

PRESCHOOL CONTEXT STATEMENT

Updated 07/2018

Centre number: 4661

Centre name: Stirling District Kindergarten

1. General information

- Centre name
: Stirling District Kindergarten
 - Centre number
: 4661
 - Pre-school Director
: Sue Caldicott
 - Postal address
: 11 Avenue Road Stirling 5152
 - Location address
: 11 Avenue Road Stirling
 - Courier number
: ADELAIDE HILLS
- Telephone number
: 83392384
- Fax number
: 83701056
 - Department for Education Portfolio (Mt Barker Educational Office)
: ADELAIDE HILLS
Partnership: Mt Lofty
 - Road distance from GPO (km)
: 20 kms
 - Staffing Numbers
: Director: 1, Teacher: 1.5, E.C.W. 2.5

- Programs operating at the centre, with a brief description of each:
 - ⌘ 15 hours per week of kindergarten for children for one year prior to starting school. Enrolments are accepted according to priority of access guidelines.
 - ⌘ Transition / Pre Entry
The term prior to Kindergarten entry
 - ⌘ Playgroup – Friday 9.30am to 11.00am
Operated under Department for Education guidelines
- Enrolment/Attendance trends
: Regular attendance with yearly enrolments of 88 children.
- Year of opening
: 1956
- Public transport access
: Kindergarten located near a bus route.

2. Children

- General characteristics
: The Stirling District community is made up of primarily professional and self-employed families. Increasingly both parents are in the work force.
- Special Needs support
: Available through Department for Education early assistance programs and Early Assistance grants.
- Child Behaviour Code
: Collaborative approach focusing on the reasons for the behaviour, self regulation, restorative practices and with full co-operation of parents

3. Key Centre Policies

- Quality Assurance Processes
Quality Improvement Plan: We develop a Quality Improvement Plan annually. The Quality Improvement Plan focuses on all seven areas of the national Quality Standards. Strategies included in the Quality Improvement Plan focus on opportunities for frequent parent feedback on the operations of the site. The current plan can be viewed on our web site.
- Parent and Community involvement at all levels

We strive to ensure that our Centre is a focal point of the community, providing high quality services in which parents are intrinsically valued contributors. We aim to provide a caring, enabling, safe yet challenging learning environment for children in their earliest years.

Our VISION:

“Stirling District Kindergarten will provide excellence in education and care for children in their earliest years through a program that values emotional well-being, positive relationships and family and community participation.”

- We want our children to be happy, resilient and socially responsible members of the community.
- We value each child equally and we work to meet each child's needs in a high quality educational environment.
- We are working to ensure that our children develop the skills, knowledge and dispositions to enable them to participate fully now and in their future learning and life.
- We value and promote positive interpersonal relationships with children, parents, community and staff.

4. Curriculum

- Play based learning is valued as the most appropriate learning strategy for very young children
- Curriculum Framework used National Early Years Learning Framework
The curriculum is based on child voice, the EYLF framework, our teaching philosophies, Department for Education and National Quality Framework policies and guidelines, and community engagement.
- Children with Individual Special Rights
Eligible children are supported through funding provided by Department for Education special services and early childhood support teams. Staff will engage with interagency networks to ensure positive learning outcomes for all children.

- Assessment procedures and reporting
 - Observations focus on individual strengths and learning interests. This includes comments from parents on child's experiences outside the preschool.
 - Staff provide ongoing informal opportunities for parents to have conversations about their child's progress at kindergarten.
 - Term 2 formal parent teacher interviews strengthen understanding of progress and goal sharing with families
 - Termly written progress statements are provided to families with options to discuss.
 - Summative Statements of learning are provided to parents when the child leaves Kindergarten and a copy forwarded to the school.

5. Co-Curricular Activities

- General
 - Excursions and incursions including visits to all local feeder schools.
- Special
 - Regular nature kindy sessions during terms 2 and 3 in Belair National Park

6. Staff

- Staff Profile (Status, classification/award, employment details)
 - Sue Caldicott; Director BA, Graduate Diploma of Teaching (Early Childhood Education) 1.0
 - Philippa Rust; Teacher Graduate Diploma, 1.0
 - Angela Feddern; Teacher Graduate Diploma, 5.0
 - Sally Montelone; Early Childhood Worker, Cert 3 0.8
 - Frankie McLean; Early Childhood Worker, Diploma in Childrens Services 0.7
 - Lindsey Scholz; Early Childhood Worker, Cert 3 0.6
 - Barbra Casson - Green; Early Childhood Worker, Cert 3 0.4
- Staff support systems (e.g. cooperative work groups)
 - Mt Lofty Partnership. Adelaide Hills Portfolio. Neighbouring Preschool sites, local hub group networks, local Primary schools.
 - Department for Education
- Professional Learning
 - All staff members have professional learning responsibilities with their Line Manager.

7. Centre Facilities

- Buildings and grounds
 - The land and uilding is owned by Department for Education and CYH.

Capacity Maximum 44 children per session.

Limited car parking is available on Avenue Road or in the Steam Roller playground car park.

- Access for children and staff with disabilities
 - Ramp access from pavement to building
 - Access to bus transport (eg. Centre bus, community bus)
 - Central Bus stop is in the main street of Stirling, and is within short walking distance to the Kindergarten. (Trans Adelaide)

8. Centre Operations

- Constitution
 - The Kindergarten is an incorporated body with an appropriate Constitution
- Decision-making structures; Governing Council- Parents and staff
- Regular Publications
 - Electronic newsletters
 - Face Book closed page posts
 - Floor books
 - Child's termly learning statement and summative report for families at the end of the year
 - Annual Report
 - Context Statement
 - Quality Improvement Plan
- Other communication processes
 - Community Noticeboard located near the front door.
 - Email communication
 - Individual notices for families attending all programs
 - Verbal Communication.
 - Digital slideshows
 - Powerpoint Presentations
 - Guest speakers
 - Formal and informal discussions
 - Parent group meetings
- Centre financial position
 - Financial position is quite strong with budget overseen by Treasurer and Director.
 - Finance Officer manages ongoing financial responsibilities such as BAS, banking
 - Parent's contributions are usually paid termly.
- Special funding
 - Early Assistance

Early Intervention
Professional Development funding

- Other Parent groups
As requested by the parents

9. Local Community

- General characteristics: Predominantly Caucasian middle class SE
Increasingly diverse community with a high number of working parents
- Feeder schools/pre-schools/care/OSHC
Feeder schools: Crafers, Heathfield, Stirling East, Aldgate, Upper Sturt, Mylor, Bridgewater, St Catherines School
Child Care Centres: Stirling Community Child Care Centre
Ranges Child Care Centres, Aldgate and Stirling. Family Day Care
- Parent and community involvement
Daily parent involvement and termly social events
Community – Local Schools, Child Care Centres, Hills Theatre, C.F.S., Library, Hospital and the Local shops.
- Local Government body
Adelaide Hills Council