

PRESCHOOL CONTEXT STATEMENT

Updated 11/5/22

Centre number: 4606

Centre name: Bridgewater Kindergarten Inc

General information

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| • Centre name
: Bridgewater Kindergarten Inc | • Fax number
: 83701038 |
| • Centre number
: 4606 | • e-mail address
dl.4606leaders.sa.edu.au |
| • Preschool Director
Glenda Henderson | • DECD Partnership :Mt Lofty |
| • Postal and location address
: 87 Onkaparinga Road
BRIDGEWATER 5155 | • Geographical location – i.e. road
distance from GPO (km)
: 25km |
| • Telephone numbers
: 83392681
0437133725 | • Enrolment
: 25 to 30 |
| | • Centre capacity- 30 |
| | • Co-located/stand-alone
: Stand alone |

Programs operating

- Sessional Kindergarten for eligible children. 15 hours of sessional kindergarten is offered to all 4 year olds.
- Session times are 9-00 to 3-00 Tuesday and Wednesday and 9-00 to 12 Thursdays. All children attend all sessions. Lunch is included in our sessions.
- PreEntry is determined each year by the numbers currently enrolled and the number of pre-entry children. Usually 2 sessions in term 4.
- Lunch/Full Day Program
: Yes. Tuesday and Wednesday
- Preschool Support
: Yes

Bridgewater Kindergarten's Philosophy 2022.

At Bridgewater Kindergarten we ensure that every child feels safe, welcome, nurtured and respected.

We partner with families having shared conversations to develop meaningful connections with every child, their family, our staff team and the wider community. Together we develop an engaging, inclusive, enriched, play based learning programme.

Families and the community are encouraged to engage in the curriculum, sharing their culture, interests and skills.

We respect Australia's Indigenous peoples, culture and beliefs. Our children and adults are continually growing our knowledge and understandings about Australia's first peoples. We build relationships with Aboriginal Community members and engage in Aboriginal cultural learning to embed this understanding in our children and community.

We actively listen to each child's individual voice as their thoughts, ideas and opinions are important and their personal strengths must be encouraged and supported.

We have a strong connection with nature. We implement strong sustainable practices to help look after our environment and educate future generations. We see the outdoors as being a place of wonder, joy and discovery.

It is important to us that every child and adult have fun at kindergarten in a caring play based environment.

Our key values are trust, respect, kindness, fairness, honesty, diversity, responsibility, play and fun.

Glenda Henderson, Deb Combridge, Suzy Hunt, Hannah Carson and Governing Council

LEARNING PROGRAMME & CENTRE OPERATION

Our curriculum is based on the the Early Years Learning Framework. Our learning programme is planned with the children.

Staff and families work in partnership with DECD and community personnel to deliver optimal learning and caring for each child.

Bridgewater Kindergarten provides a quality care, teaching and learning programme for three and a half to five-year-old children in a safe, nurturing and stimulating environment. This learning environment allows them to play, learn and develop as their needs and skills require. We believe that optimum learning and development occurs when staff, parents, caregivers and children work together in partnership.

As an Educational Community we are committed to developing a culture where children feel comfortable to speak out, offer suggestions, ask questions and have an active voice in their learning. Inquiry is expected and encouraged. We are also committed to open communication between staff and centre families.

- [Learning in a](#) play based and inquiry based learning environment ensures positive learning outcomes for all individual children.
- [Children's voice](#) is highly valued. Our child based curriculum decision making contributes to each child's learning and development outcomes in relation to the identity, wellbeing, and confidence as learners, effectiveness as communicators and connection with their community. [Learning Committee](#), where children formally voice their learning intentions is the main vehicle through which all children are able to make decisions about their learning, thus giving children ownership of their learning. Learning Committee informs our curriculum planning.
- Children's and adult successes are celebrated.
- Our unique [physical environment](#) provides a safe, nurturing environment where children can explore, investigate, inquire and question their world. The large natural playground enables opportunities for adaptable and creative learning. Our [Bridgewater Kindergarten Bushland](#), adjacent to the playground offers wonderful opportunities to widen our experiences of our local natural environment and forms an important part of our curriculum. [Nature Play, Sustainability](#) and respecting the environment underpin our learning programme. Both indoor and outdoor learning environments are valued equally and we continue to develop flexible spaces where the indoors and outdoors merge seamlessly. We invite the outdoors in, and the indoors out. A large verandah offers valuable protective learning space for all seasons.
- Educators engage in collaborative practices where all contributions are respected and valued to enhance quality enriched learning environments across the setting. All staff engages in ongoing, current relevant Professional Development.
- We expect and encourage open [communication](#) between children, families and educators to support all learning outcomes for children. Newsletters and Sharing Books- fortnightly communication distributed to individual families are a vital part of this communication and inform all concerned. Our Bridgewater Kindergarten Facebook page informs readers about our learning and events and readings about child development and learning and events outside the kindy.
- Critical reflections of children and their learning, and centre practises inform strategies for improvements and acknowledge our successes. "What are we doing? Why are we doing it? How are we doing it? What difference are we making?" The answers to these questions determine our next step.

