PRESCHOOL CONTEXT STATEMENT

Centre number: 2655
Centre name: Paralowie Kindergarten

1. General information

- Preschool Director: Lisa Jackson
- Postal address: 13 Yalumba Drive, Paralowie, SA 5108
- Location address: as above
- DECD Region: Northern Adelaide
- Geographical location – ie road distance from GPO (km): 22 kms
- Telephone number: 8250 2150
- Fax number: 8285 5164
- Preschool website address: www.paralowiekgn.sa.edu.au
- Preschool e-mail address: dl.2655.info@schools.sa.edu.au
- Enrolment/Attendance: (Figures collated from enrolment and attendance week 2, term 2)
  - Term 2 2011: enrolment 72, attendance 87%
  - Term 2 2012: enrolment 82, attendance 74%
  - Term 2, 2013: enrolment 63, attendance 79%
- Co-located/stand-alone: Stand alone
- Programs operating at the preschool:
Sessional Kindergarten for eligible children: full day sessions only, kindergarten open Monday, Tuesday, Thursday and Friday. As per the Federal Governments Universal Access initiative children are entitled to 600 hours of preschool per year. At Paralowie this is offered as 5 x 6 hour days per fortnight.

Under the Federal Government’s ‘Same First Day’ Policy kindergarten start dates vary depending on the child’s date of birth. Children who turn 4 up to and including April 30 will begin kindergarten in January that year. Children who turn 4 from May 1st onwards will begin kindergarten in January the following year.

Bilingual Support: recent support has included Khmer, Vietnamese, Dari and Malayalam.

Preschool Support: allocated by regional office on a termly basis and funded by the Department for Education and Child Development. Additional hours for early Intervention funded by the kindergarten.
2. Key Centre Policies

Statement of Purpose:
At Paralowie Kindergarten we aim to provide a high quality, inclusive educational program for children aged 3-5 years. Staff work closely with parents and the wider community to provide an environment that is stimulating and where children feel safe to participate in a program that enables each individual child to think and learn at a deeper level. Individual learning styles and stages of development are considered when planning. Adaptations to the program and small group work support children with additional needs. Small groups are also provided to extend children’s learning in a way that benefits all participants.

Centre Priorities:
Following on from the Northern Adelaide region 3 year strategic direction, the kindergarten continues to have a strong focus on Comprehension. Utilising the National Quality framework staff have identified several areas of high priority: these include ensuring that all children are a regular focus of planning and this is evident in programming formats, the Child Protection curriculum is used to inform programming and planning, and that there will be an increase to the Indigenous content of programming.

A long term sustainability project was begun in 2013. Sustainable practices are explicitly taught and have become embedded in our programming and in daily routines.

3. Curriculum


- Core Values:

  Statement of Philosophy

  Learning:

  - We value a play based curriculum that supports each child to develop and build confidence, curiosity, persistence, cooperation, creativity, resilience and respect. Each child’s uniqueness and prior knowledge is recognised and opportunities are provided for scaffolding learning.

  - Our intention is to be playful and for play to be open ended, child led, child initiated, teacher initiated, engaging and fun!

  - We believe that foundations for literacy and numeracy are strongly established through the play based curriculum.

  - We believe in providing an environment that supports all children to be successful.
• We value our outdoor space as an essential feature of our learning environment. This space invites open-ended interactions, spontaneity, risk taking, exploration, discovery and connections with nature.

**Teaching:**

• We encourage ongoing professional development and collaborative practice for all staff; to ensure that planning for learning supports the program, the needs of individual children and the kindergarten community. Staff will engage in reflection and analysis of themselves and the program. We believe that this will ensure that we offer a high quality education with high expectations of the program, teachers and children.

• We aim to intentionally teach children about sustainable practices. This promotes children’s understanding about their responsibility to care for the environment.

**Community:**

• Our intention is to provide a welcoming environment that is supportive and positive. An environment that promotes belonging and community and that encourages the involvement of families in the program. A setting where families are valued and recognised as their child’s first educators and where children, families, staff and community work together as co-constructors of children’s learning.

