



Jamestown Community Children's Centre 2017 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Jamestown Community Children's Centre Preschool Number: 6624

Partnership: Upper Mid North

Name of Preschool Director:

Vicki Reichelt

Name of Governing Council Chair:

Ali Cooper

Date of Endorsement:

13th February 2018

Context and Highlights

We are a Rural Integrated Centre offering a DECD Preschool and a Governing Council managed Long Day Care Service. Jamestown Community Children's Centre operate for 50 weeks of the year with a site capacity of 52 children and is co-located with Jamestown Community School offering B-12 in the one location, Programs include a preschool program and a long Day Care service offering education and care for children from 6 weeks to 12 year including before and after school and vacational care.

Child care enrollment were slightly higher than 2016 with a full-time equivalent of 21.2 effective December 2017. Our growth has been predominately in the under 3's. Our forecast projections for the commencement of 2018 is 18.5.

The upper Mid North (UMN) Partnership had their 3rd Partnership Review in June 2017. A focus of the review was around improving school naplan results and the preschool Literacy data with a focus on writing. A major strategy for improvement was the capacity building of teachers and the growth mindset of educators and students. The outcome of the review was positive the UMN having pleasing results in terms of partnership data.

Jamestown Community Children's Centre has seen changes in the way that learning documentation is recorded by educators and communicated to families. This placed emphasis on educators becoming ICT literate and move into embracing 21st century technology. Further work with the application in 2018 will see the capacity of the system used for monitoring and building teacher capacity through the collection and analysis of data in both the EYLF outcomes and Preschool Indicators in N&L.

Highlights include: Our Child Care Nature Play in the adjacent parkland, loose parts play for our 3 year old group and preschool group. The preschools annual excursion to Keith Mitchell Theatre in Port Pirie "Yo Diddle Diddle". The X-age program with the preschool school and Junior Primary classes at Jamestown Community School Learning together through our Garden Project and loose parts play. Upper Mid North Partnership "Uninterrupted Mindful Nature Play" at Bundaleer Forest. The extension of our Outdoor Learning Environment. Our "Exceeding" rating awarded through the ACECQA Assessment and Rating process. The redevelopment of our entrance area under Our Community Participation/Relational learning project. I would like to thank the community and Governing Council for their support in our journey of continuous improvement.

Report from the Governing Council

The 2017 year saw great success for the JCCC. Firstly the kindergarten intake was the largest we have seen at our new centre. Secondly the staff at the JCCC achieved a rating of EXCEEDING against the National Quality Standards. This rating is a result of the dedication, passion and commitment that the staff have towards our children and the centre. We are blessed to have these educators nurturing our children's learning and preparing them for the big world of school.

Our fundraising committee, consisting of Luella Hillam and Sharon Millane, coordinated a fantastic year of events, which raised over \$6,000. Amongst the many fundraising activities held throughout the year, the new Flocking Flamingos and the Colour Run were incredibly successful new additions, raising almost \$4,000.

A new committee was formed, the Front Garden committee, consisting of Narelle Cootes, Jessie Hammat and Louise Cadzow. The committee implemented new seating and plants for staff and families under the front verandah. Removal of numerous plants to tidy up the front garden and the addition of our own JCCC sheep flock has created a wonderful and inviting entrance to our centre.

The Outdoor Learning Environment (OLE) continued to be a main focus for the governing council. Through numerous working bees and continual support from staff, parents and volunteers, the OLE has seen a great transformation. Steve and Tash Couch were invaluable contributors to the progress of the OLE which saw them being awarded our Volunteer of the Year Award.

Finally, thank you to the Governing Councilors, parents and volunteers for all their hard work and dedication to the JCCC. Your support is a great example of the progressive and supportive community spirit of Jamestown.

Ali Cooper

Chairperson, 2017 Jamestown Community Children's Centre Governing Centre

Quality Improvement Planning

To improve the quality of the learning environment to promote children's dispositions for learning and consequently more effective learning.

Strategy 1: Site based professional learning: Reggio Emilia Educational Approach

How do we use our space to promote dispositions for learning? (the language of space)

- Critically reflect on children's learning?
- Make children's learning visible?

Achievements: A professional Learning Community continued to incorporate The Reggio Emilia Approach throughout the physical environment. Funds were sourced through UMN Partnership to support a whole team approach for pedagogical shift. The "learning not the doing" became a focus in making children's learning visible. Planning cycles were reviewed so that learning intentions were clear and evident through critical reflection

What's Next: Continue the Reggio Emilia Professional Learning Community with a focus on the pedagogy of listening.

