PRESCHOOL CONTEXT STATEMENT

Centre number: 6609
Centre name: Kadina Preschool Centre

1. General information
   • Preschool Director – Jacky Vogelsang
   • Postal address – 29 Hallett st Kadina 5554
   • Location address – 29 Hallett st Kadina 5554
   • DECD Region – Yorke Mid North
   • Geographical location – Yoke Peninsula, 160km from Adelaide
   • Telephone number – (08) 88 213 651
   • Fax number – (08) 88 213 615
   • Preschool website address: www.kadinapre.sa.edu.au
   • Preschool e-mail address - kindy.director@kadinapre.sa.edu.au

Enrolment/Attendance

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Stand-alone Pre school
Programs operating at the preschool

- Sessional Kindergarten for eligible children – 10 sessions week
- Lunch/Full Day Program – Monday - Friday
- Bilingual Support (with assistance when needed from the Department)
- Preschool Support

2. Key Centre Policies

- Centre Priorities/Statement of Purpose
  - Anaphylaxis Policy
  - Before Kindy Care Policy
  - Behaviour Management Policy
  - Bullying Policy
  - Bus Policy
  - Bushfire Action Plan
  - Emergency action Plan
  - Family Orientation Policy
  - Grievance Procedures
  - Head lice Policy
  - Healthy Food and Drink Policy
  - Session Times and Fee Policy
  - Sunsmart Policy
  - Violence and Bullying Procedures
  - Volunteer Policy

- Kadina Preschool Philosophy Statement

We aim to provide a quality service for children and their families by adopting a holistic approach and being responsive to children in order for them to reach their full potential. Our purpose is to provide a service which complements the families and community who have significant impact on children’s learning opportunities. We believe each child is important and should be recognised as a unique individual. We plan and implement learning through play and intentional teaching to create physical and social learning environments that
have a positive impact on children's learning. We recognise and value the cultural and social contexts of children and their families. We believe in providing continuity in experiences and enabling children to have successful transition. We consistently assess and monitor children’s learning to inform provision of a quality program and to support children in achieving learning outcomes.

• **Children**
  • We believe that children have the right to:
    • Always feel safe
    • Express their feelings, ideas, and creativity
    • A nurturing environment which fosters and challenges development of the ‘whole’ child
    • A flexible environment suited to individual learning styles
    • A healthy, hygienic environment
    • We aim to encourage in children
    • A sense of self worth
    • Caring relationships with staff and peers
    • Develop independence and increased responsibility
    • Awareness of and understanding of social justice
    • Respect and celebrate cultural diversity
    • Develop problem solving and self-help skills
    • Awareness and respect for natural and constructed environments
    • Parents, caregivers and families
  • We aim to support families in their role as primary educators by
    • Providing a welcoming environment
    • Encouraging and value involvement
    • Maintaining confidentiality whilst exchanging information with families about their child
    • Providing information about other relevant services

• **Staff**
  • Will ensure provision of quality education and care through
    • Respecting children as unique individuals
    • Using reflective practice to ensure an informed and enriched program to foster learning
    • Provision of developmentally appropriate programs which foster development through all areas of caring and learning
    • Working as a team
    • Being sensitive to the needs of families and the community
• Experienced and qualified staff
• The Centre is committed to providing staff with:
  • Access to pertinent Training and Development
  • Opportunities for decision making
  • An environment supportive to individual workers

• **Governing Council**
  • Our Governing Council will
  • Work in partnership with staff and families
  • Be encouraged to take an active role in planning
  • Treat all employees fairly and adhere to principles of equal opportunity

• **Community**
  • Our Preschool Centre will
  • Promote awareness and need for quality Early Childhood Education
  • Liaise with other community groups, agencies and services
  • Value and acknowledge range of social and cultural backgrounds of our community

3. **Curriculum**

• Framework used:
  *Early Years Learning Framework*

• Core Values
  - Confidence
  - Learning
  - Patience
  - Persistence
  - Resilience
  - Respect
  - Responsibility
  - Teamwork
• Specific curriculum approaches
  ∟ Child Initiated Learning – children are actively involved in planning, engaging in and assessing their own learning
  ∟ Planning & Assessment - Individual Learning Plans and Learning Quilts for all children.
  ∟ Reporting – parent/teacher formal and informal interviews, Learning stories, Kindy Books, Summative Reports.
  ∟ Early childhood pedagogy – provision of a stimulating and challenging curriculum within a play enriched learning environment in both indoor and outdoor learning environments using a reflective constructivist approach.

