A person soon learns how little he knows when a child begins to ask questions.

-- Richard L. Evans

March 26th, 2013, Term 1 Week 9

PRESCHOOL & CARE PROGRAM

Kindy children have been out and about over the past few weeks, with visits to both schools. On Thursday 14th March we joined JCS children for their Twilight Sports Carnival and participated in running races, the hopper ball relay and the "fill the bucket" relay. Tegan took some great photos and we have been busy back at kindy making a "sports day" page for our kindy books. We had a great time and we thank Darren for organising kindy participation, Shannon for helping us do our events, Margie for driving the bus and all the parents who came with us or met us there and took photos!

Last Tuesday 19th March we walked to St James’ to visit the Reception class. Miss P read us a story called "Dear Zoo" and then we made our own little books to take home. It was great to meet up with last year’s kindy graduates looking so grown up in their school uniforms!

The children have also been enjoying Easter activities. This week we made baskets and bilby ears...

We loved wearing our Easter Bilby ears!

This Easter Jo is working with our school age children to make egg-shaped baskets with balloons, glue and thread. It’s sticky work, but it looks like lots of fun.

Did you know that Jo programs for our school age children, Tash programs for the under 2s and Erin and Karen program for the over 2s? All children have individual learning goals within the group program.
The 2012 Annual Report to the JCCC community is available for interested parents to read in the information rack on the veranda and on the website [www.jamestownpre.sa.edu.au](http://www.jamestownpre.sa.edu.au). As the report is quite long, a summary of major points is given below:

### NATIONAL QUALITY FRAMEWORK
2012 saw the introduction of the National Quality Framework, a new regulatory system for all Australian preschools and childcare centres. Our centre was selected for assessment under the new framework but the process was delayed and we now expect to be assessed during 2013.

### QUALITY IMPROVEMENT PLAN
Our Quality Improvement Plan for 2012 included three improvement priorities:

- **Increasing ways in which our service is informed by The Early Years Learning Framework:**
  A professional learning focus on the EYLF was undertaken by all staff at staff meetings and Pupil Free Days. This focus will continue in 2013 with a deeper investigation of the way in which we document children’s learning.

- **Promoting healthy lunchboxes and physical activity:**
  We organised a visit from a dietician to conduct an “Eat a Rainbow” session for children and a healthy lunchbox presentation for parents. We also worked with OPAL to program physical activity for children through a series of local walks, which we called “Happy Feet” walks. We also attended a performance about active travel. Our collaboration with OPAL is continuing in 2013.

- **Investigating the balance between supervision of interaction at our centre:**
  We undertook action research into the quality of supervision and interaction between children and staff, with a particular focus on the under two age group. A series of observations of children interacting with their caregivers produced a high score for the centre using the “Relationships Scale” tool. However, staff member surveys highlighted the difficulty of providing adequate supervision for under 2s in our integrated space. In 2013, we will continue to address the challenges and benefits of integration as we prepare to move to our purpose-built, partitioned facility.

### LEARNING DATA: TROLL (TEACHER RATING OF ORAL LANGUAGE AND LITERACY)
During 2013 we continued to assess children’s oral language development in their first and last terms of preschool in order to measure progress. All children who transitioned to school in 2012 showed growth, with the greatest improvement shown in the area of recognising and producing rhymes. In 2013 we plan to incorporate an intentional teaching focus for each of the oral language areas assessed by TROLL (conversation, communicating experiences, asking questions, talk during play, rhyming, vocabulary, understanding speech, expressing curiosity) into the preschool program.

### CLIENT OPINION
58% of our families returned the 2012 parent opinion survey. Ratings and comments were overwhelmingly positive, with 98% responses in the “Agree” or “Strongly Agree” categories, 4% in the “Neutral/Don’t Know” category, 1% in the “Disagree” category and 0% in the “Strongly Disagree” category. Communication processes and the orientation process for new families were areas identified as focus areas for 2013 based on the parent opinion survey.

### ENROLMENT AND ATTENDANCE (PRESCHOOL)

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<table>
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<th>% CHILDREN TRANSITIONING TO FEEDER SCHOOLS</th>
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Jamestown Community Children's Centre is taking part in a Garden Express Bulb Fundraiser. All bulbs are at a great price and great value packs are on offer. As Autumn is bulb planting season, why not take advantage of this convenient, value for money offer. If you, your family or friends would like to order any bulbs, please complete an order form and return it with your cheque or cash payment to the centre. All cheques need to be made payable to Jamestown Community Children's Centre. More order forms are available from the centre. Once again all of our much needed profits are injected back into the centre making it a better place for our children.

