



PRESCHOOL CONTEXT STATEMENT

Centre Number: 5613
Centre Name: Elizabeth O'Grady Kindergarten

1. General information

- Kindergarten Director – Betty Elsworthy
- Postal Address – 10 Charles Stuart Avenue, Grange SA 5022
- Department for Education (DfE) Partnership – Western Adelaide Shores
- Telephone number – 8356 8035
- Kindergarten e-mail address – dl.5613.leaders@schools.sa.edu.au
- Kindergarten website address – www.elizogradykqn.sa.edu.au
- Enrolments – Our enrolment cap is 77 children (physical capacity is 44 children per session)
- Co-located/stand alone – Stand-Alone Kindergarten
- Programs operating at the kindergarten:
 - Sessional kindergarten
 - Monday & Tuesday: Turtle group – 8:45am – 3:30pm
 - Wednesday & Thursday: Dolphin group – 8:45am – 3:30pm
 - Plus alternate Fridays – 8:45am – 11:45am
- Bilingual Support – Available when required
- Preschool Support – Inclusive Education Manager, DfE speech pathologist and educator disability support available for children with significant additional needs

PHILOSOPHY

Our philosophy reflects what we value and believe about children and early childhood education.

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 respect and 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 the 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, problems solve, and learn how to interact with others. We encourage children to contribute to their world by engaging in sustainable practices through recycling, composting, 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 family is the child's first educator, and we believe that by working in partnership with families, we can achieve the highest outcomes for each child. We encourage a sense of belonging by building relationships based on trust and mutual respect. We recognize that to foster these relationships we need to develop common goals with 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 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 is based on our observations and understandings of each child and, ensures that each child's voice is included in our program. All educators at our kindergarten model positive dispositions for lifelong 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, value lifelong learning and, strive towards reaching their full potential.

2. Curriculum

- Belonging, Being and becoming (Early Years Learning Framework)
- Child Protection Curriculum
- Literacy and Numeracy Indicators
- Sustainability

3. Reporting to Parents

- Parent Teacher meetings
- Each child has an individual portfolio of work
- Kindergarten Day books with photos and updates for families on child interests, program, events and daily activity
- The fortnightly Program is displayed at the entrance to the kindergarten
- Teachers write a Statement of Learning on each child's progress over the kindergarten year. A copy is forwarded to the child's school at the end of the four terms of kindergarten.

4. Centre Based Staff

- Director 1.0
- Teacher 1.5
- ECW 1.5
- Performance management program
 - Performance management program is undertaken regularly, with training and development for all staff to meet the key proprieties of our Quality Improvement Plan and DfE requirements.
- Access to support staff for additional needs
 - Access through the integrated Support Services team, which includes Inclusive educators, Psychologists, Speech Pathologists, Social workers and Bilingual Assistants, as required.

Centre Facilities

- Building and grounds
 - Access to the center is via a side gate, with the outside learning environment located at the rear of the building. The center has spacious indoor and outdoor learning areas
- Physical Capacity – 44 Children per session
- Centre Ownership – Charles Sturt Council. The site is leased by DfE from the council
- Access for children and staff with disabilities

5. Local Community

- Parent and community involvement in the kindergarten
- Local schools:
 - Grange PS, Fulham North PS, Fulham Gardens PS, Kidman Park PS, Henley Beach PS and Star of the Sea PS.
- Other local care and educational facilities – Families access various child-care centers in the local area.