4. Centre Based Staff

• Staff Profile
  ∟ Director (1.0)
  ∟ Teacher (1.4)
  ∟ ECW2 (1.0)
  ∟ ECW (0.8)
  ∟ PSSW (as term dictates)

• Performance Management Program
  ∟ Term at the end of term one with staff setting PM goals in consultation with Director.
  ∟ Review meetings held as needed, after which written feedback is given to all staff.
  ∟ Staff share their contributions towards Site Learning Plan, Quality Improvement Plan and Early Years Literacy Plan at staff meetings.
  ∟ Staff regularly meet and collaboratively plan each fortnight an inclusive curriculum based on child initiated interests.

• Access to special support staff
  ∟ An good relationship exists between the site and District Support staff as there is usually a high number of children with additional needs at the Centre.
5. **Centre Facilities**

- **Buildings and grounds**
  - Excellent indoor facilities as the Centre underwent an extensive redevelopment during 2004. We are currently in the planning stages of redeveloping our outdoor play areas.

- **Capacity (per session)**
  44 (updated by Department in 2012)

- **Centre Ownership**
  - Managed by the Governing Council, through DECD guidelines.

- **Access for children and staff with disabilities**
  - We have a ramp at the front door and disabled toilet facilities for ease of access.
  - The outdoor play area is well suited for access to a large number of play activities which can be accessed easily by a wheelchair if necessary.

6. **Local Community** *(intended for country preschools)*

- **General characteristics:**
  - Kadina is the main service centre for the Yorke Peninsula area
  - There are several residential housing developments in and around Kadina
  - There is a slow but steadily increasing number of other cultures who do not have English as their first language.

- **Parent and community involvement in the preschool**
  - An enthusiastic Governing Council help to manage our Centre. We also have building & grounds, finance and fundraising sub-committees.
  - Parents are encouraged to be involved in our Centre in a variety of ways, such as helping out during sessions, covering books, washing roster and working bees.
  - We have community volunteers who help out during sessions.
  - We encourage good liaison between the High school and Tafe services nearby and offer our centre as an important learning station for those students who are interested in the field of Early Childhood Education.
• Schools to which children generally transfer from this preschool
  ○ Kadina Primary School, Wallaroo Mines Primary School, Kalori Catholic School and Harvest Christian School.
  ○ We also occasionally have children transition to Wallaroo Primary School, Bute Primary School and Moonta Area School.

• Other local care and educational facilities,
  ○ Kadina Child Care Centre, Kadina Primary School, Wallaroo Mines Primary School, Kadina Memorial High School, Harvest Christian School, TAFE, Community Library.

• Commercial/industrial and shopping facilities
  ○ A wide range of small business and some larger stores.
  ○ Kadina also has several government offices and services.

• Other local facilities
  ○ Medical clinic, Kadina Recreation Centre, several sporting clubs.

• Availability of staff housing
  ○ Very limited rental accommodation.

• Accessibility
  ○ Premier Stateline Coach Group runs to Adelaide daily.
  ○ No public transport (except taxi) around Kadina.

• Local Government
  ○ District Council of the Copper Coast

7. Further Comments
• Partnership arrangements with other groups
  We have an excellent relationship with the local council in assisting with the promotion of healthy lifestyles through the OPAL program.
  Our Centre is extremely fortunate to have our own kindy shop (second hand clothing) which procures a substantial income for the kindy each year. This is run solely by community volunteers in partnership with the Director.