

PRESCHOOL CONTEXT STATEMENT Updated March 2018

Centre number: 4607

Centre name: Bertram Hawker Kindergarten

1. General information

- **Centre name:** Bertram Hawker Kindergarten
- **Centre number:** 4607
- **Preschool Director:** Margie Colton
- **Postal address:** 7 Wooltana Ave, MYRTLE BANK SA 5064
- **Location address:** as above
- **Telephone number:** 08 8379 3134
- **Fax number:** 08 8338 3782
- **e-mail address:** kindy.director@bertramhkgn.sa.edu.au
- **Website:** www.bertramhkgn.sa.edu/au
- **DECS Partnership:** Greenhill South Partnership
- **Geographical location:** 6km from GPO (km)
- **Enrolment/Attendance:** 73-88, up to 44 children each session.
- **Co-located/stand-alone:** Stand alone

2. Programs operating

Sessional Kindergarten for eligible children

Children are offered 15 hours of kindergarten weekly over two days from 8.15am-3.45pm. Children attend either Mondays and Wednesdays or Tuesdays and Thursdays.

Speech and Language Program

Bertram Hawker Kindergarten has a Department of Education and Child Development (DECD) funded Speech and Language program.

Seven children with severe speech and/or language difficulties attend this program on Tuesdays and Thursdays. These children receive specialised intervention and support with a speech pathologist and speech and language teacher in a program that is integrated within our mainstream kindergarten program.

Referrals to the program are made by government and private speech pathologists. The DECD Student Support and Disability team manage the intake process together with the Kindergarten Director.

Extended Care

In emergencies, extended care is available within kindergarten session times.

Lunch/Full Day Program

Lunch and relaxation are a part of our daily educational program.

Before Kindergarten Care

Care is provided for up to 4 children on Monday-Thursday from 8am.

Bilingual Support

Children from a variety of cultures receive bilingual support.

Preschool Support

Children with additional needs are supported through Early Childhood Support Services in an integrated program. Early Intervention Assistance is also provided to children identified with literacy, social and learning needs.

Playgroup

A playgroup coordinator facilitates playgroup on Friday mornings. Parents are encouraged to enrol children in playgroup sessions for one term prior to their eligible kindergarten term.

Transition Information Session and Pre-entry sessions

A transition information session for parents and children is held in term four prior to the year the children commence kindergarten. Parents are informed of the time and procedure of the meeting when they receive their enrolment package. Children can then attend two pre-entry sessions.

3. Key Centre Policies

Centre Priorities/Statement of Purpose

Vision and Beliefs

Our vision is to create a learning community where children and adults together appreciate and enjoy life and develop awareness and responsibility for their impact on others and the world.

- We view children as capable and competent learners.
- Children learn best when they are actively engaged in experiences that are relevant and meaningful and build on their current understandings and interests.
- Assisting children to sustain the dispositions of self-confidence, optimism, curiosity and critical thinking will enable them to make fair decisions for themselves and the community.

Purpose

Our purpose is for every child to be celebrated for their unique capabilities and to engage in learning through discovery and active involvement with others and the world.

We provide play based learning experiences, through our environment and actions, which empower children and encourage:

- learning together with others
- connections with families and community
- problem solving and thinking skills
- children's voices to be heard and responded to
- respect and interest in our world and the environment

Priorities

The staff team and Governing Council have identified priorities and strategies outlined in our Quality Improvement Plan to improve in the seven quality areas:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

4. Curriculum

Framework used:

We use the national *Early Years Learning Framework: Being, Belonging, Becoming* to support our planning and assessment of children's learning.

Core values:

- Respect
- Honesty/integrity
- Value diversity
- Inclusivity
- Empathy

Specific curriculum approaches

Reggio Emilia holistic educational approach.

Learning stories to document ongoing learning and use as a basis for planning.

Practitioner Research Inquiry approach.

Restorative Practices to build a culture of collaboration.

Respect, Reflect, Relate tool to support reflective practice.

Joint programmes/special curriculum projects

Our STEM Research provides data on children's learning in line with the goals in our Quality Improvement Plan.

Wipe out Waste project to minimise waste to landfill.

Eat A Rainbow program to promote healthy eating.

Connections with Myrtle Bank War veterans home to build ongoing meaningful relationships between children and the elderly.

