

PRESCHOOL CONTEXT STATEMENT

Updated 07/2018

Centre number: 4661

Centre name: Stirling District Kindergarten

1. General information

- Centre name
: Stirling District Kindergarten
- Centre number
: 4661
- Pre-school Director
: Philippa Rust
- Postal address
: 11 Avenue Road Stirling 5152
- Location address
: 11 Avenue Road Stirling
- Courier number
: ADELAIDE HILLS

Telephone number
: 83392384

- Fax number
: 83701056
- DECS District
: ADELAIDE HILLS
- Road distance from GPO (km)
: 20 kms
- Staffing Numbers
: Director: 1, Teacher: 1.5, E.C.W. 2.5

- Programs operating at the centre, with a brief description of each:
 - Transition / Pre Entry
The term prior to Kindergarten entry
 - 15 hours per week of kindergarten for children for one year prior to starting school. Enrolments are accepted according to priority of access guidelines. The child's attendance is negotiated with parents with children attending two full days
 - Playgroup – Friday 9.30am to 11.00am
Operated under DECD guidelines
- Enrolment/Attendance trends
: Regular attendance with yearly enrolments of 88 children.
- Year of opening
: 1956
- Public transport access
: Kindergarten located near a bus route.

2. Children

- General characteristics
: The Stirling District community is diverse, being made up of the professional and self-employed families. Increasingly both parents are in the work force.
- Special Needs support
: Available through DECD early assistance programs and Early Assistance grants.
- Child Behaviour Management
: Developmental approach focusing on the reasons for the behaviour and with full co-operation of parents

3. Key Centre Policies

- Quality Assurance Processes
Quality Improvement Plan: We develop a Quality Improvement Plan annually. The Quality Improvement Plan focuses on all seven areas of the national Quality Standards. Strategies included in the Quality Improvement Plan focus on opportunities for frequent parent feedback on the operations of the site. The current plan can be viewed on our web site.

- Parent and Community involvement at all levels

We strive to ensure that our Centre is a focal point for the community, providing high quality services in which parents are intrinsically valued and contribute to the needs and well being of our families. We aim to provide a safe, caring, supportive, learning environment for children in their earliest years.

Our Statement of philosophy

We Believe:

Children are born connected to family, community, culture and place. Belonging is integral to human existence and relationships are integral to belonging. Relationships are the foundations for the construction of personal and social identities – ‘who I am’, ‘how I belong’ and ‘who I can influence’. They are also fundamental to a child’s capacity for learning.

Learning occurs in the context of secure relationships with family, educators and other children. When children feel safe, secure and supported they grow in confidence to explore and learn. At Stirling District Kindergarten we support children’s developing sense of agency and group identity, self-confidence, autonomy, persistence and resilience. When relationships are nurturing, responsive and predictable, children learn to manage their emotions and understand the perspectives and needs of others.

The active role of the educator in facilitating children’s sense of belonging to groups and understandings of the reciprocal rights and responsibilities necessary for community participation.

Learning about healthy lifestyles, including nutrition, personal hygiene, physical fitness, emotions and social relationships is integral to wellbeing and self confidence. We use an integrated and holistic approach through EYLF To develop understandings of the importance of these aspects of life and living.

Children are more likely to be confident and involved learners when their family and community experiences and understandings are recognised and included in the early childhood setting. This assists them to make connections and to make sense of new experiences.

When children are actively engaged they develop not only positive dispositions but also concepts and the creative thinking and inquiry processes that are necessary for lifelong learning. Play-based experiences provide opportunities for children to explore, experiment and interact with other children and educators as they share ideas and negotiate meanings. Play also allows children to revisit and consolidate new learning’s.

Communication is an essential component of learning to belong, be and become. Children are social beings who are intrinsically motivated to exchange ideas, thoughts, questions and feelings and to use a range of tools and media to represent and extend their learning. Children have the right to become competent and continuing users of their home

language which is crucial both for their sense of identity and belonging as well as to develop competency in Standard Australian English. Experiences in kindergarten build on the range of experiences with language, literacy and numeracy that children have within their families and communities.

Our Practice

We believe play is critical for children's learning, growth and development. Play based learning develops active learning which: develop pathways in the brain, build complex language and social skills, develop imagination and enable children to develop high level thinking skills. Through this process we value children as co constructors of their learning and use their voice, individual learning styles and preferences, parental input, community influences, and explicit learning opportunities to enhance the child's whole learning experience. Educators use continuous assessment processes to reflect, review, inform and direct children's learning ensuring high quality learning outcomes.

We value and promote the Principles and Values of:

Trust, Nurturing, Engagement, Equity, Respect and Challenge

Core Business

Our core business is to provide high quality teaching in a caring, safe, stimulating environment for preschool children which is centred on building optimism and self-esteem and is based on learning through play.

