



PRESCHOOL CONTEXT STATEMENT

Updated: 02.2015

Centre number: 6647

Centre name: Yorketown Community Children's Centre

1. General information

- **Preschool Director:** David Elder
- **Postal address:** PO Box 32, Yorketown, SA, 5576
- **Location address:** 27A Stansbury Road, Yorketown, SA 5576
- **DECD Partnership:** Southern Yorke
- **Geographical location – ie: road distance from GPO (km)** 260kms
- **Telephone number:** 88521780
- **Fax number:** 88521513
- **Preschool website address:** www.yorketownkgn.sa.gov.au
- **Preschool e-mail address:** David.Elder197@schools.sa.edu.au
- **Enrolment/Attendance:** 23 children currently enrolled for kindergarten, averages 85% attendance, 40% are currently using the school bus.
16 families are presently enrolled in Rural Care with daily attendance of 4 under 5's and up to 3 school aged children. Holiday bookings have an extra 3 to 5 families.

- Co-located/stand-alone: Stand alone
- Programs operating at the preschool
 - ❖ Pre Entry: in term 4 there is a pre-entry session available for children eligible for entry into preschool in term 1 of the year following. Depending on numbers this may be integrated with preschool sessions. This session is usually a Thursday morning session 8.45am – 11.45am. Children and parents gain some familiarity with staff, centre layout, routines and other children and parents.
 - ❖ Sessional Kindergarten for eligible children: currently there are between 4 and 6 sessions per week: a full day (2 sessions) on Tuesday and Thursday and a full day session on every alternate Wednesday (weeks: 1, 3, 5, 7, 9).
 - ❖ Extended Care: Rural care program offers long day care and sessional care for children aged 0-12 years from 8.00am to 6.00pm Monday to Friday, 50 weeks of the year including vacation care over the school holidays. This service is provided by 2 rural care workers operating a roster system 8.00am – 1.30pm and 12.30pm – 6.00pm. an extended session with up to 8 children under 5 is operated on Wednesday with 2 additional workers.
 - ❖ Lunch/Full Day Program: 2 full day sessions on Tuesday and Thursday. Families provide lunches.
 - ❖ Preschool Support is provided if children are identified with additional or complex needs. Early entry and extended enrolment is available where recommended by specialist staff.

2. Key Centre Policies

- Centre Priorities/Statement of Purpose

OUR MISSION...

Yorketown community children's centre works to provide friendly, inclusive and quality care and education for young children and families in our community.

3. Curriculum

Framework used:

National Early Years Learning Framework (Belonging, Being Becoming). Each Child's Learning journey includes close interactions with educators. Individualised programs for children enrolled in Rural Care.

National Quality Framework

WHAT WE BELIEVE IN...

At Yorketown Community Children's Centre we feel that Early Childhood Education and Care is not just about learning, it is much, much more. It's about loving and caring for our children and raising them in the best possible way.

We believe that childhood is a unique time of life, to be valued and enjoyed in its own right. We also recognise that this is the time where foundations are laid for future health, learning and wellbeing. We value children growing up with the understanding, skills and dispositions to be caring people and effective learners, able to contribute to their world and to enjoy rich and successful relationships with others.

The Early Years Learning Framework (EYLF) provides the groundwork for our thinking in relation to early care and education. Fundamental to the EYLF is a view of children's lives as characterised by *belonging*, *being* and *becoming*. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

BELONGING – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of *belonging*.

Belonging is central to *being* and *becoming* in that it shapes who children are and who they can become.

BEING - recognizes the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

*BECOMING - Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasizes learning to participate fully and actively in society.*

National Early Years Learning Framework, 2009.

WHAT WE DO...

Building a Community of learners

We believe in lifelong learning and give priority to creating opportunities for all members (staff, families, children) of our community to work together as learners. Our approach to learning provides children with a range of choices and lots of uninterrupted time to play.

We are guided in our work by the Early Years Learning Framework and by current research.

We believe:

- Children have the right to play
- Children have the right to a rich learning environment
- Staff have the right to support in professional learning
- Families have a right to contribute their knowledge about their child and their world

Therefore we work to:

Learn together with families, children and other staff.

Document learning and share information about what is happening in our community.

Plan for and share children's joy in discovery.

Ensure the highest level of involvement in each child

Be open to questioning what we do and why we do it

Building Partnerships

We believe a partnership approach to our work is an essential part of a quality care and learning environment for each child.

Our goal is to build relationships with each child and family ensuring everyone has the opportunity to feel valued, respected and supported. By sharing information about children's uniqueness, interests and experiences, we can work together to support each child to feel secure while they are with us.

We believe:

- Everyone has the right to be involved and be heard
- Children, families and staff have the right to be consulted, informed, make choices and be acknowledged
- Everyone has the right to feel connected with each other and the wider community

Therefore we work to:

Ensure that children's and families' perspectives and interests are central to our work.

Take responsibility to keep connections alive by listening to and communicating with each other and being open to feedback.

Ensure that a range of opportunities to participate and contribute are offered.

Building Wellbeing

We believe that one of our most important priorities is that each member of our community feels a strong sense of connection and belonging.

We also believe that our children need to have a positive sense of wellbeing and high levels of involvement in their activity.

