



Centre number: 5613

Centre name: Elizabeth O'Grady
Kindergarten

1. General information

- Kindergarten Director
 - Kellie Holbrook
- Postal address
 - 10 Charles Sturt Avenue, Grange SA 5022
- Department for Education (DfE) partnership
 - Western Adelaide Shores
- Telephone number
 - 8356 8035
- Kindergarten website address:
 - www.elizogradykgn.sa.edu.au
- Kindergarten e-mail address
 - dl.5613.leaders@schools.sa.edu.au
- Kindergarten face book page
 - <https://www.facebook.com/elizabethogradykindergarten>
- Enrolment/Attendance
 - Enrolments continue to be steady. Our enrolment cap is 77 children (our physical capacity is 44 children per session). Most children attend a minimum of two full days per week.
- Co-located/stand-alone
 - Stand-alone Kindergarten
- Programs operating at the kindergarten
 - Sessional Kindergarten for eligible children
Monday & Wednesday and Tuesday & Thursday groups.
8.45am – 3.30pm plus alternate Fridays 8.45am-11.45am
- Lunch/Full Day Program
Children bring lunch, fruit for snacks and a water bottle each day.
- Bilingual Support
Available when required
- Preschool Support
DfE Speech pathologist and disability support available for children with additional needs. Our kindergarten support worker will also work from programs provided by private speech pathologists when needed.

2. Key Centre Policies

Centre Priorities/Statement of Purpose:

Philosophy:

Our philosophy is a reflection of what we value and believe about early childhood education. It outlines the goals we aim to achieve in our work with children.

We respectfully acknowledge the Kurna People of the Adelaide Plains as the custodians of the land on which we play and learn.

Our context:

Elizabeth O'Grady Kindergarten has a long and proud history as part of the Grange community. We strive to maintain our strong connections by promoting relationships that are based on a respect for diversity and by providing a high quality education program delivered by dedicated educators.

For many of our children and families this is their first experience with an educational setting beyond their home. We create a happy, safe and welcoming atmosphere which caters to the needs of the individual while fostering in children a sense of belonging to a community.

Our environment empowers children to explore, create, wonder, discover, solve problems and learn how to interact with others. We encourage children to contribute to their world by promoting and engaging in sustainable practice through recycling and reusing. We provide opportunities for children to engage their senses, build positive pathways for learning, and to develop confidence and resilience to take risks.

Our beliefs:

We understand that the family is each child's first educator and we believe that working in partnership with families is how we can achieve the best outcome for each child. We encourage a sense of belonging by building relationships based on trust and mutual respect. We recognise that to foster these relationships we need to develop common goals and have open and respectful communication. We actively seek input from families and use this information to guide our program and broaden our understandings about children in our care.

As educators, we are informed by current brain research which shows that developing positive learning dispositions is a vital factor for success in life. Our role as educators is to create an environment which provides opportunities for children to build on prior knowledge and understandings and to foster the development of positive dispositions for learning. Our play based curriculum is guided by the Early Years Learning Framework 'Belonging, Being and Becoming' and allows children time to explore, make connections and develop their understandings about the world around them.

Children learn when they have a positive sense of self and when they feel valued and respected for who they are. We believe children to be capable of making decisions about their learning and we support children to develop goals for learning. Our cycle of planning and assessment ensures that each child's voice is included in our program. Our daily routine provides for long periods of uninterrupted play so that children can immerse themselves in the play environment, learn from and support each other and engage in a deep inquiry process.

All educators at our kindergarten model positive dispositions for lifelong learning. We do this daily when we ask wondering questions; enjoy learning and researching alongside the children; work together to solve problems; value the process of learning over the end result and know that learning takes time and effort. We use a range of strategies including intentional teaching and open ended questioning to expand each child's learning.

Our aspirations:

At Elizabeth O'Grady Kindergarten we aspire for all children to continue growing into capable, confident citizens who contribute to creating a sustainable society; who value lifelong learning and who strive towards reaching their full potential.

We constantly endeavour to improve our work. To achieve this, we engage in rigorous reflective practice which questions what we do and why we do it so that we can achieve better outcomes for children.

We want children to challenge themselves and take risks in learning including stretching their capacity physically, socially and cognitively.

We aim for children to become reflective learners- to identify their own strengths; to strive towards their learning goals and to develop dispositions which enable them to be independent, creative, risk takers with a joy for learning.

3. Curriculum

- Belonging, Being and Becoming (Early Years Learning Framework)
- Respect, Reflect and Relate
- Child Protection Curriculum
- **Literacy:** We collect information on children's literacy using a range of tools including a DfE screening tool for Levels of Questions, a First Steps Speaking and Listening rubric, and a Phonological Awareness mapping tool. This information is used to determine each child's needs and to track and monitor their development. Children who may need additional support are identified and we work with families to provide a program that will promote successful learning outcomes.
- **Mathematics/Numeracy:** we implement a mathematics program which has been developed from strategies devised as a result of the teaching staff taking part in training and development with the Primary Maths Association.
- **Environment;** Environmental Sustainability is a focus of the Kindergarten curriculum. Children participate in recycling programs and gardening experiences such as composting bins, worm farming, mulching and helping to care for our chickens. The children and staff take responsibility for caring for and maintaining the environment.
- **Core Values**
 - Respect
 - Resilience
 - Diversity
 - Co-operation
 - Friendship
- **Reporting to parents:** Parent /teacher meetings (children also welcome to attend) are conducted in terms 2 and 3. Parents have access to their child's online portal during the year, with photos and learning documentation. Each child also has a folder for their work. This is sent home for a weekend in term 3, and then given to the child at the end of the year. At the end of term 4 each child receives a statement of learning. This summarises their progress throughout their year at kindergarten, with a focus on learning dispositions.

4. Centre Based Staff

- Director 1.0
- Teacher 1.0
- ECW 1.5
- Disability Support Staff and Bilingual Assistants as required
- Performance Management Program
 - Performance Management Program is undertaken regularly, with Training and Development encouraged for all staff which meet the key priorities of our Quality Improvement Plan and individual needs.
- Access to support staff for additional needs
 - Access through the Integrated Support Services team, which includes Preschool Support Workers, Psychologist, Speech Pathologist, Social workers and Bilingual Assistants when required

5. Centre Facilities

- Buildings and grounds

- Access to the centre is via a side gate, with the playground located at the rear of the building. The centre has a spacious indoor learning area and an outdoor area with lots of shade in summer. The office and kitchen were upgraded in 2003 and the interior of the main room was upgraded in 2013. The children's bathroom was upgraded in 2008. The outdoor learning area was upgraded in stages between 2015 and 2021.
- Physical Capacity
 - 44 children per session
- Centre Ownership
 - City of Charles Sturt Council. The site is leased by DfE from the council.
- Access for children and staff with disabilities
 - Yes

6. Local Community

- Parent and community involvement in the kindergarten
 - Good parent participation and commitment to kindergarten and local community.
- Schools to which children generally transfer from this Kindergarten
 - Grange P. S, Fulham North P. S, Henley Beach P.S, Kidman Park P.S, Fulham Gardens P.S and Star of the Sea P.S.
- Other local care and educational facilities
 - Families access various child care centres in the local area – Kidman Park, Seaton, Queen Elizabeth Hospital. The kindergarten does not have any direct links with a child care centre.