Ongoing partnership with the Nature Education Centre who visit our kindergarten to provide education about animals. We also borrow animals from them.

Commitment to a restorative practices approach to building children's ability to build trusting relationships, fair processes and involving children actively in repairing problems when conflict arises.

5. Centre Based Staff

Staff Profile:

1.0 Director (PSD2)

0.5 Teacher x 3

0.8 ECW x 2

0.2 ECW x 2

0.6 Speech and Language ProgramTeacher

0.4 Speech Pathologist

Performance Management Program

Performance management processes are ongoing, including regular informal feedback and individual performance planning and reviews, at least twice annually.

Access to special support staff

Bilingual and preschool support workers provide additional support to eligible children during kindergarten sessions.

We have strong links with other agency support such as Autism SA and private sector agents such as speech pathologists or occupational therapists, who are consulted regarding the needs of individual children.

6. Centre Facilities

Buildings and grounds

- The Kindergarten is set amongst a large and shaded outdoor learning environment, providing numerous areas where children explore, investigate and create. The outdoor area comprises a butterfly garden, play structures, sandpit, water play and a watercourse. A rainwater tank supplies the watercourse. There is an extensive verandah, which is protected during winter with PVC blinds. A back verandah area provides a flexible indoor/outdoor learning space adjacent to our chickens and vegetable patch. In 2015 we plan to create a native garden habitat, including frog pond and bird houses.
- The building provides three separate rooms for educational play activities. There is a separate office for the Director. A withdrawal room is utilised for the Speech and Language program. This room is also available for staff work, small children's groups, various meetings and professional development. The facilities are well maintained and updated, including an extensive kitchen and toilet upgrade. The child and adult bathrooms/toilets include a disabled toilet and change facilities.

Centre Ownership

Department of Education and Child Development

Access for children and staff with disabilities

Wheelchairs and families with prams/pushers have access to all areas by ramps or flat paths. There are disabled toilet facilities.

7. Local Community

General characteristics: (eg. types of work available, languages usually spoken at home, local developments)

Families have predominantly one or two working parents in professional or business work. There are an increasing number of children in shared care with parents in two homes and an increasing percentage of children of first generation non-english speaking background. Many of these families have a temporary work or study visa and families from all over the world, including India, Iran, Greece, Sri Lanka, Japan, Korea and China enrich our kindergarten community.

Parent and community involvement in the preschool

Good parent participation and support within the Kindergarten and the Governing Council. We currently have an enthusiastic and supportive Council.

Schools to which children generally transfer from this preschool

Predominately to Glen Osmond School. Other government schools include Unley School, Highgate School, Parkside School, Mitcham School and Linden Park School.

Independent schools in the area include St John's Lutheran, St Raphaels, Scotch College, Massada College, Sunrise Christian School, Mercedes College, Seymour College, Kirinari Community School and Walford Anglican School for Girls.

Other local care and educational facilities, eg child care, schools, OSHC

Most children attend childcare centres or other pre-school educational facilities in addition to attending our kindergarten. Local childcare centres are Connyingham St Childcare Centre, Precious Cargo, Parkside Community Childcare Centre, Wanslea and Adelaide Eastern Childcare Centre.

Commercial/industrial and shopping facilities

The Arkaba Shopping centre, Mitcham Shopping Centre, Burnside Village, local supermarkets/retail shops abundant in area.

Other local facilities, eg medical, sporting, social, cultural, recreational

Fullarton Park Community Centre, Unley Civic Centre, Library, Unley Swimming Centre. Many local parks and playgrounds are within walking distance.

Accessibility to Adelaide/Public transport

Excellent, local public transport easily accessed.

Local Government body (name, phone number), availability of publications describing the local area (with source, cost), characteristics, level of involvement

Unley Council, Unley Road, UNLEY SA

Telephone: 8372 5111 Fax: 8271 4579

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| 8. Further Comments |
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Partnership/incorporation arrangements with other groups

We are active members of the Greenhill South Partnership.

Teachers participate in teacher partnership and network meetings each term.

Information is shared with local public schools and childcare centres through exchanging of regular newsletters/other information.

An effective transition program with Primary Schools includes regular walks with the children to the school and visits from school children to kindergarten. Teachers and Leaders also meet together each term to share pedagogy and practice and to share information about children.

Shared professional development with neighbouring kindergarten and schools.

Work experience programs with students from local high schools.