



PRESCHOOL CONTEXT STATEMENT

Updated: 25/4/19

Centre number: 4620

Centre name: Hackney Kindergarten

1. General information

Preschool Director: Robyn Molyneux

Postal address: 68 Richmond Street, College Park 5069

Location address: As Above

DfE Partnership: Adelaide Prospect

Geographical location –road distance from GPO (km): 4 kms

Telephone number: (08) 8362 1536

Fax number: (08) 8362 7643

Preschool website: www.hackneykgn.sa.edu.au

Preschool e-mail address: dl.4620.leaders@schools.sa.edu.au

Enrolment/Attendance:

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	63	66	65	65
2016	66	66	66	65
2017	66	65	66	66
2018	66	66	65	66

Co located / Stand-alone: Standalone

Programs operating at the preschool:

- 15 hours of Kindergarten for eligible children:
A Full Day Program is offered with all children attending 8:15 – 3:45 either Monday and Tuesday or Wednesday and Thursday

- Transition Visits Prior to Starting Kindergarten: arrangements are made with Families for children to visit during the term prior to starting kindergarten.
- Bilingual Support: On a needs basis.
- Preschool Support: On a needs basis.
- Playgroup: Friday: 9:30 am – 11:00 am. Cost is \$4 and Families bring a piece of fruit to share.

2. Key Centre Policies

Statement of Purpose

Hackney Kindergarten is a partnership of parents, caregivers and educators committed to developing the knowledge, skills, dispositions and values necessary to empower children to become independent, optimistic learners and respectful, responsible citizens.

Philosophy

Educators at Hackney Kindergarten believe:

- Children are unique individuals who are capable, competent, co-contributors and active participants in their own learning.
- In developing genuine partnerships where Families and Early Childhood Educators value each other's knowledge of the child and communicate freely and respectfully with each other to ensure learning experiences are meaningful and learning outcomes achieved.
- In secure and respectful relationships which assist children to develop the skills and understandings they need to interact positively with others and appreciate themselves as learners.
- In recognising, respecting and valuing the multiple cultural ways of knowing, seeing and living and the importance of our own indigenous communities.
- In structuring indoor and outdoor environments to support children's learning by promoting opportunities for sustained shared thinking and collaborative learning, inviting open ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature.
- In providing a play based learning environment which provides a balance between child initiated, child led, educator supported and intentional teaching. Opportunities exist for children to ask questions, solve problems, engage in critical thinking, explore, manipulate, discover, experiment and express themselves.
- That all children have the capacity to succeed, hold high expectations for their achievement in learning and are committed to equity.
- In continually seeking ways to build our professional knowledge and engage in critically reflective practice to gather information and gain insights that support, inform and enrich decision making about children's learning.
- That 'all living things are interconnected' (DEEWR 2009) and that as Early Childhood educators we have a responsibility to play an active and significant role in assisting young children to understand sustainability issues, concepts and practices.

3. Curriculum Framework: Early Years Learning Framework

Core Values

Respect: We value all people and treat everyone with care, honesty, consideration & equity.

Optimism: We promote confidence and resilience to empower children to meet the challenges of a changing world.

Inquiry: We value the expression of different viewpoints, which allows people to openly

explore and discuss their ideas and feelings, encouraging greater understanding, reflection and continuous improvement.

Excellence: We believe in striving for continual improvement and sustained quality across all aspects of the learning environment.

Creativity: We encourage imagination, inventiveness and resourcefulness.

These values are implicit in relationships and underpin decision making at Hackney Kindergarten.

Specific curriculum approaches

Inquiry based Learning:

Young children are inquisitive and love to ask questions as they make sense of the world and their place in it. Questions are also a powerful tool for educators to promote children's thinking and learning. When children are able to question and investigate the answers, they feel in charge of their own learning. An Inquiry-based approach to learning harnesses their curiosity and keenness to investigate, creating an interesting, engaging and meaningful curriculum that uses children's interests and questions as a starting point for effective learning.

4. Centre Based Staff

Staff Profile:

Director: 1.0 FTE

Teachers: 1.0 permanent teacher 0.4 teacher contract

Early Childhood Educators: 0.5 permanent and two 0.4 educators according to numbers of children attending.

Performance Management Program:

Ongoing critical reflection. Educators discuss progress twice a year.

Plans are linked to the Quality Improvement Plan and DfE Strategic Directions.

Access to special support staff:

Support Staff are available through the Regional Support Service Team.

5. Centre Facilities

Buildings and grounds

Building: The kindergarten was established in 1932. The interior of the building has been well maintained, with major work including a new kitchen, new ceiling (2004), bathroom and toilet facilities upgraded and an enclosed veranda added in 2016.

Grounds: Hackney Kindergarten was fortunate to be one of 5 sites to receive a Preschool Outdoor Learning Area Grant in 2016. The Kindergarten has an attractive natural, well-shaded outdoor learning area where children can explore, investigate, inquire and question their world.

Capacity (per session): 66

6. Local Community

General characteristics:

Hackney Kindergarten is located close to the CBD. The children attending from a variety of cultural backgrounds.

Parent and community involvement in the preschool:

Parent involvement in the kindergarten is encouraged. Parents can be involved by joining the Governing Council, providing input and feedback, assisting or sharing skills during sessions, reading newsletters and notice boards to enable conversations about learning, participating in working bees, attending social functions and parent meetings, helping with rosters, and assisting with excursions.

Schools to which children generally transfer from this preschool:

East Adelaide and Walkerville Primary Schools

Other local care and educational facilities:

St Peters Child Care, Precious Cargo, Walkerville Pre kindy.

Local Government: Payneham, Norwood and St Peters Council

7. Further Comments

Partnership Information:

Hackney Kindergarten is part of the Adelaide Prospect Partnership which also includes Barker Kindergarten, Lucy Morice Kindergarten, Prospect Kindergarten, St Helens Park Kindergarten, St Phillips Kindergarten, Sturt Street Children's Centre, Black Forest Primary, East Adelaide School, Gilles Street Primary, Nailsworth Primary, North Adelaide Primary, Prospect Primary, Prospect North Primary, Sturt Street Community School, Walkerville Primary, Adelaide High School and Adelaide Botanic High.