

PRESCHOOL CONTEXT STATEMENT

Updated: June 2016

Centre number: **3674**

Centre name: **Reynella Kindergarten**

1. General information

- Centre name
: Reynella Kindergarten
- Centre number
: 3674
- Preschool Director
: Catherine Holdcroft
- Postal address
: 4 Humble Street, Reynella, South Australia, 5161
- Location address
: Corner of Thames Drive and Humble Street, Reynella
- Telephone number
: 8381 2086
- Mobile number
: 0418183465
- Fax number
: 8322 8753
- Email address
: dl.3674_leaders@schools.sa.edu.au
- Web address
: www.reynellakgn.sa.edu.au
- DECD Region
: Southern Adelaide Region – Panalatinga Partnership
- Geographical location – ie road distance from GPO (km)
: 26 kms
- Enrolment/Attendance
: 29 children in 2015; 22 children in 2016 (capped by DECD)
- Co-located/stand-alone
: Stand alone
- Opening hours 2016
: Tuesdays and Wednesdays 8.30am-4pm

- **Programs operating**
 - ❖ Pre Entry
 - : Pre entry is offered to families as an additional service where resources allow; This program is site-funded.
 - ❖ Early Entry
 - : as deemed necessary for children with additional needs and as negotiated with Director, resources allowing.
 - ❖ Sessional Kindergarten for eligible children
 - : Full-time kindergarten session for children who are 4 years of age at or on April 30 of the Kindergarten year.
 - ❖ Occasional Care
 - : site funded; where resources allow and by negotiation with the Director.
 - ❖ Playgroup
 - : Mondays during term time, 9.00–11.30am. Not available public holidays. Kindergarten staff are not present for Playgroup.
 - ❖ Bilingual Support
 - : Available for children needing support to access programs due to communication, cultural and language difficulties, resources allowing.
 - ❖ Preschool Support
 - : Available to children requiring support and early assistance due to speech and communication delay, behavioural needs, physical and intellectual delay and environmental issues influencing a child's intellectual and physical development.
 - ❖ Transitions
 - : Transitions to each service are flexible and are dependent on child and family needs.
 - ❖ Locally managed; parent-run Governing Council.

2. Key Centre Policies

- Centre Priorities
 - Promote a strong sense of belonging for each child and adult, celebrating successes, optimising wellbeing, literacy and numeracy outcomes for children.
 - Maintain active learning environments to enhance children's engagement and learning.
 - Maximise parental involvement in our program.
 - Achieve excellence in National Quality standards.
 - To develop site specific policies that align with DECD and National Standards. Policies are available to families at all times and are regularly reviewed by Governing Council.

3. Curriculum

- Framework used:
 - : Early Years Learning Framework. We use this framework as our guide when setting up the learning environment, preparing and reviewing the educational program and creating space for children's and families' ideas. We report to this when we create the children's individual learning portfolios, showing progress and development using photo's and learning stories to "capture" learning and celebrate successes.
- Core Values
 - : We are committed to providing excellent quality, accessible, inclusive, play-based learning programs and environments for eligible preschool children and their families, where the individual child is nurtured and which promote the development of life skills and learning dispositons. We care for ourselves, each other and the earth. We appreciate input from families and forge strong links with our community.
- Specific curriculum approaches
 - : The staff, in partnership with parents, are committed to providing a high quality preschool program to all eligible children. We work to promote the children's sense of wonder (desire to find out "Why?"), ability to feel good ("wellbeing") and development of literacy and numeracy understandings. Increasing access to a variety of indoor and outdoor environments, and learning opportunities around sustainability, are strengths of the program.
- Assessment and Reporting procedures
 - : We report on children's learning using the national EYLF framework, individual learning portfolios and a final summative report for children exiting to school. Educators focus on the individual child and their needs.

4. Centre Based Staff

- Staff Profile:
 - Director - 0.5 FTE
 - Teacher - 0.5 FTE
 - Universal Accesss funding may impact on the FTE
 - ECW employed to meet the 1:11 ratio and with DECD approval.
- Access to special support staff
 - : DECD process of referral. Other non-departmental childhood agencies engage as necessary to support children with special needs.
- Other
 - : parent volunteers, contract Finance Officer, Cleaner, Gardener.

5. Centre Facilities

- Buildings and grounds
 - Built in 1975 by the Education Department the brick structure provides a light-filled, open plan indoor learning environment with full kitchen, store

rooms and offices. The large, leafy outdoor area and covered verandah offer children a wide variety of activities including climbing, games on the grass and swings. In the last 5 years we have developed a rocky creek bed and nature play area, mud kitchen, raised vegetable beds and butterfly garden. The sloped part of the garden adds interest and the community's growing awareness of sustainability promotes learning opportunities to care for plants and animals in and around our garden.

We are committed to continuous improvement in all areas and in the last 4 years we have repainted, re-roofed, re-fenced, replaced 4 retaining walls and added a second rain water tank, developing a safe, inviting site that promotes learning.

In 2015 the centre was acoustically fitted out and a small quiet room was added to enhance children's learning outcomes. The site was also assessed in 2015 by ACECQA and achieved a rating of Excellence according to the National Quality Standards.

- Capacity (per session)
: 30 children.
- Centre Ownership
: DECD.
- Access for children and staff with disabilities
: Safety gates for secure external access. 1 adult toilet, 2 children's toilets. No disabled shower, bath or toilet or change facilities.
Outdoor environment provides ramps and some paved paths to allow some access for children in wheelchairs or with limited mobility.
- Other
: Delivery of 15 hours of preschool was amended in 2016 to a 15hour long day model with full department and family support. This model enables families to access 2 long days of kindergarten as opposed to 2 and a half days throughout the year.

7. Further Comments

- Partnership/incorporation arrangements with other groups
: Panalatinga Partnership (DECD)
: Reynella Primary School - Year 6/7 visits
: Reynella South Primary School Preschool – reciprocal visits since 2012
: Connections with Onkaparinga City Council, Natural Resources Management Board, Coles Junior Landcare, Sunsmart SA, Asthma SA and local businesses.