PRESCHOOL CONTEXT STATEMENT

Centre number: 6635

Centre name: Stansbury Kindergarten

1. General information

- Centre name
  : Stansbury Kindergarten

- Centre number
  : 6635

- Preschool Director
  : David Elder

- Postal address
  : c/- Primary School, Stansbury, S.A. 5582

- Location address
  : 2 North Terrace, Stansbury, S.A.

- Courier number
  : Minlaton

- Telephone number
  : 88524286

- Fax number
  : 88524173

- DECS Region
  : Yorke and Mid North
• Road distance from GPO (km)
  : 200km

• Staffing Numbers
  : 2

• Programs operating at the centre, with a brief description of each:
  ❖ Pre Entry
    : none due to rural policy of enrolment for .35 centres
  ❖ Occasional Care
    : unfunded occasional care Tuesday mornings for children 3yrs – 3.5yrs. $5 per session.
  ❖ Long Day care (eg time operating, licensed places, employment details, accreditation)
    : none
  ❖ Other Services available
    : playgroup operates weekly; access to dental service, CYHS and other children and family services as required through Regional contacts in DECS and Health Services.

• Partnerships 21 status
  : this site is a P21 site and is currently working under the DECS Local management framework.

• Enrolment/Attendance trends
  : Varies according to birth and transient trends – presently 5 children enrolled with average of 5 attending. Numbers are predicted to continue to decline. At the end of term 2 2010, 3 children will leave for school. This leaves us with 2 children for the remaining 2 terms of 2010.

• Year of opening
  : 1989

• Public transport access
  : none

2. Children

• General characteristics
  : 3.5 – 5 year olds in rural kindergarten program
• (Pastoral) Care Programs
  : equity and social justice issues are relevant

• Special Needs support
  : available in district through Yorke and Mid North Regional Disability Services. This includes support from the district Speech Therapist. Special programming to meet children's needs. We presently have no children under referral.

• Child Behaviour Management
  : normal behaviour and management policies

• Special Programs
  : Early assistance and intervention programs and individual learning plans. Regular interaction with local school, joint sessions on a weekly basis with JP class alternating venues between kindy and JP. There are termly joint session with playgroup.

3. Key Centre Policies

• Core Values:
  
  We acknowledge the relationship, thousands of years long, that the Narrungga people have with this land, we appreciate the depth and strength of their culture both in the past and into the future. We also honour, cherish and respect the long held traditional values of both aboriginal and non aboriginal communities as the source, strength and inspiration for our everyday life and practice. We want to build on these strengths.

  Education is not just about learning, it is much, much more. It is about the future. Its about the society we want to have and the people we want to become. Its about loving and caring for our children and raising them in the best possible way. Every one of us wants the best for our children. And that's what this statement struggles to express.

  As we enter the 21st century our society and arguably the entire planet is undergoing rapid and unpredictable change. We have taken a moment at this point in history to look at what is the most deeply important to us, as people, as parents and carers and as practitioners in early childhood education and care.

  We firmly believe that we shelter in the heart of our communities a set of principles which are common to us all. We are explicitly stating these. They will provide the core of our practice and a source of strength and inspiration for us.

  These principles are all about connectedness.

  This statement expresses our commitment to the principles and values
It is an act of solidarity and an act of reconciliation.

4 principles for growing up children are derived from traditional aboriginal child rearing practices and we find them as relevant and important as they ever were for both aboriginal and non aboriginal communities. (bear in mind that these are very broad and inclusive principles, not as exclusive and narrow as western analytical concepts):

1. **Ngarna**: we want our children to know how things are. The structure of everything. The dreaming, culture, stories, traditions and beliefs of communities. A sense of awe and wonder, spirituality, belonging and connectedness. This also includes the structure of things, how things are put together and how the world is made (science)

2. **Waltja**: we want our children to be connected to people. Family and relationships. Sense of belonging, communication, talking and listening, identity, responsibility, respect, love, friendship, openness, togetherness.

3. **Yarda**: we want our children to be connected to the land, the planet, everything. To have a sense of place, a sense of nature, taking care, feeling ‘at home’

4. **Kanyini**: we want our children to know how they are in the world. To develop empathy, emotion, hope, an ethical sense. To understand health, happiness, self esteem, confidence, a sense of responsibility for others, sustainability. To have a sense of the future and what we can all contribute to making the world a better place

We believe these principles are embodied in the new federal Early Years Learning Framework as described in Belonging, Being and Becoming.

- **Quality Assurance Processes**
  - Use of parent questionnaires and active parent feedback through formal and informal meetings. Staff reviews termly. Recently we have been using the Leuven process-oriented child monitoring system for young children to ensure optimum levels of wellbeing and involvement and we are continuing to implement the Reflect Respect Relate resource in 2010. We have 3 year strategic planning, annual operational planning and report annually.

- **Statement of Purpose - Priorities**
  - to optimize our children’s growth and development through building and supporting the development of children’s wellbeing, involvement and their dispositions for learning.
    - We want to improve children’s thinking skills, social competence, independence and decisionmaking.
    - We want to support individual children’s learning using the new Early Years Learning framework (EYLF)
    - We want to increase the coordination and integration of preschool, care and school services through local management;
    - Early years literacy and numeracy plan has been developed to include emergent literacy and numeracy targets for each child.
We have an open, safe and accessible play space. This is used jointly with the school JP class on our Tuesday interaction session.

- Recent key outcomes
  : focus on children’s wellbeing and involvement using the Leuven process-oriented child monitoring system and respect, reflect, relate.

