

PRESCHOOL CONTEXT STATEMENT

Updated: 25-03-2021

Centre number: 2670

Centre name: Salisbury Heights Preschool

1. General information

- Centre name
: Salisbury Heights Preschool
- Centre number
: 2670
- Preschool Director
: Donia Haidar
- Postal address
: 5-9 Stanford Road, Salisbury Heights, 5109
- Location address
: as above
- Telephone number
: 8281 7293
- Mobile
: 0437179005
- e-mail address
: dl.2670.leaders@schools.sa.edu.au
- DfE Partnership
: Salisbury
- Geographical location – ie road distance from GPO (km)
: 22km
- Enrolment/Attendance
: Current enrolments 88 children
- Co-located/stand-alone
: stand alone
- Programs operating
 - ❖ Sessional Kindergarten for eligible children
: 15 hours of preschool (universal access). One group of children attend Mondays and Tuesdays (Koala Group) from 8.15am to 3.45pm. The other group of children (Wombat Group) attend on Wednesdays and Thursdays from 8.15am to 3.45pm. Playgroup runs on Friday mornings from 9:30am-11:00am
 - ❖ Bilingual Support
: Available in keeping with Department for Education guidelines

❖ **Preschool Support**

: A number of children receive additional support through the Preschool Support Program. These children have additional needs in the areas of speech and language development, developmental delays and disabilities and behavioural issues.

2. Key Centre Policies

Salisbury Heights Preschool is committed to providing an accessible, inclusive, play-based, quality learning environment for preschool children and their families, which empowers individual children to continue their life journey with confidence. The educators, in partnership with families and community, support the individual needs and values of the children and their parents.

Our priorities are wellbeing and engagement, literacy and numeracy development and environmental awareness.

3. Curriculum

Framework used:

We use the Early Years Learning Framework – Belonging, Being and Becoming to plan and structure the learning environment for the children. In a preschool the curriculum encompasses all the interactions, experiences, routines and events, spontaneous and intentional that occur in an environment designed to foster children's learning and development. Play provides the context for the children's learning, as it allows for the expression of personality and uniqueness, enhances dispositions such as curiosity and creativity, enables children to make connections between prior experiences and new learning, assists children to develop relationships and concepts and stimulates a sense of wellbeing.

The Framework has five Learning Outcomes:

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

As part of our weekly curriculum we focus, through the activities and experiences planned for the children, on selected components of the above outcomes as individual needs and interests arise. In addition, many of the learning outcomes for children from the framework are ongoing and form a basis for all our programming. Details of our current interests are displayed on the learning program noticeboard on the verandah.

The Indicators of Preschool Literacy and Numeracy also support us in planning the learning environment for the children.

- **Core Values**

We believe children learn through play by exploring, experimenting, developing skills and abilities, working together, making links and building

understandings in a safe caring environment where everyone is important and learning is valued.

Within the Belonging, Being and Becoming framework we:

Create an environment which promotes children's learning and development through play.

Value and respect each child as an individual and support the development of their positive self- concept.

Develop respectful relationships.

Value what children already know and plan learning experiences that compliment what children want to learn and what they need to learn.

Focus on the development of the whole child.

Recognise each child's right to be safe and support the development of children's protective strategies to help them be safe.

Encourage children to take risks in their learning and provide opportunities for children to experience success.

Acknowledge children as competent, capable and active learners.

Nurture in children the skills necessary for successful interactions and working in groups

Support and facilitate the development of children's language and communication skills, as well as early literacy and numeracy skills.

Ensure the curriculum is culturally and socially inclusive and foster a sense of fairness and respect for diversity.

Support children's interaction with and respect for the natural world and awareness of sustainability.

Regularly evaluate the learning journey of each child through observing, discussing, recording and planning for their learning, and share this information with parents.

Work in partnership with families and liaise with support services, schools and other agencies to achieve the best outcomes for each child.

The provision of quality teaching and learning programmes is enhanced by effective management structures, information and communication systems, the development of appropriate facilities and resources and the maintenance of a safe environment for all.

4. Centre Based Staff

- Educator Profile
 - : 1x1.0 Director (A-1), 1.0x Fulltime teacher, 1.0x 0.5 Universal access teacher, 1x1.0 ECW2, 1x1.0 ECW1, 1x1.0 Universal Access ECW1 + additional support staff. Educators work together to achieve the positive outcomes for the children and families in a supportive, team centred environment.
- Performance Development Program
 - : DfE Performance development processes support educators. Regular educator meetings allow for the sharing of information and ensure open communication. There is a supportive, team centred environment.
- Access to special support staff
 - : DfE Support Services are available to support staff and families. An Employee Assistance Programme is available through DfE.

5. Centre Facilities

- Buildings and grounds
 - : The building is bright and spacious and, together with the attractive grounds, provides an interesting, natural learning environment for the children.
- Capacity (per session)
 - :60 children per session
- Centre Ownership
 - : The site is owned by DfE
- Access for children and staff with disabilities
 - : Disabled access is available to the building, adult toilet and playground.

6. Local Community

- General characteristics: (eg. types of work available, languages usually spoken at home, local developments)
 - : Salisbury Heights Preschool is located in a residential area of Salisbury Heights with the majority of children attending from the surrounding suburbs. The building is bright and spacious and, together with the attractive grounds, provides an interesting, natural learning environment for the children.
- Parent and community involvement in the preschool
 - : Parents support the centre's operation through involvement with the learning program, governing council and day to day activities and tasks.
- Schools to which children generally transfer from this preschool
 - : 60% of children attend Salisbury Heights School. The remaining children attend a range of other local public and private schools (up to 13).
- Local Government body (name, phone number), availability of publications describing the local area (with source, cost), characteristics, level of involvement
 - : City of Salisbury ph.: 8406 8222