• We believe in the importance of having open lines of communication with families and positive interactions with children. Where necessary to act as advocates for children and their families within the wider community.

• We believe in building strong, long lasting relationships with children, families and the community.

• We respect the diverse cultures of families belonging to our community.

• We value a sustainable community that develops respect for each other and our environment and that is aesthetically pleasing.

*At Paralowie Kindergarten we believe that a philosophy is a working, living document that evolves with the community as new insights are gained and practice is evaluated. Therefore our philosophy will be reviewed on an annual basis.*

Reviewed and updated October 2013

• **Specific curriculum approaches:** constructivism approach, play based learning.

• **Joint programmes/special curriculum projects:** *Continuity of Learning* program that includes reciprocal visits between the kindergarten and reception classes from Paralowie R-12 School. The Centre works closely with local *child care centres* to enable children to attend Paralowie Kindergarten should
the family wish. The Director works with other preschool and school leaders in the local area; sharing learning, information and resources.

4. Centre Based Staff

Staff Profile:

Lisa Jackson-Preschool Director (FTE 1.0)
Qualification: Bachelor of Early Childhood Education
Trained: Basic Emergency Life Support (BELS)
          Responding to Abuse and Neglect

Di Watkins-Teacher (FTE 0.5)
Qualification: Diploma Kindergarten Teaching, Bachelor of Special Education
Trained: Basic Emergency Life Support (BELS)
          Responding to Abuse and Neglect

Cindy Taverner-Teacher (FTE 0.5)
Qualification: Bachelor of Teaching-Early Childhood Education
Trained: Basic Emergency Life Support (BELS)
          Responding to Abuse and Neglect

Grace Caruso-Early Childhood Worker (FTE 0.6)
Trained: Basic Emergency Life Support (BELS)
          Responding to Abuse and Neglect

Gloria Wood-Early Childhood Worker (FTE 0.2)
Trained: Basic Emergency Life Support (BELS)
          Responding to Abuse and Neglect

Carol Loveridge-Teacher (FTE 0.4)
Qualification: Bachelor of Early Childhood Education
Trained: Basic Emergency Life Support (BELS)
          Responding to Abuse and Neglect

• Performance Management Program: Annual process
• **Access to special support staff:** Bilingual support through DECD Bilingual services, preschool support for children with additional needs through DECD regional office.

5. **Centre Facilities**

• **Buildings and grounds:** Paralowie Kindergarten was built in 1981 and includes facilities for disabled access and playgroup. The former CAYHs clinic is now utilised by the kindergarten, providing extra space and toileting facilities. The buildings are owned by the Department for Education and Child Development. The centre is aesthetically pleasing with well-established grounds and facilities.

• **Capacity (per session):** 45, child adult ratio of 1:13

• **Centre Ownership:** as stated above

• **Access for children and staff with disabilities:** as stated above

• **Other:** a well-resourced flexible playgroup facility is housed in a separate building adjacent to the kindergarten and sharing their bathroom facilities.

6. **Local Community**

• **General characteristics:** The centre is situated in the suburb of Paralowie in the Salisbury local government area. It is located on the corner of a park, which surrounds the former Paralowie Sports Association oval. The community is diverse and includes dual and single income families and parents, families receiving government assistance and new arrivals. The community is culturally diverse with families from Aboriginal, Spanish, Chinese, Vietnamese, Cambodian, Indian, Polish and Serbian backgrounds.

• **Parent and community involvement in the preschool:** The Governing Council comprises of a President, Secretary, Treasurer and an average of 8 council members, including playgroup representatives. It is an open, friendly committee which work with the staff and Director to ensure the centre’s programs and priorities are well resourced.

• **Schools to which children generally transfer from this preschool:** families access a number of different of schools in the area both public and independent with Paralowie R-12 School being the closest feeder school.

• **Other local care and educational facilities:** several long day care and OSHC facilities are locally available.
7. Further Comments

- The Centre has a strong focus on sustainability, multiliteracies, comprehension and inquiry based learning. Staff attend ongoing training in ICT, sustainable practices and learning through play and inquiry in both the inside and outside environment.