PRESCHOOL CONTEXT STATEMENT

Centre number: 2651
Centre name: Para Hills West Preschool

1. General information
Preschool Director: Kerry Wood

Postal address: 69 Kesters Road, Para Hills West, 5096

DECD Partnership: Montague Partnership (a partnership of DECD schools and preschools: Para Hills High School, Para Hills Primary School, Para Hills West Primary School, East Para Primary School, Ingle Farm Primary School, Ingle Farm Children’s Centre, North Ingle Primary School, Valley View High School, Para Vista Primary School, Valley View Kindergarten, Pooraka Primary School, Pooraka Kindergarten, Liberman Kindergarten, The Youth Education Centre)

Geographical location: 17kms North of Adelaide

Telephone number: (08) 8349 5160
Fax number: (08) 8359 4257
Preschool website address: www.parahillspre.sa.edu.au
Preschool e-mail address: dl.2651.leaders@schools.sa.edu.au
Preschool Facebook page: Para Hills West Preschool

Enrolment/Attendance: Sessional (eligible year) average enrolments for the last 5 years are around 48 children with attendance of around 40 children

Co-located/stand-alone: Stand alone

Programs operating at the preschool:
Pre Entry – 1 session per week (as available subject to available spaces) integrated within the preschool sessions during Term 4 (term prior to commencement of full time preschool). Limited provision for early entry places in accordance with DECD guidelines.

Sessional Kindergarten for children in their eligible preschool year – morning, afternoon sessions and full day (2 sessions combined) are available (Monday to Thursday) and a morning session only on a Friday. A further combination is available that provides parents with the option for their child to attend the Preschool 2 full days one week and 3 full days the next week on a two week booking pattern (30 hours/ 10
sessions over two weeks). The organisation of sessions to make the 5 session entitlement (15 hours per week average) is flexible.

**Occasional Care:** N/A

**Lunch/Full Day Program:** Monday - Thursday for children attending sessional preschool

**Bilingual Support:** provided as per DECD provision (as required)

**Preschool Support:** provided as required and according to the needs of the children. The amount of preschool support varies according to the needs of the children and the allocation of funding by DECD.

### 2. Key Centre Policies

The preschool has a range of policies in place to ensure compliance with national and local standards and to support high quality practice and provision. The preschool has a Quality Improvement Plan that is updated at least annually to support the Preschool focus on responsive and high standards and ongoing quality improvement. The preschool Annual Report is also used to reflect on the provision, practice, improvements and to guide the development of priorities, strategies, evaluation of improvements as part of a continuous/ongoing quality improvement cycle.

### 3. Curriculum

“I play, that’s how I learn. I sing and do new things” (Sebastian, age 4yrs)

**Framework used:** The Early Years Learning Framework for Australia: **Belonging, Being and Becoming** (DEEWR, Commonwealth of Australia, 2009). The Preschool Statement of Philosophy identifies the curriculum values, approaches, pedagogy of the preschool and states a commitment to the principles of the Early Years Learning Framework:
The preschool uses the **Reflect, Respect and Relate** document as a focus for evaluating the provision at the preschool and to focus on children’s wellbeing and involvement in learning. During 2015 the Preschool has begun to implement a program called **Move to Learn** which is a movement program that aims to support children’s holistic development.

The preschool also implements the **Child Protection Curriculum** for South Australia and the **DECD Indicators of Preschool Literacy and Numeracy** and is engaged in work to improve outcomes for all children as part of the **DECD Results Plus** focus.

**Assessment processes:** Assessment processes are informed using analysis and reflection on a range of data and evidence including: observations, samples of the children’s work, listening and talking with children, annotated photographs and learning stories. Information is used to inform to build a picture of the child as a learner and a unique and capable individual by collating documentation for each child’s portfolio, for display and to inform summative reports, to monitor the progress of groups and individuals (using a variety of screening tools, indicators and site based processes) and to inform programming, plans, improvement and development processes, interventions, evaluate impact and effectiveness, reporting, communication, provision and priorities to support ongoing quality improvement.

Children’s progress towards the **EYLF outcomes**, the **DECD Indicators of Preschool Numeracy and Literacy**, **Reflect Respect and Relate** wellbeing and involvement scales, site defined assessment priorities e.g. tiers of vocabulary, social and emotional scales and scales, scales to monitor progress relating to the impact of intervention programmes such as Move to Learn are monitored and are an important part of assessment, planning and improvement processes at the Preschool. The majority of the evidence used to inform professional judgements are made in the context of children’s free play when they most clearly express their interests, understandings, competences and ability to transfer, adapt and apply what they know, understand and can do, although specific screening tools may be used at other times to achieve particular information, e.g. to provide particular evidence to assess a special need or to evaluate the impact of an intervention program.

