



PRESCHOOL CONTEXT STATEMENT 2016

Updated: July 2016

Centre number: 4672

Centre name: Vale Park Preschool

1. General information

Preschool Director: Sharron Octoman

Postal address: Cnr Ascot Avene and Tonkin Street, Vale Park

Location address: Cnr Ascot Avene and Tonkin Street, Vale Park

DECD Region: Eastern Adelaide Region

Geographical location: 6km from GPO

Telephone number: 8261 0228

Fax number: 8266 6017

Preschool website address: www.valeparkcsc.sa.edu.au

Preschool e-mail address: dl.4672_leaders@schools.sa.edu.au

Enrolment/Attendance: 88 children attend weekly, 44 children per session, and our attendance rate is 95%

Co-located/stand-alone: The Preschool is located next to Vale Park Primary School

Programs operating at the preschool:

- ❖ Sessional Kindergarten for eligible children: Children are offered 15 hours of preschool each week, the year before they attend school. Children attend Monday and Tuesday or Wednesday and Thursday.
- ❖ A transition program occurs during the last term of the year.

- ❖ **Playgroup:** Our playgroup operates on Friday mornings for children the year before they begin preschool. It is part of the transition to preschool process.
- ❖ **Extended Care:** In emergencies extended care is provided within sessional times.
- ❖ **Full Day Program:** A full day program is offered Monday to Thursdays. Lunch is part of the daily education program. Children bring their own snack and lunch to eat.
- ❖ **Bilingual Support:** Bilingual Workers support children from non English speaking backgrounds who require support to participate in the curriculum. This is a DECD funded program.
- ❖ **Preschool Support:** Children who have been identified as having additional needs are supported through Early Childhood Support Services (DECD) within an integrated program. Children can also receive support through an Early Intervention Program.
- ❖ **Playgroup:** A playgroup coordinator facilitates playgroup on Friday mornings (9-10.30) for children who will be attending the Preschool. Children and families attend the playgroup the year before preschool.
- ❖ **Early Entry:** Early Entry is available for children with additional needs if there is availability of places during preschool sessions.

2. Key Centre Policies

Educational Philosophy

The early years of a child's life is the ideal time to establish a foundation for lifelong learning. Young children are independent, capable and competent learners who have the ability to question and explore the world.

We provide a stimulating learning environment where children co-construct their learning through involvement in meaningful experiences that embrace children's culture, values and interests.

The curriculum is implemented through intentional teaching moments and play based experiences in conjunction with an Inquiry approach. The Early Years Learning Framework guides our practice into which we incorporate the Keeping Safe: Child Protection Curriculum, Indicators of Preschool Literacy/Numeracy as well as Science, Technology, Engineering and Mathematics (STEM). The curriculum continually emerges as the result of the planning cycle which includes regular collaborative reflection and analysis of children's engagement, interests and abilities.

We seek to facilitate an environment where children:

- Have a strong sense of self and cultural identity.
- Feel valued, confident and have a sense of belonging.
- Experience positive and respectful relationships with their peers, educators and the environment.
- Take responsibility for their health, physical wellbeing and the natural world.
- Develop a range of skills and processes necessary for life including inquiry, investigation, persistence and resilience which includes risk taking.

- Communicate in multiple ways for a range of purposes.

As educators at Vale Park Preschool we:

- Respect and respond to children in a caring, positive and thoughtful manner.
- Provide a challenging and inclusive environment.
- Work in partnerships with families, the community and relevant professionals.
- Regularly reflect on our practise and participate in ongoing Professional Training and Development.
- Work collaboratively by embracing each other's knowledge, skills and strengths. We strive to be open to new ideas and challenges.
- Have high expectations for ourselves and the children.

Vision statement

Children are Powerful Learners; therefore we seek to facilitate a high quality learning environment. Children are actively involved in play based experiences demonstrating the dispositions for learning while extend their understanding of themselves and the world.

Mission Statement:

The educators at Vale Park Preschool are enthusiastic about enhancing children's sense of being, belonging and becoming. We are committed to working collaboratively by embracing each other's strengths and implementing inclusive practices that facilitate opportunities for children to become powerful learners. We value and encourage families' participation in the curriculum; therefore we seek to work in partnership with them to achieve high learning and development outcomes for children.

Centre Priorities:

The educators, Governing Council and families have identified priorities and strategies for 2015. They are documented in our Quality Improvement Plan in the seven quality areas:

- ❖ Educational program and practice
- ❖ Children's health and safety
- ❖ Physical environment
- ❖ Staffing arrangements
- ❖ Relationships with children
- ❖ Collaborative partnerships with families and communities
- ❖ Leadership and service management

The Preschool also has a strong focus on:

