



PRESCHOOL CONTEXT STATEMENT

Updated: August 2020

Centre number: 6554

Centre name: Tailem Bend Kindergarten & Rural Care

1. General information

- Preschool Director: Jackie Venus
- Postal address: 49 Trevena Road, Tailem Bend, 5260
- Location address: 49 Trevena Road, Tailem Bend, 5260
- DECD Partnership: Murraylands
- Geographical location – ie road distance from GPO (km): 100km from GPO
- Telephone number: 08 8572 3348
- Fax number: 08 8572 3192
- Preschool website address: www.tailemkgn.sa.edu.au
- Preschool e-mail address: dl.6554.leaders@schools.sa.edu.au
- Enrolment/Attendance: 2015 Total Eligible enrolments 20
2016 Total Eligible enrolments 16
2017 Total Eligible enrolments 18
2018 Total Eligible enrolments 21
2019 Total Eligible enrolments 21
- Co-located/stand-alone: Stand alone
- Programs operating at the preschool

- Full day Kindergarten for eligible children is offered Tuesday and Thursday (week 1,3,5,7,9), Tuesday, Wednesday and Thursday (week 2,4,6,8,10).
- Pre-entry sessions are offered in term 4, the year prior to commencing Kindergarten.
- Associated Programs: Rural Care Program Monday-Friday 8am-6pm
- Preschool Support

2. Key Centre Policies

- Statement of Philosophy
- At Tailem Bend Kindergarten & Rural Care:

“All children will experience quality play based learning that is exciting, engaging
And continues to build success for life-long learning.”

Tailem Bend Kindergarten & Rural Care provides high quality Education and Care for children, families and community while working in partnership with Government and Non-Government agencies and local community services. The Tailem Bend Kindergarten offers children access to 15 hours of preschool. The values of caring, respect, equity, honesty, optimism and commitment are the foundations of the quality relationships, interactions and communication with children, staff and families as they learn and grow together in a welcoming and stimulating learning environment.

We believe at Tailem Bend Kindergarten & Rural Care that our children learn and develop in a learning environment that supports every child’s individual needs, interests and abilities. Opportunities are provided for small, large group and intentional teaching/learning experiences. These opportunities provide effectively learning through play and hands on experiences, encouraging individual investigation, exploration and development.

We support and encourage children’s learning and development by:

- Providing a constructivist approach to children’s learning, scaffolding their learning opportunities and building from acquired knowledge.
- Implementing the curriculum around the Early Years Learning Framework - ‘Belonging, Being, Becoming’, which encompasses the importance of child exploration, experimentation, self- identity, cooperation, community and family involvement, imagination and creativity, independence and interdependence.
- Providing an environment that is supportive, secure and caring, whilst encouraging enjoyment, adventure, exploration and collaboration.

- Maintaining the positive and valuable support of our families and Tailem Bend community, by providing opportunities for family participation, involving the children in their community and the community in the kindergarten.
- Providing educators at Tailem Bend Kindergarten & Rural Care the opportunity to gain further skills and knowledge. To embrace each child's fascination and wonder, and to provide an environment that is stimulating, warm and secure for each and every child.
- Welcoming parents to be involved in their child's kindergarten and maintaining an open door policy at all times and working in collaboration with parents in relation to their child's interests, needs and abilities.

3. Curriculum

- "Belonging, Being and Becoming, The Early Years Learning Framework for Australia" is used for curriculum planning.

Educators take the time to listen to and observe the children, and to question them to help them clarify their theories about their world.

Educators discuss and reflect on the children's learning, interests and ideas to plan the curriculum.

Conversations with parents, often in response to their feedback from learning stories shared with families, adds interest and context which informs the educators in their planning.

The "Implementation Guidelines for Indicators of Preschool Numeracy and Literacy" is the key document for assessing and reflecting on children's numeracy and literacy learning.

- Specific curriculum approaches

Children are seen as competent, powerful learners. Children's voice is highly valued and listening to children informs the curriculum. The environment is considered the "third teacher" and consequently the educators carefully and thoughtfully set up the environment to provide opportunities for the children to explore, discover, question, problem solve, collaborate and communicate in a variety of ways.

4. Centre Based Staff

- Staff Profile
Director: Jackie Venus
Teacher: Lee Follett
Early Childhood Workers: Gayle Juergens, Katrina Touzeau
Preschool Support Worker: Emma Taylor
Finance: Lee Freaney
- Performance Management Program
All staff are engaged in performance review meetings at least twice a year.
- Access to special support staff
The Department for Education Special Educator, Psychologist, Speech Pathologist, and Behaviour Coach assess and support children with additional needs with program ideas for educators and advice for parents. Preschool Support Workers work with children with additional needs to support their learning and development.

5. Centre Facilities

- Buildings and grounds
Fixed brick building, approximately 30 years old, renovations and an extension was carried out in 2002. Purpose built Kindergarten with large outdoor area and attractive grounds
- Capacity (per session): 45
- Centre Ownership: Department for Education building
- Access for children and staff with disabilities: The building and rooms are level and been designed to enable access for children and adults with disabilities.

6. Local Community (intended for country preschools)

- General characteristics: Tailem Bend is a rural centre with its regional centre Murray Bridge 25kms away. Work includes local business, dairy industry and farming. The town has a railway history and heritage.
- Parent and community involvement in the preschool:
Five families involved in the Governing Council and good involvement from families in all aspects of the centre. Strong community support.
- Schools to which children generally transfer from this preschool: Tailem Bend Primary School, Jervois Primary School, Unity College, St. Joseph's School
- Other local care and educational facilities: 2 local primary schools and 2 family day care services.
- Commercial/industrial and shopping facilities: All basic facilities e.g. grocery, butcher, chemist, newsagent, post office, bank, food outlets, pubs.
- Other local facilities: Good medical centre, various sporting facilities, golf course, gymnasium, social clubs, parks and playgrounds, water activities on riverfront, The Bend Motorsport Park.
- Accessibility: Very accessible to Adelaide via Freeway. Bus service available from Murray Bridge.
- Local Government: Coorong Council 08 8572 3611
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7. Further Comments

N/A