Implement floor books across the centre. Monitor learning documentation. Use the RRR "wellbeing"

Strategy 2: Preschool Numeracy and Literacy Indicators

- Preschool Numeracy and Literacy indicators are used to track and monitor each preschool child's learning
- Capture the partnership expectation of quality teaching – including the responsibility of all educators to scaffold growth for each child with a focus in writing

Achievements: Preschool tracking N & L indicators through Keptme app allowing for analyse of data to progress children's learning and evidence to build teacher capacity. Teacher presented at Partnership Review progress against the partnership expectation of quality teaching – including the responsibility of all educators to scaffold growth for each child with a focus in writing. This achievement was supported through a pupil freed day using the "Learning Design, Assessment and Moderation" DECD strategy

What Next: Continue strategy 2 using the DECD strategy of "learning Design, Assessment and Moderation:

Strategy 3: Nature Play

- Whole staff professional Development focusing on Nature Play – Nature Play Conference
- Develop a site based supervision procedure in regard to the new outdoor space

Achievements: Staff attended Nature Play conference. A major achievement was the under 3's team introducing "Childcare Natureplay" in the adjacent parklands

What Next: Introduce Sustainability and Environment Education through engagement of children through nature play.

Collaborate with children, families and educators in recognising the impact of this strategy. Introduce Forest School to preschool

Strategy 4: Conduct the Active Learning Environment observation scale

Achievements: The Reflect, Respect, Relate (RRR) observation scaling tool "Active Learning Environment was used to measure a supportive environment with the score of 3.4 considered to be acceptable score indicative of a supportive environment.

What next: Continue to use the RRR, other rubrics and audits to measure effectiveness

Strategy 5: Engage children and families in recognising the impact of attendance on achievement to strengthen attendance across preschool

- Interrogate reasons for absence and its impact on achievement.
- Implement the S.P.I.C.E. kit to support parents and families in children's engagement

Achievements: Attendance importance inserted in newsletter. Early Childhood Worker employed to engage families at playgroup using the SPICE kit resource through UMN Partnership funding

What Next: Continue above strategy as a UMN Partnership attendance strategy

Strategy 6: Community participation – relational learning

- Garden of change – community garden project

Achievements: Funding received from local clubs. Working Bee 21/5 & 24/9 to progress work. Excellent results and feedback

What next: Community participation - History of JCCC



Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	28	28	28	30
2016	27	26	26	25
2017	33	34	26	28

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

Enrollments were higher than previous years with DECD providing funding for a full-time preschool program. Enrollments dropped mid year due to the mid year intake through Catholic Education. Forecast enrollments for 2018 will see the preschool revert back to a part-time program.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	99.3%	93.6%	95.0%	91.3%
2016 Centre	92.4%	86.2%	81.7%	92.1%
2017 Centre	91.0%	92.4%	87.4%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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

Term 1 & 2 2017 attendance data reflects the value that the Jamestown Community place on preschool education. However, the decline in attendance for term 3 reflects the high level of sickness prevalent throughout the community. Absences are usually explained as illness, holidays or appointments. These absences still show the centre reaching above the state average.

We encourage parents to send their children to kindy on a regular basis. High attendance indicates the service is valuable to the community as indicated in term 1.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0407 - Spalding Primary School	0.0%	7.7%	4.2%
0600 - Booborowie Primary School	0.0%	0.0%	4.2%
0777 - Jamestown Community School	68.2%	57.7%	62.5%
9034 - St James' School	31.8%	34.6%	29.2%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Destination Schools Comment

2017 school destination data is spread across the listed 4 schools.
The number of children moving to the Catholic education system is consistent with the previous years. Jamestown Community School is still the school of choice with an increase compared to 2016.

Client Opinion Summary

2017 Parent Opinion Survey Results – 24 respondents

% of families that agree or strongly agree

QA1: Educational Programs and Practice

Overall rating 87.6%

QA2: Children's Health and Safety

Overall rating 89.5%

QA3: Physical Environment

Overall rating 95.5%

QA4: Staffing Arrangements

Overall rating 81%

QA5: Relationships with Children

Overall rating 90.0%

QA6: Collaborative Partnership with Families and Community

Overall rating 77.5%

QA7: Leadership and Service Management

Overall rating 92%

Analysis of data - QA 4 data recommendations include of SMS as the best source of communication to families. QA 6 represents respondents answering "I don't Know". Overall Results reflect the value of the service to the community

DECD Relevant History Screening

At our site all staff, volunteers and other persons identified by legislation or DECD policy have been screened as per the Screening and suitability – Child safety policy.

Financial Statement

	Funding Source	Amount
1	Grants: State	483781.62
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The preschool Numeracy and Literacy indicators are embedded in the preschool program. Children's progress towards indicators are documented using an application that allows for tracking and monitoring progress towards indicators and information is forwarded to families electronically. A powerful learner program has been incorporated into the curriculum allowing children's thinking and learning to be stretched through this intentional teaching program and allowed for results plus in line with extending children's numeracy and literacy achievements and showing progress in line with DECD "Learning Design, Assessment and Moderation" strategy.	All children have progressed towards the numeracy and literacy indicators in meaningful ways through our play based and intentional teaching program
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Inclusion Support Money was received for 2 children and utilised through the Long Day Care Program offered at the centre.	Both children progressed towards outcomes in individual plans.
Improved outcomes for children with additional language or dialect	Bilingual funding was provide for one children and utilised for the first 2 terms of the child's preschool Year.	The child presented with minimal English language. Within 2 terms the child spoke fluent English due to support provided and learning from other children in play.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.