- ❖ Science, Technology, Engineering and Mathematics (STEM)
- ❖ Improving literacy outcomes for children with a focus on:
 - Oral language
 - Concepts of print
 - Phonological awareness
- ❖ Improving numeracy outcomes for children with a focus on:
 - Quantity
 - Data collection and analysis
 - Pattern and algebraic reasoning
 - Spatial awareness
 - Measurement
- ❖ Wellbeing Action Plan:
 - Healthy lifestyles
 - Physical development
 - Relationships/social skills/collaboration
 - Engagement/involvement
- ❖ Learning Dispositions:
 - Persistence
 - Problem solving
 - Concentration
 - Resilience
 - Inquiry
 - Experimentation
 - Critical thinking
 - Reflection on learning

3. Curriculum

The curriculum is based on the following learning outcomes:

- ❖ Children have a strong sense of identity
- ❖ Children are connected with and contribute to the world
- ❖ Children have a strong sense of wellbeing
- ❖ Children are confident and involved learners
- ❖ Children are effective communicators

The following documents influence our curriculum:

- ❖ Belonging, Being, Becoming (Early Years Learning Framework)
- ❖ Respect, Reflect, Relate (tool to support reflective practices)
- ❖ Child Protection Curriculum
- ❖ Preschool Numeracy and Literacy Indicators

Our Core Values are:

- ❖ Relationships
- ❖ Equity
- ❖ Quality
- ❖ Partnerships
- ❖ Diversity
- ❖ Respect

Specific curriculum approaches:

- ❖ The Peschool offeres a play based approach to learning that builds on children's interests, skills and knowledge.
- ❖ The Preschool is influenced by the Reggio Emilia approach and the Inquiry approach.

Joint programmes/special curriculum projects:

- ❖ We have a close, reciprocal relationship with Vale Park Primary School.
- ❖ The Respect, Reflect, Relate tool is used to support practitioner research and is currently being used to increase children's involvement/engagement in their learning.

4. Centre Based Staff

Staff Profile:

- ❖ 1.0 Director
- ❖ 1.0 Teacher
- ❖ 2.0 ECW These positions are currently shared.
- ❖ Playgroup coordinator

Performance Management Program:

- ❖ Performance development strategies strive to develop harmony in working relationships and improvement in personal understandings and practices. This is seen as an essential component in providing a quality service for children, staff and families.
- ❖ Performance management processes are ongoing and include regular feedback and individual performance planning.
- ❖ There is a focus on collaborative reflections and sharing of current and new learning.

Access to special support staff:

- ❖ Children with additional needs may receive additional support. Referrals are negotiated with the Support Team from the Eastern Adelaide Region District office of DECD in consultation with parents for support and assessments.

5. Centre Facilities

Buildings and grounds:

- ❖ The Preschool was initially built as a preschool in combination with a Playgroup and CYH.
- ❖ The Preschool comprises of three large indoor play spaces, large kitchen/staff room, an office, storeroom and library area.
- ❖ The outdoor environment provides children with a variety of areas for quiet and active play, individual, small and large group learning.
- ❖ A worm farm, vegetable gardens and rainwater tanks support sustainable practices.
- ❖ The Preschool environment was redeveloped in 2015.

Capacity (per session):

- ❖ The Preschool has a capacity of 45 children per session.

Centre Ownership:

- ❖ The building and grounds are owned by The Department of Education and Child Development.

Access for children and staff with disabilities:

- ❖ The Preschool grounds are flat and there are paths to support wheelchair and walking frame access.
- ❖ The indoor environment is large and provides room for independent use of wheelchairs and walking frames.
- ❖ There is access to a wheelchair friendly toilet for children and adults.

6. Local Community

General characteristics:

- ❖ The parent community includes two parent families, single parents and those with shared custody.
- ❖ Families from differing socio-economic backgrounds are represented.
- ❖ Families are culturally diverse. Indigenous Australians, Australian, Japanese, Indian, African, Greek, Russian, Italian, Korean, Iranian, Sri Lankan, Croatian, Chinese, Pakistan, Burmese, Lebanese and Vietnamese children attend preschool.

Parent and community involvement in the preschool:

- ❖ A committed Governing Council meets twice a term.
- ❖ Families are encouraged to be involved in preschool life. They can participate a variety of ways: including sharing their culture, knowledge and skills, providing feedback on their child's learning through their child's Learning Folder, surveys, reports and conversations, excursions, cleaning and working bees.

Schools to which children generally transfer from this preschool:

- ❖ Vale Park Primary School is our main feeder school however children also attend Trinity Gardens, East Adelaide, East Marden, Wakerville and Klemzig Primary Schools.
- ❖ Children also attend a variety of local private schools.

Other local care and educational facilities:

- ❖ Family Day Care providers also care for our children and take them to and from the Preschool.
- ❖ Some of our children also attend the Vale Park Primary Schools OSHC program (before and after preschool).

Accessibility:

- ❖ The Preschool is about 15 minutes from the city centre and bus services run on nearby roads.

Local Government:

- ❖ The Preschool is located in the Walkerville Council area.

7. Further Comments

Partnership arrangements with other groups:

- ❖ The Preschool is developing strong links with Vale Park Primary school and the reception classes.
- ❖ The Preschool is a member of the Morilata Partnership.

The Preschool has a working relationship with a variety of other local public and private schools in the area. This supports the smooth transition of our children into their reception classes.