



# PRESCHOOL CONTEXT STATEMENT

Updated: July 2021

**Centre number:** 4864

**Centre name:** Netherby Kindergarten

## 1. General information

- Preschool Director: Tahlia Grandison
- Postal address: Bruce Webb Crescent, Urrbrae 5064
- Location address: Bruce Webb Crescent, Urrbrae 5064
- DECD Partnership: Mitcham Plains
- Geographical location – 6 kms road distance from GPO (km)
- Telephone number 08 8313 7076
- Mobile number 0437 815 830
- Fax number 8313 7077
- Preschool website address: [www.netherbykgn.sa.edu.au](http://www.netherbykgn.sa.edu.au)
- Preschool e-mail address: [dl.4684.leaders@schools.sa.edu.au](mailto:dl.4684.leaders@schools.sa.edu.au)
- Enrolment/Attendance

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2017	55	56	56	57
2018	48	50	49	49
2019	28	28	29	30
2020	53	n/a	55	55
2021				
2022				

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2017	93.1	89.9	92.6	91.2
2018	94.4	93.5	88.4	85.3
2019	97.4	94.0	94.7	83.6
2020	91.3	n/a	92.8	
2021				
2022				

- Co-located/stand-alone  
*Co-located with Waite Campus Children's Centre to enable children, whose parents work or study at the University of Adelaide, to access a DFE preschool program.*
- Programs operating at the preschool
  - ⊞ Sessional Kindergarten for eligible children is offered Monday to Thursday from 8.30am to 3.00pm. There is flexibility in choosing sessions, and parents negotiate their child's attendance pattern with the preschool director. Children are able to attend half days or full days on a weekly or fortnightly attendance pattern.
  - ⊞ Occasional emergency care is available for children enrolled in the preschool program
  - ⊞ Playgroup Fridays 9.30 – 11.30am
  - ⊞ Lunch/Full Day Program
  - ⊞ Bilingual Support
  - ⊞ Preschool Support for children with special rights

## 2. Statement of Philosophy

### Statement of Philosophy

Our vision is to provide a high quality, play-based program which values children's prior knowledge and experiences and focuses on their learning and wellbeing, while developing strong partnerships between parents, who are the child's first and most influential teachers, staff and community. Our kindergarten curriculum develops children's confidence, independence, knowledge and understanding of their world in

a safe, nurturing, interesting and beautiful environment where children are given time and the magic of childhood is preserved.

The Netherby Kindergarten community values respect, optimism, persistence, learner involvement and partnerships. These values underpin relationships, curriculum and governance of the kindergarten. We focus on developing secure, respectful and reciprocal relationships with children, while building strong partnerships with families.

We respect diversity and are committed to developing cultural competence to promote understanding, communication and equity. Our day begins with our acknowledgement of the Kurna people as the traditional custodians of the land. We care for the environment by implementing and teaching sustainable practices.

For staff, a culture of ongoing learning and reflective practice ensure continuous improvement in all areas. The principles of Reggio Emilia underpin our practice: promoting children's voice, encouraging children to explore their interests, and to express themselves in their own unique way through the "Hundred Languages of Childhood". The educators observe and reflect on the children's learning to build the curriculum with the children.

### 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.

Conversation 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 "Respect, Reflect, Relate" document is used for assessing for learning and development, and supports the educators in reflecting on and improving their pedagogy.

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.

- Core Values

**Vision:** Our vision is to provide a high quality, play-based program which values children's prior knowledge and experiences, and focuses on their learning and well being, and developing strong partnerships between parents, staff and community.

**Values:** The Netherby Kindergarten community values relationships based on respect, optimism, persistence, learner involvement and partnerships. We value the knowledge and skills the children, parents and staff bring to the kindergarten.

Respect for oneself, for others and the environment are at the core of our philosophy. Children see themselves as confident, powerful learners with developing skills to

keep themselves safe. Respect for others ensures inclusivity, and supports children to build trusting relationships with their peers, the educators, and all members of the local community and beyond.

