



# **PRESCHOOL CONTEXT STATEMENT**

Updated: 12/01/2022

**Centre number: 4625**

**Centre name: JB Cleland Kindergarten**

## **1. General information**

- Preschool Director Aella Leaver
- Postal address 1A Gulfview Avenue, St Georges SA 5064
- Location address 1A Gulfview Avenue, St Georges SA 5064
- DECD Partnership Greenhill South Partnership
- Geographical location 9 km from CBD
- Telephone number 8379 6053
- Fax number 8338 3784
- Preschool website address [www.jbclelandkgn.sa.edu.au](http://www.jbclelandkgn.sa.edu.au)
- Preschool e-mail address [dl.4625.leaders@schools.sa.edu.au](mailto:dl.4625.leaders@schools.sa.edu.au)
- Enrolment/Attendance

2021: 77

2020: 88

2019: 88

2018: 88

2017: 88

- Stand-alone Kindergarten
- Programs operating at the preschool
  - ⊞ Sessional Kindergarten for eligible children
  - ⊞ Associated Programs – Transition/orientation program
  - ⊞ Full Day Program
  - ⊞ Bilingual Support
  - ⊞ Preschool Support

## 2. Key Centre Policies

- Developing a learning environment that promotes children’s ideas through a culture of shared thinking and conversation.
- Engaging in an ongoing cycle of planning, documentation, implementation and reflection to achieve improved outcomes for teaching and learning.
- Ongoing evaluation of the indoor and outdoor learning environments to incorporate the children’s voice and follow children’s cues and ideas from everyday interaction.
- Respect, Reflect, Relate document used as a tool for assessing the learning environment, children’s wellbeing and involvement and staff relationships with children and families.
- Numeracy and Literacy Indicators.
- Collaborative partnerships with families and the local community.

## 3. Curriculum

Our planning for children’s learning is guided by the Early Years Learning Framework – a foundation of Principles, Practice and Learning Outcomes to assist in designing and supporting the kindergarten curriculum.

‘Curriculum’ in the early years ‘encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development’.

Children have a capacity to initiate, construct and lead learning in many different ways. Our learning environment comprises a combination of some planned and spontaneous learning experiences, and follows an emergent curriculum that evolves

as children's questions, wonderings and little discoveries steer learning in new and unexpected ways!

The following understandings and practices underpin our planning for children's learning:

- Play is the most powerful way children learn as it promotes creative flexibility in thinking; assists children in building their own knowledge and fosters language and social skills.
- Parents have a unique knowledge and understanding of their child and are the child's first and foremost educators.
- Children have prior knowledge and abilities when starting kindergarten, the role of kindergarten is to harness and build on children's funds of knowledge.
- Effective learning environments are safe, enjoyable and stimulating.
- The child is competent: there is respect for children's diverse range of knowledge, skills, values, attitudes and dispositions.
- Children develop at their own individual pace and in different ways emotionally, intellectually, morally, socially, physically and spiritually.
- Children learn when they are involved in initiating and negotiating their own learning, which is enhanced and supported by positive, challenging interactions.
- Children are encouraged to develop life-skills, which foster a sense of resilience and optimism within themselves.
- Children need lengths of uninterrupted time and space (space to be alone, with a friend or with a group of friends) to maximise learning opportunities.

We foster a child-centred, inquiry-based approach to learning wherein children take ownership of their learning through active engagement, thinking, questioning, researching, and reflecting. Children become the architects of their own learning; they design the process and create and build on their learning in unique and individualised ways, which are identified, supported and scaffolded by educators.

## 4. Centre Based Staff

- Staff Profile
  - Director 1.00
  - Teachers 1.00 + 0.50 Universal Access
  - Early Childhood Workers 2.00 + (additional site funded)
  - Administration/Finance 0.20

The kindergarten also offers programs to meet additional needs of individual children.

- Preschool English as an Additional Language (EALD) Support Program – to provide support to children and families who have English as an Additional Language.
- Preschool Support – to provide support for early intervention services.
- Early Intervention – to provide support within the kindergarten to support and extend children’s learning.
- Performance Development – review and reflection – ongoing cycle of improvement, aligning with the Quality Improvement Plan.

## 5. Centre Facilities

- Building – the kindergarten has two air conditioned playrooms with additional room for an office and kitchen.

Play Spaces – the kindergarten has a variety of unique spaces for planned and spontaneous learning experiences. The outdoor structures have flexible and multiple uses that can change and transform play spaces, inviting diverse opportunities for play in nature. Play spaces have a range of mediums, surfaces and textures to meet the needs of children.

There are two large verandahs with ziptrack blinds, providing additional outdoor spaces in all weather conditions.

A Mosaic Garden, to the rear of the kindergarten, with a pergola, creek, cubbie, pebble paths, fencing, paving and vegetable garden provides rich opportunities for nature play, learning and exploration.

The sandpit, creek, decks, mud kitchen, tee pee, boardwalks, soft fall climbing area, the verandahs, the secluded coves with branches and the grassed areas are all opportunities to learn through play, through nature. Wooden railings installed around the playground provide enhanced safety and access for children who may need additional support.

- Capacity (per session) 44
- Centre Ownership Department for Education
- Access for children and staff with disabilities. One adult access toilet: Paving and cement ramps.

## 6. Further Comments

- Greenhill South Partnership.