



PRESCHOOL CONTEXT STATEMENT

Updated: March 2020

Centre number: 3695

Centre name: Plympton South Kindergarten

1. General information

- Preschool Director – Karen Worley
- Postal address – 13 Yapinga Street, South Plympton SA 5038
- Location address - 13 Yapinga Street, South Plympton SA 5038
- DECD Partnership – Southern Adelaide Region
- Geographical location – 9.2 km to GPO
- Telephone number – 8293 5178
- Fax number – 8371 4973
- Preschool website address: - <http://www.plymptonsthkgn.sa.edu.au/>
- Preschool e-mail address - dl.3695.leaders@schools.sa.edu.au
- Enrolment/Attendance
Enrolment has been consistently at the capacity of 66 children. Attendance is always high
- Stand-alone site
- Programs operating at the preschool
 - Sessional Kindergarten for eligible children
 - Playgroup
 - Bilingual Support – Offered via Department for Education upon referral from the kindergarten director
 - Preschool support – Offered through the Department for Education Support Services program upon referral from the director.

2. Key Centre Policies

- The Plympton South Kindergarten is a community based preschool that offers a preschool program for children in their year prior to starting school. Policies and Procedures are created in conjunction with the Staff and Governing Council. Policies relating to the care of children are available to families through the Parent Handbook on Enrolment and through the Website.
- Policies have been designed in accordance with the National Quality Framework.
- Quality Improvement Plan: Each year a QIP is created in partnerships with the Governing Council. This plan highlights the focus

3. Curriculum

- Framework used: Early Years Learning Framework:
Belonging, Being and Becoming. Keeping Safe – Child Protection Curriculum.
- Core Values
Plympton South Kindergarten community provides opportunities for all children, families and educators to play, learn and grow together, to develop rich and meaningful relationships within a fun, safe and supportive environment.

We see all children as capable and competent, where each child's voice is valued, encouraged, listened to and respected. Educators support children by building trusting relationships to foster a sense of being, belonging and becoming in our learning community. Developing a positive sense of wellbeing encourage learning that enables children to respect and care for themselves, others and the environment.

Our experience tells us children learn best through play with opportunities to wonder, explore, create and learn. We are inspired through making connections with and in our natural environment, where children can discover, inquire, persist and build resilience.

We welcome all families within our community and value learning and working collaboratively together embracing each other's strengths and challenges.

- Specific curriculum approaches

The Project Approach: Many different projects will take place at the kindergarten. They might last for 1 hour, 1 day, 1 week or 1 term. Projects are usually started from children's interests or wonderings. It is an inquiry into what they already know and what they don't know about a topic. "A project approach emphasizes the teacher's role in encouraging children to interact with people, objects, and the environment in ways that have personal meaning. As a way of learning, it emphasizes children's active participation in their own studies" (Katz, 1997: Engaging Children's Minds – The Project Approach).

Specialised Programs:

A fee for the specialised program is added on to the term kindy account. This fee is used to pay for our Membership and loan fees at the Nature Education Centre—where the kindergarten can borrow science kits and live animals during the year. This fee is also used to fund an Arts program. We also value other opportunities for learning outside the kindy. These excursions may include different experiences depending upon our current projects and the interests of the children.

Term 1 & 2:

Musical Muscles workshops - Children are introduced to the six elements of music including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Each session our specialist music teacher introduces one of the elements of music, thus covering the whole foundation within the two terms. Children perform in a musical showcase for families at the end of the semester, to celebrate their learning.

Term 3:

Dance workshops - Children participate in a weekly 30 min dance/movement session for 9 weeks. Parents are invited to watch during the session in week 9 (which is incorporated in the parent open morning)

4. Centre Based Staff

- Staff Profile

Director 1.0:

Teacher .6: Permanent Teacher

Teacher .6: Permanent Teacher

Teacher .6: Contract Teacher

Early Childhood worker:.1.0: ECW

Early Childhood worker:.1: Contract ECW for Lunch care and preschool support.

- Performance Management Program
All teaching staff participate in two formal Performance Management Review meetings. Written feedback according to the Australian Professional Standards for Teachers is given to them twice a year.
- Access to special support staff
- Other

5. Centre Facilities

- Buildings and grounds – Cul-de-sac location; fifty year old building (Modern kitchen and some facilities) next to shaded well fenced community park and playground.
- Capacity (per session) – 33 Children
- Centre Ownership – City of Marion – Leased by the Department for Education
- Access for children and staff with disabilities – no disabled toilet but access to main building is okay
- Other

6. Local Community (intended for country preschools)

General characteristics:

- Parent and community involvement in the preschool:
Parents are encouraged to become involved in the Kindergarten, for example, through Governing Council, or by sharing a special interest or skill.
- Schools to which children generally transfer from this preschool:
Local Government Schools - Forbes Primary School, Edwardstown Primary School, Black Forest Primary School and Plympton Primary School.

Non – Government Schools - Emmaus Christian College, and St John the Baptist and St Anthony's Catholic schools.

7. Further Comments

- Partnership arrangements with other groups
Marion Inland Partnership