**Quality Improvement:** Para Hills West Preschool is committed to ongoing reflective practice and quality improvement. A range of evidence and data is collated, analysed and used to inform the quality improvement process including demographic information, observations, audits, anecdotes, opinion and perception data, progress and achievement data (including site data relating to identified priorities and DECD/Montague Partnership schools data i.e. NAPLAN, Running Records, AEDI).

The Preschool has a **Quality Improvement Plan** that identifies strengths, areas and priorities for development and strategies to support ongoing quality improvement and good practice in relation to the **National Quality Standards** (23 standards across 7 quality areas):

1) **Educational program and practice**
2) Children’s health and safety
3) Physical environment
4) Staffing arrangements
5) Relationships with children
6) Collaborative partnerships with families and communities
7) Leadership and service management

The Preschool also identify, analyse, plan, implement and monitor strategies that reflect priorities for the site and which contribute towards DECD outcomes and priorities:

- Every child achieves their potential
- Excellence in education and care
- Connect with communities
- Successful and sustainable organisation

4. Centre Based Staff

Staff Profile:
Director: PSD1: 1.0 FTE
Teacher: 1.0 FTE
3 part time Early Childhood Workers (ECWs) currently employed on termly contracts, specialising in support for special educational needs, administration, lunch care and bilingual support

Performance Management Program: Ongoing informal discussions, staff meetings and a formal Performance and Development process with all staff with reference to the Professional Standards for Teachers, Code of Ethics, DECD and site priorities. Each staff member is responsible for meeting personal and site goals through reflection, discussion, training and development. The process is facilitated by the Director using DECD processes.

Access to special support staff: Preschool support staff and bilingual support are accessed as required and appropriate. The preschool liaises regularly with government and non-government agencies to support the individual needs of children.

5. Centre Facilities

Buildings and grounds: The preschool is a stand alone purpose built preschool with outdoor learning provision to the front. The building and grounds are in a generally good condition with investment occurring to ensure ongoing maintenance.

Capacity: 30 children per session

Centre Ownership: DECD

Access for children and staff with disabilities: pathways and access routes are flat. There are double doors to the preschool entrance and disabled access to toilet. The Preschool is responsive to the needs of all children and families and able to implement programs and processes to accommodate most needs.

Other: Bus stop and car parking to the front of the preschool.
6. Local Community

General characteristics: Diverse socio-economic and cultural community

(Para Hills West Preschool was reclassified from a Category One to a Category Two site at the end of 2014 using SES disadvantage index of the destination primary schools that the children in that cohort indicated they were to attend).

Parent and community involvement in the preschool: Parents are actively involved in the Governing Council and as volunteers.

Schools to which children generally transfer from this preschool: There are a number of schools to which children transfer to begin their reception year including regular enrolments to Para Hills West, East Para, Para Hills Schools and Keithcott Farm School. Children also transfer to a range of other schools including Mawson Lakes, Pooraka, Golden Grove, Ingle Farm East, Keller Road, Salisbury Park, Ingle Farm, Pooraka, St Francis Xavier, Salisbury Heights, Wynn Vale, St Pauls College, North Ingle, Brahma Lodge, Salisbury, Tyndale Christian College, Elizabeth Special School, John Frances, Surrey Downs, Gulfview Heights

Other local care and educational facilities: Kesters Road Childcare Centre is located next to the Preschool and can be accessed via a shared gate. The Preschool and childcare centre work closely with one another to provide continuity of care, learning and communication for children and families. The Preschool operates a ‘Stay and Play’/ playgroup every Friday 11.50am-1.30pm (term time only)

Commercial/industrial and shopping facilities: There is a small block of shops next to the Childcare Centre including a deli and fast food outlet. There is a shopping centre and industrial / commercial units in close proximity to the preschool.

Other local facilities: Dental and medical centres, a sporting ground, reserve and social/ community club are within walking distance of the preschool.

Accessibility: There is a bus stop immediately outside the preschool on Kesters Road and the site is located close to major roads in to the city of Adelaide with car parking available in a car park to the front of the preschool.

Local Government: The City of Salisbury

“We send our children there because it is a happy, warm and caring environment with a diverse community of children”

(Parent comment)