holmes for their work at Jamestown CCC this year.

By the end of Term 4 2022 there were 9 Aboriginal children enrolled in Kindy and/or Childcare at Jamestown CCC. This is an increase from previous years and highlights the ongoing importance of working towards greater cultural awareness for educators and cultural inclusivity in our learning programs at Jamestown CCC.

2022 saw the completion of a nature play outdoor learning area project: a creek edged with rocks, with a pump for water to flow under a bridge and into the sandpit. This has created an amazing learning environment which allows children opportunities for imaginative play, sensory play, mathematical and scientific thinking and rich conversations. The project also included the installation of a donated boat and a wooden jetty structure, creating another beautiful setting within our outdoor learning environment.

Highlights included: visits to and from Jamestown Community School and St James, visits to the Library and school playground, a visit from some rescue joeys, visiting the chickens and the lambs at Jamestown Community School, Cultural Day at Bundaleer Forest with Ngadjuri and Nukunu community members, Crazy Hair Day, Loud Shirt Day, playing "going camping" and making Milo to drink around the pretend campfire, planting and picking vegies and herbs, riding bikes on the tennis courts, cooking, squeezing oranges, yoga, dressing up for Book Week, visiting the Magic Cave, and our Graduation Picnic at Bundaleer Forest. Our Forest Kindy program ran in Terms 2 and 3 and was a highlight for the Kindy children, with this year's group enjoying learning in and from nature. Splashing in the water and sliding in the mud brought squeals of delight from many children but we also loved our walks through the forest, using all our senses to noticing aspects of the environment and even spying an echidna!

Governing council report

This year, our governing council has been able to face challenges presented to us with a productive and positive approach, which has resulted in positive outcomes for our staff, our centre and our community. I am immensely proud of the work that has been done by this group of committed, community minded people.

Highlights from the work of the Governing Council in 2022 have included:

- Meeting the financial challenges presented by the impact of Covid-19 and the operational requirements of running our centre. We were able to establish a sub-committee to evaluate the financial situation of the childcare centre. This committee has been dedicated to finding solutions to some ongoing losses experienced by our child care centre.
- Solutions have included rearranging our staff allocations to be able to offer greater numbers in our under 3 area. This has also alleviated some pressure from our growing wait list and introduced new families to the centre.
- We have established clear and consistent guidelines for our waitlist and have been able to communicate this to our families.
- We have introduced incentives and rewards for our dedicated and highly competent staff. This has included establishing a scholarship program to encourage and support staff to gain their diploma, and financial recognition for those who have previously completed their diploma.
- We welcomed Kim Napper to the role of Assistant Director and Tash Williams to the role of ECW with the kindy. We have also been able to offer our experienced and eager casual staff members long term contracts.
- We have farewelled Kate Zanker, Chloe Cunningham and Alison Arthur.
- We have engaged with the community through our fundraising efforts, which have included running a lego raffle and face painting in conjunction with the Jamestown Show, the town garage sale and Red Cross open garden, and a gin drive supporting a local business.
- We have also completed projects in the outdoor learning environment and held a successful working bee which was well attended by many of the centre families.

I wish to thank all the governing council members for their committed and diligent work at the centre. We leave the year in a strong position for our community moving forward. I truly believe that every governing council member understands the importance of community in Jamestown Community Children's Centre.

Thank you to the staff at our centre who we are so privileged to have in our community. The high standards of early years education and care you provide to our children are so very appreciated. Thank you for your team work and professionalism and stepping in when needed.

Thank you also to the community for their support, including parents, grandparents, siblings, friends, and community members. Whether that support be through fundraising initiatives, supporting our activities or simply taking an interest in how the centre is going.

Preschool quality improvement planning

The Preschool Quality Improvement Plan focused on children's mark making, which includes drawing and early writing. Our goal was for children to extend their ability to represent ideas symbolically through drawing, writing and mark making. Specifically, we wanted to see children regularly choosing to use drawing and early writing to communicate their ideas and for their drawings and early writing attempts to become more complex. As language is the foundation of writing, we also wanted to see children make progress in their expressive oral language skills and in their phonological awareness.

As a Kindy team we planned purposeful opportunities for children to draw and write and to scaffold their language, concepts of print and motor skills. Four broad actions were undertaken:

1. Professional Learning: To learn more about the development of mark making in early childhood we used a shared professional text, *Understanding and Supporting Young Writers Birth – 8* (Mackenzie, N and Skull, J 2018). We used a "book club" approach, reading a chapter before each programming meeting during Term 1 and discussing implications for our practice. As a result of our learning, we collected children's language (oral text) alongside their drawings so that we understood the purpose and message in their mark making. We incorporated drawing in response to text as part of our group times and we set up a writing trolley to make paper, booklets, pencils and textas accessible wherever children were playing. When we introduced the children's sign-in books, we spent time talking to children about the letters and sounds in their names and supporting their pencil hold.
 2. Planning cycle: Each child was given their own drawing book which was always available in the writing area. We spent time showing children photos of things they had been doing at Kindy and invited them to draw and talk to us about their experiences. This gave children the opportunity to develop their oral language skills through conversation and to understand drawing as a way of communicating their ideas.
 3. Teaching strategies: We demonstrated the writing process during our morning group time, asking children to tell us something they'd noticed that day and modelling writing their idea as a sentence. We used conversational reading in small groups to develop children's oral language skills, understanding of concepts of print and awareness of letter-sound relationships.
 4. Information for families: We shared information about children's drawing and early writing in newsletters and posted a diagram and rhyme for helping children with their pencil grip on Facebook.
- During the year we collected and analysed samples of children's mark making and speech. This evidence showed that every child showed made progress in their drawing/writing and oral language. We also reflected on our teaching strategies so that we can identify effective practices to continue using in our preschool program. The use of small groups, conversational reading, modelled writing as well as making resources for drawing and writing inviting and accessible and using children's names as a focus for talking about letters and sounds and supporting pencil hold, are all practices that will continue in 2023.
- We are extremely proud of the quality improvement work we undertook in 2022.

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Financial statement

Funding Source	Amount
Grants: State	\$2,935
Grants: Commonwealth	\$0
Parent Contributions	\$13,195
Other	\$3,082

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	This funding was used to increase the number of hours our support ECW was employed per week so that teachers could be released to prepare and engage children in focused literacy experiences including conversational reading, sustained shared thinking, language games and collection of oral language data. The additional time for the support ECW also meant there was an extra educator to support children's engagement during a small group time targeting three year olds and children with speech and language needs.	We created a language rich environment which encouraged engagement with texts, conversations and mark making. All children who attended preschool at Jamestown CCC for two or more terms demonstrated progress in their oral language, mark making skills and phonological awareness.
Inclusive Education Support Program	This funding was used to employ a support ECW to conduct speech screens and implement speech programs for children requiring additional support for articulation and/or language difficulties. The support ECW liaised closely with the Department for Education Speech Pathologist to ensure programs were effective and appropriate. As we had a large number of children with moderate-severe speech sound disorders, we successfully applied for an increase to our IESP grant for Terms 3 and 4. This enabled another support ECW to implement programs to meet social, emotional, behaviour and communication needs within the group.	Identified children progressed in their speech, language, communication, and co-regulation for successful social, emotional and behavioural outcomes. Extended transitions supported continuity of learning as children prepared to start school.
Improved outcomes for non-English speaking children who received bilingual support	n/a	n/a

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