

PRESCHOOL CONTEXT STATEMENT

Updated 30/05/2023

Centre name: **STIRLING EAST KINDERGARTEN**

Centre number: **4667**

1. General information

- **Preschool Director:** Catriona Catt
- **Postal address:** 9 Snows Road, Stirling SA 5152
- **Location address:** 9 Snows Road, Stirling SA 5152
- **DfE Partnership:** Mount Lofty
- **Geographical location:** 20km from the Adelaide GPO
- **Telephone number:** (08) 8339 3181
- **Fax number:** (08) 8370 1057
- **Preschool website address:** <http://www.stirlingekgn.sa.edu.au>
- **Preschool e-mail address:** dl.4667.leaders@schools.sa.edu.au
- **Enrolment/Attendance:** 55 children
- **Co-located/stand-alone:** Stand-alone site

Programs operating at the preschool

- ✓ **Full day preschool** for eligible children totalling 600 hours per year - parents provide all food for their children
- ✓ **Transition** – Programs are in place to ensure a gradual and positive transition to preschool and to school for each child and family.
- ✓ **Preschool and Bilingual Support** – according to individual need
- ✓ **Playgroup** – open to the community each Friday morning 9.00 am to 10.30 am during term-time - facilitated by an educator.

2. Key Centre Policies

- **Centre Priorities:**

Please refer to our current Preschool Quality Improvement Plan

- **Policies and Procedures:**

Key site policies and procedures are available on our website. A complete set of our current policies and procedures is available to view at the preschool.

- **Philosophy Statement**

We believe children learn best when there are strong links between their home, preschool and community. We strive to build these connections and understandings through good communication, sharing and a cycle of continual review and improvement.

We believe: That all children are competent and capable learners, with their own unique skills, knowledge and prior experiences.

We believe children learn best when educators partner with families to create a strong relationship between home, preschool and community.

We believe that through a safe, caring, vibrant, flexible and responsive environment and curriculum, each child will have the opportunity to reach their full learning potential.

We Value: The diversity in our community and the richness that this brings to our learning environment.
Parents as their child's first educators.
Play as a means of children making sense of their world.
Meaningful relationships as a crucial aspect of a supportive learning environment for all.
Children as competent, capable, active participants who inform the curriculum.
Sustainability, environmental awareness, and connection with our natural world.

We Will: Acknowledge our local Kaurna heritage daily and enhance the children's respect and knowledge of Aboriginal culture.
Provide a fun, challenging and safe play based curriculum that is inclusive of the children's voice.
Develop a sense of identity and belonging by building positive relationships with children and families. Guide children in strengthening their environmental awareness and responsibility for sustainable practices.

Through our beliefs, values and actions Stirling East Kindergarten will foster connection, safety, strength, creativity, independence, harmony, opportunity, self-regulation, resilience, exploration, and balance communication, curiosity, confidence, fun, persistence, empathy, diversity, inclusivity and respect.

3. Curriculum

- **Frameworks used:**
 - ❖ National Quality Framework
 - ❖ Belonging Being Becoming: The Early Years Learning Framework for Australia
 - ❖ DfE Preschool Indicators of Numeracy and Literacy
- **Core Values:**
 - ❖ Respect and inclusivity
 - ❖ Viewing each child as a capable learner
 - ❖ Collaborative practice
 - ❖ Fostering a community of learners
 - ❖ Partnerships with families and the broader community
 - ❖ Sustainable environments
 - ❖ Life-long learning

At Stirling East Kindergarten, we aim to create a warm and caring environment where children, families, service providers and staff feel a sense of belonging to the centre.

We acknowledge parents as their child's first educators and believe that our preschool is a bridge between home and school. We respect each family's individual culture and lifestyle. We work in close partnership with families and local schools to achieve the best possible learning outcome for each child.

We view children as capable learners with unique needs, strengths and abilities, and respect their differences.

We cater for each child's learning by creating a welcoming, respectful and safe environment that is supportive, stimulating and challenging.

We believe children learn best through access to a quality play-based educational program implemented in an environment that inspires exploration, inquiry and interaction.

