



# PRESCHOOL CONTEXT STATEMENT

Updated: 16<sup>th</sup> May 2023

**Centre number:** 5616

**Centre name:** Glandore Community Kindergarten

## 1. General information

- Preschool Director – Rita Alexandru
- Postal address - 37 St Georges Avenue Glandore 5037
- Location address - 37 St Georges Avenue Glandore 5037
- DECD Partnership – Greenhill South Partnership, Felixstow 1 Portfolio
- Geographical location – 5.8 km road distance from GPO (km)
- Telephone number 08 8293 5325
- Fax number 08 8371 4970
- Preschool website address: [www.glandorekgn.sa.edu.au](http://www.glandorekgn.sa.edu.au)
- Preschool e-mail address: [dl.5616.leaders@schools.sa.edu.au](mailto:dl.5616.leaders@schools.sa.edu.au)
- Enrolment/Attendance
  - Enrolment 44-66 (regular attendance – variations are in relation to the enrolment caps, as advised by The Department for Education)*
- Stand-alone preschool
- Programs operating at the preschool
  - ❖ Sessional Kindergarten for eligible children
  - ❖ Bilingual Support
  - ❖ Preschool Support
  - ❖ Preschool Speech and Language Program

*The Speech and Language Program provides a high level of specialised support for up to seven children.*

<https://edi.sa.edu.au/library/document-library/early-years/disability-policy-and-programs/preschool-speech-and-language-program-placement-process>

## 2. Key Centre Policies

- 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 feedback to families is included in the plan.

# OUR PHILOSOPHY

## OUR BELIEFS

- **Every child comes to kindergarten with capabilities and competencies. We recognise that children start preschool with a range of skills, interests and experiences.**
- Development and learning occur 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 responsiveness of each educator is important. “Cultural responsiveness is the ability to understand, communicate with and effectively interact with people across cultures.” *Early Years Learning Framework* p.16.
- 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, and challenged in manageable steps. They are planned for in just the right way so that there is intellectual stretch. 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 V2.0, 2022, p. 12*).
- Each and every child will grow and develop when the educational program centres on holistic pedagogy and when it is child focussed.
- **Every child is capable and competent.**

### 3. Curriculum

- Framework used: Early Years Learning Framework, Indicators of Preschool Numeracy and Literacy, Numeracy and Literacy Guidebooks and evidence-based research.
- Pedagogical practices include differentiated learning for each child. We use a strengths-based approach to build on from what children know, can do and understand.
- Children's growth over time is documented and shared with families in an ongoing planning cycle.
- Educators continue to be reflective and responsive to children and families. Our critical reflections have led to and inspired authentic pedagogical shifts in practices that promote and improve learning outcomes for children.
- Based on children's 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

- Staff Profile
  - 1.0 Director*
  - 1.0 Teacher*
  - 0.4 Universal Access Teacher*
  - 0.6 Speech and Language Teacher*
  - 1.0 ECW – From Term 3*
- Performance Management Program
  - 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.
  - Access to special support staff through Support Services – Felixtow DfE office

## 5. Centre Facilities

- Buildings and grounds

Lush with greenery. Building is maintained to a high standard.

Capacity (assigned physical capacity per session) 45 children.

Centre Ownership - the building is leased from West Torrens Council.

Managed by DfE.

Access for children and staff with disabilities is ensured by ad

## 6. Local Community (intended for country preschools)

- We welcome all families who wish to attend our centre and follow the DfE priority of 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.

Parents plan in partnership with educators for their child's learning.

- **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 Centre on the days they do not attend kindergarten.

- **Commercial/industrial and shopping facilities**

KMart shopping centre is 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.

Puddle Jumpers – less than 1km away.

- **Local Government**

City of West Torrens.

## 7. Further Comments

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

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

Parent financial contributions are called for termly.