



PRESCHOOL CONTEXT STATEMENT

Updated: 2/22

Centre number: 5616

Centre name: Glandore Community Kindergarten

1. General information

- Director - Michelle Swincer
- 37 St Georges Avenue Glandore 5037
- Postal address as above
- Greenhill South Partnership
- Felixtow 1 Portfolio (Dept. for Education)
- Geographical location – 5.8 km road distance from GPO (km)
- Phone number 08 8293 5325
- Fax machine 08 8371 4970
- Preschool website address: www.glandorekgn.sa.edu.au
- Preschool e-mail address: dl.5616.leaders@schools.sa.edu.au
- Enrolment/Attendance Enrolment 55 children (regular attendance)
- Stand-alone preschool
- Programs operating at the preschool
 - ⊗ Sessional Kindergarten for eligible children
 - ⊗ Bilingual Support
 - ⊗ Preschool Support/ IESP
 - ⊗ Preschool Speech and Language Program

The Speech and Language Program provide a high level of specialised support, including a teacher and part time speech pathologist. Learning and development in other areas is similar to that of other children their age.

The program aims to strengthen children's communication by supporting their talking and listening skills, ability to learn and interact with others. It provide specialised teaching and speech pathology services that support children's participation and learning at preschool.

The program includes:

- ⊗ individual and small group activities to support talking and listening skills
- ⊗ direct teaching through play
- ⊗ supporting inclusion within the preschool program.

2. Key Centre Policies

- Preschool Quality Improvement Plan - developed annually and revised throughout the year. One main focus is planned for the year with children at the core - staff learning and involvement and feedback to families is included in the plan.
- Philosophy Statement –

**Glandore
Community
Kindergarten**



OUR PHILOSOPHY

OUR BELIEFS

- **Every child comes to kindergarten with capabilities and competencies**
- Development and learning occurs when children and families feel safe, secure, respected and supported.
- Families are considered as our partners so that their children will be positioned to learn with and from others. Every child will be able to co-construct learning
- The cultural competence of each educator is important. "Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures." Early Years Learning Framework p16
- Research underpins our planning for teaching and learning practices. Through play, '**learning by doing**' the emergence and refinement of a wide variety of extraordinary competencies are shown by children. Play provides strength-based opportunities for children to discover, create, inquire and reason. Children take important risks, they improvise, imitate, approximate and imagine. When children play they are "realising achievements that will become their real actions and values in the future" - Vygotsky. Play is the place where literacy and numeracy capabilities are sensitively scaffolded, challenged (in just the right way so that there is intellectual stretch), and planned for. High quality play environments exist when every educator is collaborative, reflective, intentional and guided by the principles and practices from our mandated learning framework (EYLF 2009). Every child will be given agency to initiate and lead their learning. "They have the right to be active participants and decision makers in matters affecting them." Belonging, Being and Becoming: The Early Years Learning Framework for Australia, 2009, p12).
- Each and every child will grow and develop when the educational program centres on holistic pedagogy and when it is child focussed.

3. Curriculum

- Framework used: Early Years Learning Framework
- Indicators of Preschool Numeracy and Literacy, Numeracy and Literacy Guidebooks
- Core Values (policies are written with children's learning in mind where possible)
- Play based learning is valued as being the most appropriate learning strategy for young children.
- Based on childrens voice, our teaching philosophies, educator observations, Department for Education and National Quality Framework policies and guidelines, SA Health and parent/community engagement and Child Protection Curriculum.

4. Centre Based Staff

1.0 Director

1.0 Teacher

.4 Universal Access Teacher

.6 Speech and Language Progrsm Teacher

.5 ECW (plus additional site funded)

.4 Speech Pathologist (SLP)

- Access to special support staff through Support Services – Felixtow DfE office
- **Performance and Development**
6 monthly formal meetings and informally initiated by line manager or employee as needed
All staff members have professional learning responsibilities with their line manager.

5. Centre Facilities

- Buildings and grounds lush with greenery. Building, internal and external to be painted in 2021.
- Capacity (per session) 44 children
- Centre Ownership- the building is leased from West Torrens Council. Managed by DfE
- Access for children and staff with disabilities. One adult accessible toilet. Cement and paving paths.

6. Local Community (intended for country preschools)

- We welcome all famlies who wish to attend our centre and follow the Dfe Priority Access when we allocate places.
- **Parent and community involvement in the preschool**
Governing Council meets twice each term
Parents are welcome and are invited to be involved in the daily program
- **Schools to which children generally transfer from this preschool**
We have had children move on to start their formal schooling at up to 20 schools at the conclusion of their kindergarten year. Our main feeder schools are Black Forest Primary

School, Plympton Primary School and St John the Baptist Catholic School

- **Other local care and educational facilities**

Many of our children attend Glandore Private Kindergarten and Child Care Prior to kindy or on the days they do not attend kinderagarten.

- **Commercial/industrial and shopping facilities**

KMart shopping entre less than 1 kilometre away on Anzac Highway

- **Other local facilities**

Glandore Community Centre which offers a broad range of programs to all family members.

- **Local Government**

City of West Torrens

7. Further Comments

- **Financial Position**

The kindergarten's financial position is strong with the budget overseen by Finance Officer, Director and Governing Council.

Finance Officer – manages ongoing financial responsibilities such as bookkeeping, BAS and banking.

Parent financial contributions are called for termly.