Respect for the environment begins with respecting the land as the traditional land of the Aboriginal people. The children are involved in caring for the plants and animals in our environment, as well as learning about sustainable living. Children also take responsibility for caring for the site equipment, as well as their belongings.

- **Specific curriculum approaches**

The principles of the Reggio Emilia Schools are incorporated into the teaching practice at Netherby Kindergarten. 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 the environment to provoke opportunities for the children to explore, discover, question, problem solve, collaborate and communicate in a variety of ways.

- **Nature Play**

We place a high value on outdoor learning, which has led to the introduction of our Bush Kindy program as well as utilising the reserve located next to the kindergarten. Outdoor learning environments offer a unique opportunity for all children and educators to stretch to their full potential. Providing the opportunity for children to engage in open-ended, diverse and meaningful learning experiences. A time to explore, discover and investigate in an environment that fosters inspiration, curiosity, creativity and spontaneity. Risk and failures are viewed as positive learning experiences and this learning can help children develop life skills. Life skills including having awareness of being confident, resilient and able to take responsibility for themselves and their actions.

## **4. Centre Based Staff**

- **Staff Profile**

Director: Tahlia Grandison

Teachers: Lisa Pelgrim, Emily Schneider, Naomi Eliades

Early Childhood Workers: Liz Hayball, Magali Thorez, Mika Due,

Bilingual Support Workers: Victoria

- **Performance Management Program**

All staff are engaged in performance review meetings at least twice a year.

- **Access to special support staff**

The DFE Special Educator, Psychologist, Speech Pathologist and Social Worker assess and support children with special rights, with program ideas for educators and advice for parents. Preschool Support Workers work with children with special rights to support their learning and development.

## 5. Centre Facilities

- Buildings and grounds
- The Netherby Kindergarten was relocated from Claremont Avenue, Netherby to the current site in 2001. The kindergarten is a modern, spacious, purpose built site. The building has been modified to provide quiet areas for small groups, as well as staff working areas. The children's ideas are sought in rearranging the furniture and learning areas each term.
- The outdoor learning area has been extended to provide a large, beautiful area incorporating areas for active play, group activity, as well as gardening and exploring the natural world. The play area looks out towards the Waite Conservation Reserve. The kindergarten has planted and maintains a Bush Garden adjacent to the kindergarten and this includes 700 local plants, a quiet group area and a frog pond.
- Capacity (per session)      52  
While the building and grounds are large enough to accommodate 52 children group sizes are limited to below 40 to ensure a peaceful learning environment where all children have a voice.
- Centre Ownership  
Department for Education building located on land leased from the University of Adelaide
- Access for children and staff with disabilities  
The building has been designed to enable access for children and adults with disabilities.

## 6. Local Community

- General characteristics:

The Netherby Kindergarten provides a preschool program for local children, as well as those attending the adjacent Waite Campus Children's Centre.
- We have worked closely with staff from the Arboretum, School of Agriculture to develop our Bush Kindy program. A bush area where children can spend regular and sustained periods of time in the outdoors. This allowing children to have deeper conversations around nature, demonstrating a greater level of respect for the environment and allowing for more meaningful learning opportunities around environmental issues and sustainability.
- Parent and community involvement in the preschool  
Parent involvement in the preschool is encouraged. Parents can join the Governing Council, become involved in the preschool program, joins walks and excursions, help at working bees, etc. The staff work with parents to involve them in their child's learning, and when parents' work makes it difficult for them to visit the kindergarten, emails, and our Facebook and Instagram page are used to strengthen the communication with parents through making learning visible.
- Schools to which children generally transfer from this preschool  
Children from Netherby Kindergarten are enrolled at more than 10 different schools across Adelaide each year. The main feeder schools are Mitcham Primary, Highgate Primary, St Joseph's Kingswood and Mercedes College.
- Local Government: Mitcham