

PRESCHOOL CONTEXT STATEMENT

Updated: 9/2021

Centre number: 4616

Centre name: Fairview Park Kindergarten

1. General information

- Centre name
: Fairview Park Kindergarten
- Centre number
: 4616
- Preschool Director
: Michelle Slatter
- Postal address
: 7 Cotton St, Fairview Park, S.A 5126
- Location address
: As Above
- Telephone number
: 82512026
- DfE –Tea Tree Gully Partnership
- Road distance from GPO (km)
: 21km
- Staffing Numbers
: .8 Director (4 days/wk), .6 Teacher (3 days/wk), .5 Teacher (2 ½ days/wk), .8 ECW (4 days/wk). in addition to base staff there are several hrs /week spread between 5 part-time Preschool Support Workers+ admin assistant, hrs / wk varies each term / year according to numbers of children with disabilities, currently 57 hrs support / Early intervention +13 hrs admin / curric support).
- Programs operating at the centre, with a brief description of each:
 - :Sessional preschool for eligible enrolments-15 hours/week or 30 hours/fortnight for the calendar year before school starting date, based on a cut off date each year of turning 4 by 30th April. Families may choose any combination of half and full days for attendance on a weekly or fortnightly roster, from the offered days of Monday-Wednesday inc. 9am-3pm, Thursday 9-12. Families may choose to send their children to kindergarten / school a year later than eligibility, especially for those who would otherwise be starting school at 4 years old.
 - :Aboriginal children and Students in Care (GoM) may attend 12 hours per week from 3 years of age, then 15 hrs for 12 months before school.
 - : Early Entry for children meeting a range of additional needs criteria- 1 session / week or fortnight depending on vacancies, from mid year the year before their eligible year (no longer Govt funded, so will vary from year to year as to what centre is able to fund, and accommodate). Centre offers inclusive curriculum and receives referrals from agencies providing support for children/ families with a range of additional needs/ disabilities.

: Pre Entry: orientation programme, approx.4-6 visits 1-2 terms prior to eligible year at preschool, children attend a morning or afternoon session for 2-3 hrs integrated with eligible preschool children, accompanied by parents in term 3, independently when capacity permits in term 4

:Transition Programmes in place with all local schools; kindergarten staff accompany children on some visits

:Early intervention groups through targeted intentional teaching in small groups.

- Other Services available-

- :Playgroup – Friday morning 9.30 am- 11.30 am, staff member as co-ordinator currently

- : Building available for Community Hire -evenings

- Partnerships 21 status

- : Fairview Park Kindergarten is a P21 site.

- Enrolment/Attendance trends

- : Steady enrolment over past few years, have built up from .5-.8 operation

- Year of opening

- : 1975

- Public transport access

- : Very close to main bus route (541) along Hancock road, some families without transport choose this centre because of the proximity to the local bus service.

2. Children

- General characteristics

- : Small group size (max 30 / session) caters for children who are overwhelmed in centres with larger numbers, fairly balanced in terms of gender, groups include a mix of ages from 3 ½ yrs to 5 ½ yrs. Mixed socio-economic group. Usually a small number of children from culturally and linguistically diverse backgrounds, and occasionally Aboriginal / Torres Strait Islander children.

- (Pastoral) Care Programs

- : Centre offers concessional fees for families who meet DfE School Card Criteria,
 - : Professional relationships with many local Child Care Centres.

- Special Needs support

- : Centre and Community commitment to providing inclusive programme for children with wide range of abilities/ disabilities. Staff commitment to training and skills in this area; knowledge and use of alternative communication methods essential- basic Auslan / key word signing, visual cueing, Compics, picture exchange system, PODD, Proloquo2go DfE Support Services Staff utilised- Speech therapist, Special Educator, Psychologist, Social Worker, Aboriginal Ed. and Bilingual support programmes when appropriate. We also work with therapists from Disability services, Novita, Downs Syndrome Assoc, Autism Assoc, OT students, physio students, hospital Child Development Unit's etc. High School Work Experience students with disabilities are accepted and supported here.