If you have any question you can contact Michelle on 0407 795 104 / kullgana@bigpond.com

**PLEASE RETURN ORDER AND PAYMENT TO JAMESTOWN COMMUNITY CHILDREN'S CENTRE BY THURSDAY 11TH APRIL 2013**

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**FUNDRAISING NEWS**

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**PRESENTATION ON NATURAL HEALTH**

ADELAIDE AUTHOR PETER ALLEN

“HEALTH OVERHAUL – 7 ESSENTIAL STEPS TO BETTER WELLBEING”

WILL PRESENT TWO SESSIONS (10AM AND 7PM) ON DEFEATING ILLNESS AND MAINTAINING HEALTH USING NATURAL PRINCIPLES.

Crystal Brook Institute, Tuesday 9th April 2013.

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**POOLED LUNCH AND KINDY GRADUATION**

At the end of each term we farewell our kindy children who are starting school with a short concert, graduation ceremony and pooled lunch. This term these events will be held on the last day of the kindy term, Thursday 11th April. Kindy children will be asked to bring a plate of food to share (boys savoury and girls sweet) for pooled lunch. Food for the pooled lunch can be dropped off in the morning or brought in at lunch time (11:30am). All friends and family members are invited to join us at 2:45pm for our concert and to farewell our graduates.
BEHAVIOUR CODE

At our last Governing Council meeting we reviewed the centre’s Behaviour Code (including Anti-Bullying Strategies). As early childhood educators we recognise that young children take time to learn about concepts of justice and fairness and to recognise that their actions can impact upon others. We don’t expect perfect behaviour! Some key points from the Behaviour Code are presented below. Please don’t hesitate to raise any queries with staff members. The full policy is available in the Policies folder on the entrance table and on our website.

THE FOLLOWING BEHAVIOURS ARE UNACCEPTABLE AT KINDY/CHILDCARE:

- Physical violence including hitting / pushing, kicking, hair pulling, pinching, throwing sand, biting
- Swearing
- Teasing / name calling
- Speaking unkindly or rudely
- Excluding other children
- Running inside the building
- Destruction of property (including plants)
- Climbing fences
- Violent games using toy / imaginary weapons (violent games and toy weapons are frightening for some children and are not permitted at the centre)

TO PROMOTE ACCEPTABLE BEHAVIOUR, EDUCATORS WILL:

- Set clear goals and consistent rules/limits suitable for the age group.
- Clearly state positive behaviour expectations when addressing inappropriate behaviour, e.g. “Please walk inside”.
- Be available to children when they report inappropriate behaviour (following up concerns rather dismissing concerns).
- Help children learn to recognise and express their feelings in an appropriate way.
- Help children realise the consequences of their behaviour, e.g. asking them to help if they have hurt someone.
- Help children solve their problems in a non-threatening way, encouraging and supporting children and offering solutions to conflict in a positive way.
- Redirect or change the play environment to make play safer; explain and discuss these changes with the children.
- Let children know as often as possible that they have behaved in an acceptable way through smiles, positive gestures (clap, thumbs up, high-five) and comments that reinforce the positive consequences of appropriate behaviour for everyone.
- Model appropriate behaviour at all times.
- Use books/songs/games/puppets/ TV characters that promote acceptable behaviour.

CORPORAL PUNISHMENT OR LANGUAGE WHICH BELITTLES CHILDREN WILL NOT BE TOLERATED AT THE CENTRE.

IF UNACCEPTABLE BEHAVIOUR CONTINUES, STAFF WILL:

- Explain why the behaviour is inappropriate and suggest a positive alternative.
- Give warnings.
- Use ‘calm down time’ or ‘time away’ (to be implemented by trained staff and not volunteers/students).
- Inform parents/guardians of steps taken and discuss a behaviour plan for the child.

In the case of highly disruptive behaviour, children may be removed from the group to walk or sit with an adult for a short period of time in order to calm down, keep other children and staff safe and allow the regular program to continue. The child will be given specific feedback about their behaviour and clear expectations for appropriate behaviour. If a child needs repeated time away, parents/caregivers will be informed so that educators and families can work together to help the child develop appropriate behaviours.

Extreme, violent or of out of character behaviour will be reported to parents of both the perpetrator of the behaviour and the victim (if applicable) at the earliest opportunity.

HAVE A GREAT EASTER BREAK EVERYONE
from the JCCC Staff