Preschool forms part of children's early learning experiences, the foundation on which they build the rest of their lives, becoming life-long learners and active, informed members of society.

- **Specific curriculum approaches**
 - ❖ Cycle of planning – ongoing cyclic reflective planning, implementation and assessment of the curriculum.
 - ❖ Emergent program – responds to the strengths and interests of each child, drawing on their prior knowledge and family experiences.
 - ❖ Child voice – provides opportunities for children to actively direct their own learning independently and in collaboration with their peers.
- **Joint programs/special curriculum projects**
 - ❖ Literacy and numeracy focus
 - ❖ Nature play and sustainability
 - ❖ Garden to kitchen
 - ❖ Life cycles
 - ❖ Visual and performing arts
 - ❖ Open-ended construction

4. Centre Based Staff

- **Staff Profile**
 - ❖ Director (1.0)
 - ❖ Teacher 0.6
 - ❖ Teacher 0.5
 - ❖ Early Childhood Worker – (0.5 ECW)
 - ❖ Regular relief staff
- **Performance Management Program**

Performance reviews, aligned to the site's Preschool Quality Improvement Plan and individual educators' personal goals, are conducted bi-annually.
- **Access to special support staff**

Access to free specialist services is available through the preschool (including a speech therapist, psychologist, social worker, bilingual educators and additional educational support). A negotiated one plan is developed and documented for all children with additional support requirements to ensure their optimum participation in the preschool program.
- **Other**

Adelaide Hills Community Health Services offer a range of information and services which staff and parents may access.

5. Centre Facilities

- **Buildings and grounds**

The preschool is in a quiet setting, with a large and naturally shaded, challenging outdoor learning environment, surrounded by tree-filled properties.

Our large natural outdoor play environment invites open-ended interactions, spontaneity, risk-taking, exploration, discovery and a deeper connection with nature. There is space for ball games, a mud kitchen, quiet spaces, climbing areas, a vegetable garden, fruit trees and bush tucker garden, large shaded areas including the naturally shaded sandpit, along with a nature cubby incorporating a walkway created from native and garden plants.

The indoor area is spacious allowing ample room for a wide variety of learning stations including writing, reading, numeracy, art, and construction. The area is well lit with ample natural light.

- **Capacity**

Physical capacity currently capped at 44 children per session.

- **Centre Ownership**

The Department for Education (DfE).

- **Access for children and staff with disabilities**

Facilities and equipment ensuring access for those with disabilities are provided on a case-by-case basis according to individuals' identified needs.

6. Local Community

General characteristics

Situated in the Adelaide Hills where most families have two parents working either fulltime or part-time.

- **Parent and community involvement in the preschool**

Parents are encouraged to become actively involved in their child's learning. We invite parents to stay or drop in during sessions and encourage families to share their culture, hobbies or interests with the children. Parents actively participate in management of the preschool through the governing council.

- **Schools to which children generally transfer from this preschool**
Children come to our preschool from nearby townships. The majority will attend Stirling East Primary School. Other schools include: Crafers Primary, Heathfield Primary, Scott Creek Primary, Upper Sturt Primary, Aldgate Primary, Mylor Primary, Bridgewater Primary and several independent schools in the Adelaide Hills.
- **Other local care and educational facilities**
Children may also attend Stirling Community Childcare Care and private childcare centres.
- **Commercial/industrial and shopping facilities**
Supermarket, café/restaurant, hardware, small and boutique shops are available in Stirling and nearby Aldgate/Crafers.
- **Other local facilities**
A range of medical (including hospital), sporting and recreational facilities are available.
- **Availability of housing**
Stirling has a very tight rental market.
- **Accessibility**
The centre is readily accessible by car and is within minutes of the South Eastern Freeway. Public transport is available via the Hills Transit bus route within a 5 minutes walk.
- **Local Government**
Adelaide Hills Council.

7. Further Comments

- **Partnership arrangements with other groups**
Stirling East Kindergarten is in the Mount Lofty Partnership of the DfE. We work in close partnership with other preschools and schools within our partnership and the broader hills area.