- **Child Behaviour Management**
: Staff formulate Individual Learning Plans for children requiring specific Behaviour Support, with the staff team skilled and experienced in dealing with a wide range of challenging behaviours.
A comprehensive Behaviour Management policy has been developed with staff and Governing Council members, and is available in the Kindergarten's Parent Information pack & on the kindergarten website. We are able to access support from our Special Educator and Psychologist for this area when required.
- **Special Programs**
: Childcare/ Kindergarten Transition when appropriate, Kindergarten/ School transition programmes with staff involved in visits for all children, and more extensively so for children with Additional Needs, Early Intervention groups for communication support including Articulation Remediation programme, Phonological Awareness, oral language development and visual systems such as Boardmaker cards, Compics, Picture Exchange, basic Auslan and key word signing, PODD, and AACs such as Proloquo2Go, Social Skills Development with Early Assistance staff member/ Support Worker scaffolding, focussing on behavioural and emotional regulation, Literacy kit library for home borrowing, parent library, TTG Partnership with 12 local kindergartens and schools for joint improvement priorities /collegial collaboration, networking and staff learning. Past groups have included combined Training & Development, Action Research projects, Local Educator Network project, joint staff meetings, sharing practice etc with child care centres, preschools and schools.

3. Key Centre Policies

- **Quality Assurance Processes**
: All staff involved in Site reviews, Performance Management processes, Annual QA surveys for families, NQS assessment March 2016 – result Exceeding in all 7 areas, regular visits and discussions with local centres and staff- participation in critical reflection / feedback, as part of ongoing planning and reviewing process.
- **Site plan- Improvement Priorities**
Links with state and TTG Partnership Priorities around Improving Literacy and Numeracy Achievement, Intellectual stretch for all, Developing Powerful Learners, Engagement, & Learning Dispositions. Commitment to supporting families, & always an emphasis on maintenance of inclusive programmes.
Current specific goals on Preschool Quality Improvement Plan (PQIP):
1. Extend children's learning dispositions of persistence, resilience and risk-taking. Includes strategies for supporting children's social/emotional wellbeing, Nature Play (including sustainability goals), problem solving.
2.To increase children's ability to communicate and interact verbally and non verbally for a range of purposes. Includes Playful Literacies, Bookmaking, Oral language, Phonological Awareness, questioning, conversation extension, Articulation remediation, and visual communication such as Auslan, Boardmaker schedules. PODD and AACs such as Proloquo2Go.
- **Recent key outcomes**
:Challenging Numeracy and Literacy experiences well embedded, and high expectations in place for all children as learners.

:Playful Literacies / Bookmaking methodology part of everyday curriculum, & Joint Professional Development and Partnership approach has supported continuity of curriculum between local schools and preschools Early Years staff re early writing, reading, spelling development. Use of our extensive collection of take home 'literacy kits' supports families to be involved in strengthening their child's oral language development.

:Partnership agreements in regards to PASM data collection (phonological awareness screening) and Early Years Learning Framework observational data collection support joint approach to improvement, and ability to track children over time between settings.

:Staff growing in skills and confidence supporting non verbal children with developing communication systems.

: Children increasing in independence in play and greater autonomy in an inquiry learning / emergent curriculum way of operating. Opportunities provided for "productive struggle" in Nature Play / Loose Parts play has led to increase in authentic problem solving and strengthening of desirable characteristics such as confidence, collaboration, creativity and our currently targeted learning dispositions of persistence, resilience and appropriate risk taking.

4. Curriculum

:EYLF used, supporting documents – Preschool Literacy and Numeracy Indicators and new guidebooks, Reflect Respect Relate, TfEL

- Special Needs

: A significant number of children have attended this kindergarten over past years with a wide range of Additional Needs, including Speech and Language delay / disorder, Autism, Cerebral Palsy, severe and multiple disabilities, & complex health needs. This site has a reputation for Quality Inclusive programmes, and for on-site staff training provided for ECWs and current & prospective Preschool Support workers.

