



# PRESCHOOL CONTEXT STATEMENT

Updated: 28/5/2021

**Centre number:** 4617

**Centre name:** Clarence Park Community Kindergarten

## 1. General information

- Preschool Director: Rita MacFarlane
- Postal address: 5 Parker Tce, Clarence Park 5034
- Location address: As Above
- DECD Partnership: Greenhill South
- Geographical location – ie road distance from GPO (km): 6 km
- Telephone number: 82935652
- Fax number
- Preschool website address: [www.clarenpkgn.sa.edu.au](http://www.clarenpkgn.sa.edu.au)
- Preschool e-mail address: [dl.4617.leaders@schools.sa.edu.au](mailto:dl.4617.leaders@schools.sa.edu.au)
- Enrolment/Attendance: The service has an assigned physical capacity of 60. The service offers preschool sessions to 55 enrolled children based on the current staffing allocation of one director, one teacher and a part time ECW. We are a two staff centre with a part time ECW, topped up ECW time funded through Universal Access on a needs basis.  
Our enrolment cap changed from 44 to 55 in 2019 due to a change in our demographics. Attendance is high. Not all families use the half day session.
- We are a stand-alone kindergarten.
- Programs operating at the preschool
  - Sessional Kindergarten for eligible children

- Playgroup and orientation sessions in the term prior to starting kindergarten.
  
- Lunch/Full Day Program
  
- Bilingual Support
  
- Preschool Support

## **2. Key Centre Policies**

- Centre Priorities/Statement of Purpose  
The vision of our centre is to provide a quality early childhood environment for the education and care of young children. We aim to foster an enthusiasm for learning and to support the wellbeing of each individual child through a holistic educational approach. Our staff are committed professionals working in partnerships with families to deliver a play based, child centred curriculum. The program supports the needs and values of children, their parents and the community.

## **3. Curriculum**

- Framework used: Early Years Learning Framework
  
- Core Values
  - Sustainable practices at many levels of the program.
  - Children’s voice, involvement and agency are highly valued.
  - An ongoing Charter of Rights program.
  - Inclusion and Belonging are emphasised and embedded components of the teaching and learning program.
  - A Commitment to successful partnerships with families, careproviders and the community.

## Specific curriculum approaches

**Child Voice** is embedded. We base our program on children's ideas that are documented and critically evaluated by the Educators. Learning is scaffolded through play scenarios and areas that are intentionally set up to further develop children's thinking, wonderings and theories.

**The Reggio Emilia** is an inspiring approach to Early Childhood Programs originating in Italy. The approach views each child as strong, capable and competent. At our service we have worked to incorporate many of the Reggio principles. For several years now our learning spaces have progressively been changed and developed as we have recognised 'the environment as the third teacher' while incorporating children's voice. The mud kitchen and other less permanent child initiated projects as well as children's involvement in the care and maintenance of our garden shows how children have been invited to influence their play spaces and have real agency. The garden spaces will continue to be used and developed by children. Our floorbooks reveal the purpose and power of a high level of involvement and agency.

**Trauma Informed Practice** using strategies through whole staff training in trauma informed practice is a strong and very effective focus - developing our skills in responding to children who have experienced trauma (big or little) and to respond to individual children's emotional regulation effectively.

- Joint programmes/special curriculum projects
  - Sessional kindergarten (up to 15 hours per week) with full day options between 8.30am and 3.00 pm. Mondays through to Thursdays. Families choose their attendance pattern. A daily lunch care cost is an additional part of the parent financial contribution structure.
  - Our service liaises with the City of Unley: Community Centre Child Care service (across the railway line). Children can attend Clarence Park Kindergarten for afternoon sessions after they have been to the morning session of the childcare program. Parents can talk to staff at the childcare service about this option.
  - Road Safety program using our bike track in the front garden.
  - Annual Participation in SALA. The local coffee shop supports our contribution and involvement with the community. We use their facility to exhibit our children's artwork through the month of August.
  - Bilingual Support: Children from a variety of cultures receive Bilingual Support.
  - Preschool Support: Children with additional needs are supported through Early Childhood Support Services in an integrated program.
  - Playgroup resumed in 2021

## 4. Centre Based Staff

- Staff Profile  
Staffing consists of:  
1.0 Director  
1.0 Teacher  
0.4 Universal access teacher  
18.75 ECW through DfE allocation. Top up as needed (self funded)  
6 hours Admin officer  
1.5 hours Finance officer.
- Performance Management Program  
All staff are involved in centre based and personal PDP's. Regular reviews as department regulation are implemented.
- Access to special support staff  
Bilingual and support services as needed.
- Other

## 5. Centre Facilities

- Buildings and grounds  
The centre is an older purpose-built kindergarten of brick construction. The building faces on to Parker Terrace. There is an extensive outdoor learning area. The front has a bike track with bike days being a regular feature of the children's week. A visit to google maps provides a great view of our layout.
- The site has two children's toilets and an adult toilet.
- Capacity (per session)  
Centre capacity is set at 30 children as per DfE regulations.
- Access for children and staff with disabilities  
Ramps and double doors offer a reasonable level of access. The adult toilet is a standard non access toilet. Accomodations can be made on a needs basis at the service. These are funded by DfE where approvals are given.
- Other  
A large covered area to the rear of the building offers a protected learning space in all seasons.

## **6. Local Community (intended for country preschools)**

## **7. Further Comments**

- Partnership arrangements with other groups
  - We are in the City of Unley LGA. Children attend several local primary schools including; Black Forest Primary School, Edwardstown primary School, Goodwood primary, Westbourne Park Primary School and St. Thomas' Primary School. Black Forest is our main feeder school and we walk over regularly as part of our transition/orientation program.
  - We work closely with the Unley council receiving a small grant each year to improve our physical spaces and program.
  - We are a Sunsmart registered kindergarten.
  - Our affiliation with Wipe Out Waste and NRM won us an award for our sustainability program. We grow our own vegetables, herbs, indigenous plants and raise chickens. Community awareness about recycling and reusing is embedded.