- Accreditation/Philosophy (where applicable)
  : to provide a safe and caring learning environment in which each child can develop holistically in the key areas of human capability: intellectually, physically, emotionally, spiritually and socially. With families and the community we reinforce and build on experiences of individual children to assist their feeling of continuity, self esteem and achievement.

4. Curriculum

- Framework used: Early Years Learning Framework. Belonging, Being, Becoming.

- Special Needs
  : no children presently enrolled are accessing regional disability services

- Special curriculum features
  : focus on child protection curriculum, healthy eating, social skills and multicultural awareness as there is normally less exposure to diversity. Curriculum projects based on individual children’s needs, interests and community events.
  : focus on Children’s relationships, active learning, involvement and wellbeing and dispositions for learning.

- EC Pedagogy
  : to provide a learning environment to promotes play and create a social space in which children, families and staff are equally involved.

- Assessment procedures and reporting
  : parent chats, observation records, worksamples, skill and concept developmental checklists, photos which all support individual learning plans and summative reports.

- Joint programmes/special curriculum projects
  : sharing across school site with early learning programs.
  : programmed joint activities with JP class.
5. Co-Curricular Activities

- General
  : utilize resources with neighbouring kindergartens at Edithburgh, Minlaton and Yorketown. Network with these sites and others in district, including schools for excursions, visitors and entertainers.
  : early years learning focus with Stansbury JP class
  : Staff training and development carried out at cluster and district levels.
  : implement the RRR (Reflect, Respect, Relate) resource in conjunction with early years educators in schools in the Southern Yorke Peninsula.

6. Staff

- Staff Profile (Status, classification/award, employment details)
  : Pre-school Director, L1 - .4 fte ; Early Childhood Worker, L2 - 0.35 fte

- Leadership structure
  : Director liaises with School Principal, accountable to Governing Council and Regional Director & Assistant Regional Director.

- Staff support systems (e.g. co-operative work groups)
  : Network with other .35 centres in district as well as local centres to have district hub group meetings each term.
  : participant in the Southern Yorke Peninsula Cluster of schools and preschools.

- Performance management program
  : Termly meetings with Assistant Regional Director; performance agreements and annual plans discussed and reviewed. Similar process with ECW, revisited half yearly.

- Staff Policies
  : Induction and normal DECS guidelines.

- Access to special support staff
  : Readily available through Regional Office.

7. Centre Facilities

- Buildings and grounds
Well presented room with a newly landscaped outdoors area and the upper sandpit has recently been graced with a shade structure. Situated within school grounds, sharing facilities and resources, joint asset management plan.

- **Capacity**
  - Up to 20 children

- **Centre Ownership**
  - DECS

- **Specialist Facilities**
  - None – have access to all school rooms as negotiated.

- **Access for children and staff with disabilities**
  - Ramps OK, uneven sloping grounds are a consideration.
  - Access to bus transport: Dept/contractor bus within the area for hire

- **Other**

### 8. Centre Operations

- **Constitution**
  - As per DECS proforma

- **Decision making structures (eg. Management structure, Organisational chart, sub committees)**
  - Centre staff exchanges weekly, joint planning. Director attends school staff meetings. Governing Council Committee has been strongly supported by parents and meets monthly. Representation from playgroup. Director oversees processes with parents, with consensus as the ultimate decision making process.

- **Regular Publications**
  - Have information booklet for new enrolments and weekly newsletters combined with school newsletter. Publish information as required.

- **Other communication processes**
  - Displays in room, use of noticeboard/blackboard, sometimes local paper and displays at community venues. Mostly direct verbal exchanges and feedback. Stansbury Kindergarten has a web page which provides links to the current context statement, Site Learning Plan and newsletter as well as Regional and DECS sites.

- **Centre financial position**
sound – have investment account. Small centre, so budget accordingly; well serviced by voluntary treasurers.

- Computer packages used - Preschool admin system on the kindergarten laptop. Microsoft office and as supplied by department. Children use Kidpicks, James Discovers Maths, Jolly post office, Max’s Sandbox, and a variety of software on the curriculum computer.

- Special funding
  : None presently

- Other Parent groups
  : None from our centre

9. Local Community

- General characteristics: (eg. work, languages, culture)
  : The community is predominantly made up of farming, quarrying, fishing, local government and small businesses serving tourism and the district. Stansbury is a seaside town, 25k from the district business centres at Yorketown and Minlaton. Families at Port Vincent, another seaside town 15k north, also have access to this service.

- Feeder schools/preschools/care/OSHC
  : some private care arrangements in the local area, mainly through family and networks. We feed Stansbury Primary School and Port Vincent Primary School

- Parent and community involvement
  : Small core group active in centre functioning. Strong community interest and support, particularly visiting local aged care home and local properties supporting visits and learning extensions.

- Other local care and educational facilities/Development Profiles
  : Stansbury Primary School supporting community IT development.

- Other local facilities
  : Playground, beachfront, sport's areas, churches, hotel & basic shopping area complement tourist services and attractions in pleasant environment.

- Availability of staff housing
  : Unknown, available through DECS consultation.

- Accessibility (e.g. public transport – air)
Private bus service to Adelaide. Small plane landing strips at Minlaton and Yorketown

- Local Government body
  : Yorke District Council

- Special Focus
  : Has Progress Association and Community Service groups who maintain and promote attractions of area.

10. Further Comments

- Establishment of new service(s):
  : we are currently exploring the development of a more sustainable and integrated set of early childhood services throughout SYP

- Partnership/cooperation/arrangements with other groups
  : As per the country community, all these aspects are accessible and readily developed.