- Special curriculum features

: Early Intervention programs as described previously, staff support for parents and children for Transition to school program, children are grouped for language/ literacy & numeracy Intentional teaching times based on which group will best meet their developmental needs. Toileting program offered for children needing support in this area.

- EC Pedagogy

: Learning through play programme incorporating children's ideas and interests, building on current strengths. Learning environment set up to cater for all ages and stages of development, mix of child-led and teacher-directed activities to ensure balanced development across curriculum, inclusive program. Greater emphasis now on inquiry based learning and emergent curriculum, following childrens interests and expanding the directions of the learning.

- Assessment procedures and reporting

: Initial enrolment discussions and gathering of information from families by staff, developmental jottings/ anecdotal observations / learning stories / work samples / standardised assessments where appropriate/ digital photos taken for all children across all curriculum areas, used for programming and collated in children's portfolio folders for their interest and parent information. Verbal feedback on child's progress to parents throughout their time at kindergarten, mid year interviews and goal setting with parents. Also end of year written narrative Statement of Learning plus Observational Data sheet

based on EYLF Developmental Learning Outcomes and Literacy / Numeracy Indicators, and PASM Phonological Awareness screening, given to parents and school Reception teacher, at time of transition to school, exit interviews as needed.

- Joint programmes/special curriculum projects
 - : Past years have included – collaborative “Numeracy week” activities, ‘Developing Literacy’ workshops held jointly with Banksia Park school and kindergarten and FPK, projects funded through Numeracy / Literacy Results plus relating to frameworks for Developing Powerful Learners, Local Educator Network Project on Dispositions with kindergartens, schools, child care centres, family day care, joint TTG Partnership kindergartens / schools evening parent workshops on Strengthening Numeracy Understandings with guest presenters, Regular shared Training and Development sessions with other northern area preschools relating to Health training needs – first aid, asthma, anaphylaxis, epilepsy / seizure management.
 - Networking and sharing practice with Early Years / Junior Primary staff in TTG Partnership – Banksia Park, Tea Tree Gully, Ridgehaven, Redwood Park, Surrey Downs, Fairview Park, St Agnes, on topics such as Playful Literacies Pedagogy including Bookmaking approach, supporting complex communication needs – inc AACs; PODD, Proloquo2Go, signing, articulation remediation and other aspects of speech and language support, and Nature Play principles as they support dispositions, autonomy, sustainability, communication, social and emotional wellbeing, and supporting Trauma affected children and families.
 - SA/NT finalist – Aust Family Education and Care awards – EC Centre of the year 2013

5. Co-Curricular Activities

- General (see above section also)
 - : Shared Resources with other schools and kindergartens in the area for specific topics, such as joint “Bush Kindy” sessions.

6. Staff

- Staff Profile (Status, classification/award, employment details)
 - : current Director .8-permanent, (2013 National Winner, Australian Family Care and Education awards, Early Childhood Director of the Year),
 - : Teacher total 1.1- permanent, shared as (.6 perm, .5 perm), both Early Childhood qualified
 - : ECW .8 (.5 permanent) + .2 Admin assistant, and several top up hours to the 5 part time Preschool Support workers (all minimum Cert 3, one Diploma Children’s services), 2 in process of being made permanent .5.
- Leadership structure
 - : Director is Centre’s Line Manager, but staff work as a collaborative team, utilising DfE Felixstow 3 Portfolio Education Director and Early Childhood Leader’s support as required.
- Staff support systems (e.g. cooperative work groups)
 - : Effective collegial groups within TTG Partnership, Early Years Network group for local school/kindergartens in Partnership, (FP Director previously on Partnership executive group and co-convenor of one of the working parties).

Director was Partnership Rep on Support Services Portfolio at DfE Para Hills office for many years whilst in operation (6 Partnerships involved).