Our work with children and families is guided by attachment theory. We want our community to be one that is enriched by the diversity of families, staff and children, and which provides a balance and range of experiences.

We believe:

- Children and families have the right to responsive caregiving practices and continuity of experience
- Children, families and staff have the right to a safe and healthy environment
- Everyone has the right to feel accepted and emotionally, physically and intellectually supported

Therefore we work to:

Build secure relationships.

Create an environment where everyone is listened to and responded to sensitively.

Work in ways that ensures everyone's emotional and physical health and safety.

Provide an environment that builds connections with nature.

Specific curriculum approaches

- Support the development of children's wellbeing and involvement
- Support children's learning through play
- Child protection Curriculum
- Opportunities for children to interact individually and in a variety of groups with an emphasis on the development of social skills.

4. Centre Based Staff

- Staff Profile: 0.8 Director; 0.6 Teacher and 4 Rural Care workers
 - Director works 0.5 with children, 0.1 admin for preschool and 0.2 for Rural Care
 - Teacher works 0.5 with children and 0.1 admin time.
 - Preschool ECW and/or support worker whose hours vary dependent on the children enrolled and support funding.
 - 2 main rural care workers with 29.5 hrs. 2 rural care workers with 5.5hrs.
 - An extended rural care session on Wednesday has 2 additional workers
- Performance Management Program: staff are supported to develop their professional and personal capabilities. We work together as a team to support this, providing opportunities to develop individual skills and interests. Encouragement is provided to participate in social activities and to celebrate achievements and evaluate performance on a termly basis.
- Access to special support staff: DECD Disabilities services provide access to Speech Therapists, hearing, psychological and social work services. There is a partnership Early Childhood Leader available for a variety of other support.
- Playgroup operates during term time on Monday morning from 10.00am – 12.00pm.

5. Centre Facilities

- Buildings and grounds
 - Building is centrally located. A large old church building with high ceilings, ceiling fans and ducted air conditioning.
 - Preschool and rural care are integrated. There are separate areas for kitchen, laundry/changing room, a sleep room and separate office.
 - Large open activity area indoors extending into a veranda area with shade and PVC blinds.

- Capacity (per session); 30
- Centre Ownership: DECD
- Access for children and staff with disabilities;
 - There is wheelchair access into the centre's entrance, toilet, change area and pathways around the grounds.
- Other: 5-10 minute walk to local feeder schools and 2 mins to local retail and business area.

6. Local Community (intended for country preschools)

- General characteristics:

The Yorketown Community Children's Centre is a part of a rural community with a generally stable population. The centre is situated near the business centre of the town. The Yorketown district is generally a low employment area. Farming, Fishing and shipping at Port Giles are the main occupations. Service, retail and building trades are other sources of employment. Yorketown is seen as a service town.
- Parent and community involvement in the preschool

The centre is supported by a proactive Governing council in turn supported by the local preschool, rural care and general communities. We aim to promote the involvement and participation of parents and community members in the provision of the service. There are many ways parents and community members can help and provide input into the centre.:
- Schools to which children generally transfer from this preschool

Local schools are Yorketown Area School and St Columba's Catholic Primary About 40% attend Yorketown Area School and 50% St. Columba's. Other schools to which our children transfer include Edithburgh Primary School and Stansbury Primary School (amounting to about 10%)
- Other local care and educational facilities,

A Family Day Care Service operates in Yorketown. Other services provided are Kindergym, Playgroup, Community Library and groups held like Guides, Callisthenics, Little Athletics. There is a local TAFE centre offering a range of courses Commercial/industrial and shopping facilities. There are local playcentres at both Edithburgh and Stansbury.
- Other local facilities

3 doctors at Medical Centre, with a local hospital and community health offices physiotherapists, CAYHS and related professionals attend.

Aged Care facilities are at nearby towns. Have local Dentist with other specialists visiting.

A range of sporting venues and clubs are available, with golf, football, cricket, , tennis and bowls the most obvious.

Social and service clubs include Lions, RSL, Historical society and CWA.

Community services such as St Johns Ambulance, Friends of SYP Hospital, C.F.S. and Friends of Innes National Park welcome voluntary support.

There are Anglican, Catholic, Lutheran and Uniting churches.

Recreational pursuits can include table tennis, bridge, 8 ball, horse riding – as well as expansive natural exploration which enables boating, fishing, beach and bush walking activities.

- Availability of staff housing
Some government housing is available for rent – otherwise private or supported arrangements through local home and land agents.
- Accessibility
No air service unless flying doctor or private air charter arrangements.
Light plane air strip is just north of township.
Daily bus service to and from Adelaide, alternating coastal and central routes – Yorke Peninsula Bus Service.
Community Bus Service daily between towns on lower/mid peninsula – and to Kadina as major regional centre, on regular weekly schedule.
- Local Government
District Council of Yorke Peninsula, 88532002 – Minlaton Office.
Local Tourism brochures updated annually – i.e. 'the lower leg'.
Available at tourist centres.

7. Further Comments

- Partnership arrangements with other groups
 - Managed by a committed Governing Council with representation from various programs offered at the Centre. 2 meetings per term on Monday evening.
 - Governing council is committed and well organised in terms of raising funds for the Centre.
 - The Centre is represented on the local SYP Early Childhood Interagency Group, the SYP community forum and the Yorke Early Childhood Group.