Our VISION:

“Stirling District Kindergarten will provide excellence in education and care for children in their earliest years through a program that values emotional well-being, positive relationships and family and community participation.”

- We want our children to be happy and productive and socially competent.
- We value each child equally and we work to meet each child's needs in a quality educational environment.
- We are working to ensure that our children develop the skills, knowledge and attitudes to enable them to participate fully in their future.
- We value and promote positive inter personal relationships with children, parents, community and staff.

4. Curriculum

- Play based learning is valued as the most appropriate learning strategy for very young children
- Curriculum Framework used National Early Years Learning Framework
The curriculum is based on the EYL framework, our teaching philosophy, DECD policies and guidelines, and community expectations.

- Children with Individual Special Needs
Eligible children are supported through funding provided by DECD special services and early childhood support teams. Staff will engage with interagency networks to ensure positive learning outcomes for all children.
- Assessment procedures and reporting
 - Observations carried out during the child's first two terms at kindergarten focus on individual learning needs. This includes comments from parents on child's previous experiences in the home environment.
 - Mid year reports including individual learning goals are presented to parents for further discussion mid way through child's pre-school year.
 - Formal and informal opportunities are provided to parents mid year and at the end of the year for discussion on children's progress. Staff provide ongoing informal opportunities for parents to have conversations about their child's progress at kindergarten.
 - Summative reports are provided to parents when the child leaves Kindergarten and a copy forwarded to the school.

5. Co-Curricular Activities

- General
:N/A
- Special
:N/A

6. Staff

- Staff Profile (Status, classification/award, employment details)
 Philippa Rust; Director Graduate Diploma, 1.0
 Angela Feddern; Teacher Graduate Diploma, 1.0
 Susan Jenner; Teacher Master of Teaching 0.5
 Sally Montelone; Early Childhood Worker, Cert 3 1.0
 Frankie McLean; Early Childhood Worker, Diploma in Childrens Services 0.7
 Lindsey Scholz; Early Childhood Worker, Cert 3 0.6
 Barbra Casson - Green; Early Childhood Worker, Cert 3 0.1
- Staff support systems (e.g. cooperative work groups)
 Neighbouring sites, local hub group networks local primary schools.
 DECD Support systems
- Performance management program
 All staff members have performance development responsibilities with their Line Manager.
- Access to special support staff
 DECD Special services unit provide access to a team of specialists-speech pathologist, social worker, psychologist, special educators, who are available to

meet the needs of children or families who might be experiencing difficulties in specific areas.

- Other

Children are offered a health screening before they go to school provided through Child and Youth Health.

7. Centre Facilities

- Buildings and grounds

The building is owned by DECD and CYH. DECD owns the land. The building has been developed over the years to include an Atelier and enclosed year round pergola. The playground has been totally redeveloped to allow children to experience many learning experiences outside.

- Capacity

Maximum 44 children per session.

Car parking is available on Avenue Road or in the Steam Roller playground car park.

- Centre Ownership

:DECD/CYH -owned building/land

- Access for children and staff with disabilities

Ramp access from pavement to building

Access to bus transport (eg. Centre bus, community bus)

Central Bus stop is in the main street of Stirling, and is within short walking distance to the Kindergarten. (Trans Adelaide)

8. Centre Operations

- Constitution

The Kindergarten is an incorporated body with an appropriate Constitution

- Decision-making structures (eg. Management structure, sub committees)

Governing Council- Parents and staff

- Regular Publications

Newsletters every fortnight sent home

A Summative children's reports for parent at the end of each year

Annual Report

Context Statement

Quality Improvement Plan

- Other communication processes

Community Noticeboard located near the front door.

Email communication

Individual notices for families attending all programs

Verbal Communication.

Digital slideshows
Powerpoint Presentations
Guest speakers
Formal and informal discussions
Parent group meetings

- Centre financial position
Financial position is quite strong with budget overseen by Treasurer and Director.
Finance Officer manages ongoing financial responsibilities such as BAS, banking
Parent's contributions are usually paid termly.
- Special funding
Early Assistance
Early Intervention
Professional Development funding
- Other Parent groups
As requested by the parents

9. Local Community

- General characteristics: (eg. work, languages, culture)
Increasingly diverse community with a number of working parents
- Feeder schools/pre-schools/care/OSHC
Feeder schools: Crafers, Heathfield, Stirling East, Aldgate, Upper Sturt, Mylor, Bridgewater, St Catherines School
Child Care Centres: Stirling Community Child Care Centre
Ranges Child Care Centres, Aldgate and Stirling. Family Day Care
- Parent and community involvement
Daily parent involvement and ongoing fundraising
Community – Local Schools, Child Care Centres, Hills Theatre, C.F.S., Library, Hospital and the Local shops.
- Local Government body
Adelaide Hills Council
- Special Focus
Families of preschool age children in the community