All staff have access to Performance Development processes, are involved in site reviews, there is a centre culture of ongoing staff learning addressing individual and centre priority goals,

Employee Assistance program available

: All DfE & WHS policies adhered to.

- Access to special support staff
 - : Staff and families access range of District Support Staff by referral to Special Services Multi-Disciplinary Team as discussed under special needs support section.

7. Centre Facilities

- Buildings and grounds
 - : Large brick rectangular building with additional side room. Tree-lined grounds adjacent to Council Reserve, 2 lawned areas, large soft-fall area. Recent expansion of yard completed in 2019 from FundMyNeighbourhood grant to establish a Community Nature Play space; a very inviting learning area well utilized by past, present and future families after hours as well as during the day for kindergarten / playgroup session times.
- Capacity
 - : 30 children / session
- Centre Ownership
 - : DfE property with portion of land leased from Tea Tree Gully Council
- Specialist Facilities
 - : Separate room providing space for CAYHS Medical screenings, Parent Workshops etc
- Access for children and staff with disabilities
 - : Disabled access ramp with rails has been built from street into centre, disabled car park in main car park as well as designated space on the road in front of kindy, and Access bathroom constructed in 2015 -16 with junior hydraulic change table provided.
- Access to bus transport (eg. Centre bus, community bus)
 - : 2 minute walk to Hancock Rd bus (covers Surrey Downs, Fairview Park to TTP, O'Bahn Interchange, TTG library etc)

8. Centre Operations

- Constitution
 - : P21 constitution adopted July 2001
- Decision making structures: Kindergarten Governing Council, joint decision making with staff.
- Regular Publications
 - : Centre newsletter printed on "as required" basis, local school newsletters and other community information displayed, Fairview Park Kindergarten Families and Community Facebook page.

- Other communication
: Regular verbal interchanges, daily Whiteboard notices, curriculum displayed and other posters and information on relevant topics, families can communicate via email regularly, phone calls, parent / teacher interviews, Individual Learning Plan meetings (One Child One Plan) with staff and parents, meetings with Support Service providers such as speech therapist / psychologist , children's portfolios always available for sharing of developmental information, daily activity record / communication sheets for parents of non verbal children as needed.
- Centre financial position
: Stable finances due to competent Finance Manager, careful budgeting, committed fundraising. Any budgetary savings used to purchase additional Early Intervention staffing.
- Other Parent groups
: Friday Playgroup/ parent support network

9. Local Community

- General characteristics: (eg. work, languages, culture)
: Families predominantly Anglo-Saxon origin, mixed socio-economic group, many grandparent carers
- Feeder schools/preschools/care/OSHC
: Children move on to a wide range of schools (22 in total), with Fairview Park & Surrey Downs primary schools being the main DfE ones currently, and Kings Baptist, St Davids, St Francis Xavier and Pedare the main non-government schools. Main feeder child-care centres currently are TTG Stepping Stones, SD Community CCC and Greenwith CCC.
- Parent and community involvement
: Many families have one parent not in full-time paid employment, so most families have daily contact with the centre. Numbers of parents on Governing Council vary from year to year, generally a small but committed group. Many grandparent carers accessing kindy and playgroup services.
Friday night – craft group
Neighbourhood Watch group meet here every 3 months.
- Other local care and educational facilities/Development Profiles
: Family Day Care avail, Community Child Care Centre at Surrey Downs
- Other local facilities
: Community Centre offering parent groups, funded Occasional Care fairly close at Surrey Downs Kindergarten, large local kindergym at TTG, 5 minutes to Golden Grove facilities, opposite large local shopping centre, 10 mins to TTPlaza, TTG library offers story telling sessions for families weekly.
- Availability of staff housing
:N/A
- Accessibility (e.g. public transport – air)
:On major bus route

- Local Government body
: Tea Tree Gully Council
- Special Focus
: Caters for families looking for advantages of smaller centres, those who choose half day sessions or flexible days and times of sessions, those seeking a preschool with staff and community support for children with additional needs (eg skills in augmentative communication).