



# PRESCHOOL CONTEXT STATEMENT

Updated: 05/20

**Centre number:** 4645

**Centre name:** Oakbank Kindergarten

## 1. General information

- Preschool Director: Julie Schultz
- Postal address: P.O. Box 845
- Location address: 214 Onkaparinga Valley Road Oakbank, SA 5243
- DECD Partnership: Heysen Partnership
- Geographical location: Road distance from GPO • 32 km
- Telephone number: 83884141
- Fax number: 8398 0082
- Preschool website address: [www.oakbankgn.sa.edu.au](http://www.oakbankgn.sa.edu.au)
- Preschool e-mail address: [dl.4645.leaders@schools.sa.edu.au](mailto:dl.4645.leaders@schools.sa.edu.au)
- Stand-alone
- Programs operating at the preschool
  - ❖ Sessional Kindergarten for eligible children  
Every Tuesday 9-3 & Wednesday 9-3, Fortnightly Thursday 9-3 (odd weeks of the Term)
  - ❖ Associated Programs  
Playgroup, Pre-Entry Term 4
  - ❖ Bilingual Support  
When required and approved by Department for Education
  - ❖ Preschool Support  
When required and funded by Support Services Department for Education

- Enrolment/Attendance:

2017 Enrolment:	13
2017 Attendance:	91%
2018 Enrolment:	17
2018 Attendance:	88%
2019 Enrolment:	15
2020 Enrolment:	15

## 2. Key Centre Policies

Oakbank Kindergarten places high emphasis on:-

- Children learning through play.
- Using the Early Years Learning framework and the Dept for Education's Literacy and Numeracy indicators to guide practise.
- Using a cycle of learning which emerges through children's interests, dispositions and stage of development. Documentation of learning, reflective practise and staff development that is linked with priorities supports the curriculum.
- Children being unique, capable, competent, active and involved learners.
- Nurturing family values and shared information to meet the needs of individual children through collaborative planning.
- Encouraging safe risk taking and exploration within our well maintained and natural grounds.
- Strong connections using Marte Meo strategies to build trusting relationships.
- Maximising children's learning in a safe and stimulating environment
- Building upon sustainable practices
- Improving learning outcomes for children through improving teacher practice

The kindergarten completes a Quality Improvement Plan each year and an Annual Report at the end of each year which summarises the outcomes. For 2020 the focus goal linked to National Quality standards is that:

1. All children will develop an understanding and respect for Aboriginal culture including the care and value of our Peramangk and Kurna land

The kindergarten was assessed in 2017 and received a rating of  
**Exceeding in all 7 Quality areas.**

### 3. Curriculum

- Framework used: Early Years Learning Framework
- Educators work as a team to provide a play-based program in a safe and nurturing environment where children develop a strong sense of 'belonging'. It is our aim that children will develop a positive self-concept in relation to themselves as learners as they explore, collaborate, investigate, create and enjoy the wonder of 'being'. Good communication with children, parents, staff and other service providers is established to ensure a collaborative approach that meets the needs of each child in 'becoming' a successful learner and community member. The Director is a qualified Marte Meo Practitioner.
- Core Values are outlined in our philosophy and are determined by family input each year. For 2019 they were:
  - ❖ respect
  - ❖ inclusion
  - ❖ co-operation
  - ❖ compromise
  - ❖ kindness
  - ❖ independence
  - ❖ creativity
  - ❖ confidence
  - ❖ curiosity
  - ❖ environmental awareness

- ❖ imagination
  - ❖ having fun
  - ❖ being safe
  - ❖ resilience
  - ❖ sustainability
- Specific curriculum approaches:
    1. Emergent Curriculum program based on children’s learning ideas, interests, wonderings
    2. Nature based, open ended play focus including local bushland exploration
    3. Small group work and targeted individual skill development
    4. Mandated teaching e.g. ‘Child Protection Keeping safe curriculum’
    5. Individual Learning Goals/ Plans
    6. Explicit and intentional teaching moments
    7. The [Respect, Reflect and Relate](#) document is used to drive improvement

#### **4. Centre Based Staff**

- Staff Profile:
  - Director 0.5
  - Early Childhood Worker 0 .5
- ECW’s are employed for support work, lunch-care and administrative support and this is determined by enrolments.
- Other:
  - Employed by Governing Council Finance Office 0 - 2.5 hours per week (term time only)
- Performance Management Program - Twice yearly meeting with goals and reflections

#### **Other**

Staff meetings are held fortnightly on Thursdays of even weeks through the Term.

The Director communicates with families, educators and the governing council in person and via text messages, phone, email, newsletters and meetings.

## 5. Centre Facilities

- Buildings and grounds:

Oakbank Kindergarten is situated beside the Oakbank Community Playground and is set within picturesque grounds which include well established deciduous trees, moss rocks surrounding the large sandpit and native plants. Many new to the Centre are surprised and delighted with the size of the outdoor area and the natural environment in which children can develop their physical skills, imagination and social relationships. The building was built as the original Oakbank Primary School over 150 years ago with uniquely designed high ceilings and beautiful historic architecture.

- Capacity (per session): 22 for two staff

- Centre Ownership: Department for Education

- Access for children and staff with disabilities:

There are a number of wide doorways within the centre and the paving around the building is level, however the toilet area is restricted to able bodied children and staff. The grounds are built on a slope.

## 6. Local Community

- General characteristics:

Oakbank Kindergarten is situated on the Onkaparinga Valley Road with easy access to the South Eastern Freeway. The townships are surrounded by farm land. Predominately English speaking families reside in the Adelaide Hills.

- Parent and community involvement in the preschool

Parents are involved in the kindergarten through Governing Council and through other voluntary work sought by the centre. The kindergarten participates in the community through annual involvement in planting native grasses and bushes in our site environment. Links with the local Oakbank Area School include shared visits with planned activities supporting children's continuity of learning.

- Schools to which children generally transfer from this preschool. Children attending Oakbank Kindergarten enrol in a number of local government and public schools include Oakbank Area School, Woodside Primary School and Hills Christian Community School.

- Other local care and educational facilities:  
Goodstart Early Learning Centre shares kindergarten aged children with us. The Children are transferred by staff between the sites to access the kindergarten program and childcare facility.
- Commercial/industrial and shopping facilities:  
Mount Barker would be the largest township with all services / conveniences required for any family.
- Other local facilities:  
The township of Oakbank offers some facilities such as a Community Playground, Fodder Store / Post Office, Pizza Bar and Cafe, Chiropractor, Oakbank Hotel and the Oakbank Area School. Balhannah has 3 shopping hubs which include medical / dental/ pharmacy / Vet / fodder shop / beauty salon / Mitre 10 / bakeries and more.  
Availability of staff housing  
There is the availability of homes to rent or purchase either locally or within a 15 to 20 minute drive
- Accessibility  
Public transport is available to Adelaide or local townships by bus.
- Local Government  
Adelaide Hills Council

- **Further Comments**

- Portfolio Educational Sites Leadership group which includes the Heysen and Mt. Lofty Partnerships, that meet termly under the direction of the Education Director and Leadership Education Team of the Mt. Barker Regional Office.
- Partnership arrangements with other groups:  
The Heysen Partnership secondary / primary schools and kindergartens were involved in a joint collaborative three year 'Visible Learning' Project, concluding in 2019.