- Clear [social, behavioural and learning expectations and consequences](#) are developed through consultation with the children, staff, parents and caregivers.
- We have strong [connections with our local school](#) to develop effective and successful transitions to school and maintain positive, working relationships with school educators.
- The kindergarten is well resourced. Resourcing is regularly reviewed and budget allocated to priority areas.

[SITE PRIORITIES](#)

Our current quality improvement plan goals focus on the [building resilience and well being](#).

In 2022 we are a part of the Resilience Project. The key concepts are Gratitude, Empathy, Mindfulness and Emotional Literacy. We will be working to develop these skills with the children throughout the year. Other resources that we will use are “What’s the Buzz” (Mark Le Messurier and Madhavi Nawana Parker) and Reflect, Respect, Relate (Government of South Australia). We will also nbe incorporating Executive Functioning Skills.

Educator’s recent professional learning has looked at Children’s Voice, Numeracyand Aboriginal Culture and education.

Children at Bridgewater Kindergarten will;

- experience and enjoy exploring and playing outdoors.
- have access to stimulating outdoor environments for learning through play.
- be able to access knowledgeable and enthusiastic educators who provide for learning and development outdoors.
- experience outdoor learning that allows and expects participation, individual and group learning.
- have access to quiet and active places, places for individuals, pairs, small groups and large groups, places for observation and places for exuberance when outdoors.
- experience a place where children can meet with nature, feel it, explore it, discover, imagine and share, respecting nature.
- learn about and be involved in options for environmental sustainability, recycling, composting, mulching, gardening, rainwater tank specifically for the sandpit. Taking responsibility to care for and maintain the outdoors.

We use the National Quality Standards, Early Years Framework and Respect, Reflect, Relate and the Numeracy and Literacy Indicators to help determine our operational and learning goals.

Centre based staff

- : Staff Profile (Status, classification/award, employment details)
 - : Two permanent employees staff the centre.
 - A Director and a teacher both 0.5 Universal access funding increases this to 0.6 with 15 hours of preschool.
 - ECW as numbers dictate.
- Performance Management Program
 - : This is formally managed twice-yearly, with informal chats and celebrations as they arise.
- Access to special support staff
 - : Support staff is available through the DECD Support Services Team as required.

Centre Facilities

- Buildings and grounds

Bridgewater Kindergarten is situated away from the main part of Bridgewater. The kindergarten building consists of a large central playroom, administration office, a large withdrawal room, 3 small storerooms and a toilet/locker room. The kindergarten grounds are very large with natural bushland vegetation. The kindergarten playground offers spaces for active play, quiet play, secluded spaces and open spaces. There is bushland, owned by DECD on either side. We are revegetating and developing a learning programme centred on this bushland. Bridgewater Kindergarten is in a high bushfire risk area.
- **Centre Ownership**

Bridgewater Kindergarten is leased from the Adelaide Hills Council for as long as it is used for educational purposes. The SA Department For Education and the kindergarten manage the property with no Council funding.
- **Access for children and staff with disabilities**

An access ramp at the front door but no toilet facilities. The sloping, uneven block would make it challenging for disabled access in the playground.
- Access to bus transport -Community buses run along Mt Barker Rd- approximately 0.5 km away.

Local Community

- **General characteristics** (e.g. work, languages, culture)
 - Most families are employed with an increasing number of two parent working families.
 - All families are English speaking with a few bilingual families.
- Feeder schools

Bridgewater Primary School	St Michaels Lutheran School
Aldgate Primary School	St Catherine's Parish School
Crafers Primary School	Heritage College.
Stirling East Primary School	Heathfield Primary School
Hills Christian Community School	

Parent and community involvement

In 2022 we have explored the Bridgewater Community, meeting at the Bridgewater Uniting Church, a central point in Bridgewater. This has allowed us to visit Coles Supermarket, the local Playground, and the Post Office and walk some of the Heysen trail.

There is a high level of parent involvement at Bridgewater Kindergarten- Governing Council, fundraising, social activities, offering support for curriculum activities etc.

Commercial/industrial and shopping facilities

Coles Supermarket in Bridgewater with smaller shops nearby.

Other local facilities, e.g. medical, sporting, social, cultural, recreational

Bridgewater Primary School, Bridgewater Football, Tennis, Cricket and Netball Clubs.

Medical Centre, Dental Clinic in Bridgewater.

Availability of staff housing

No

Accessibility to Adelaide and relevant major centres, including public transport and its availability, frequency and cost (especially by air), road quality

Via the South Eastern Freeway

Local Government body (name, phone number), availability of publications describing the local area (with source, cost), characteristics, level of involvement

Adelaide Hills Council phone 84080400