



PRESCHOOL CONTEXT STATEMENT

Updated: 2016

Centre number: 5615

Centre name: Fulham Park Preschool Kindergarten

1. General information

Preschool Director

Laura Tyner

Location and Postal address

28 Castlebar Road, Lockleys South Australia, 5032

DECD Partnership

Western Adelaide Shores Partnership

Geographical location – ie road distance from GPO (km)

8.1Kms west of Adelaide GPO via Henley Beach Road

Fulham Park Preschool Kindergarten is located in a tranquil residential area off the main roads in the suburb of Lockleys. The preschool has been serving families living in Fulham, Fulham Gardens, Kidman Park and Lockleys since 1961.

Telephone number

08 08356 3913

Fax number

08 8355 0145

Preschool website address:

www.fulhampre.sa.edu.au

Preschool e-mail address

dl.5615.leaders@schools.sa.edu.au

Enrolment

2016 Enrolment 59

Co-located/stand-alone

Stand Alone

Programs operating at the preschool

Preschool Program for eligible children - 2 full days and 1 half day

Group 1 (Yellow Group)

Week 1 Monday and Tuesday from 8.30 am to 3.15 pm
and Friday from 8.30 am to 11.30 am

Week 2 Monday and Tuesday from 8.30 am to 3.15 pm

Group 2 (Blue Group)

Week 1 Wednesday and Thursday from 8.30 am to 3.15 pm

Week 2 Wednesday and Thursday from 8.30 am to 3.15 pm
and Friday from 8.30 am to 11.30 am

Bilingual

As required

Current bilingual support - Mandarin and Hindi

Preschool Support

Speech Pathologist, Educational Psychologist and Disability Support are available for children with additional needs.

Current Preschool Support - children identified with speech and language needs

Current Early Entry program – children with identified additional needs

2. Key Centre Policies

Centre Priorities/Statement of Purpose

Meeting the National Quality Standards and using the current statement of philosophy to guide our practice.

“The practices of our preschool are based on the philosophy that the child’s voice is central to everything we do. By actively listening to a child’s voice, this creates a child’s sense of belonging and well being. The child will feel valued and respected.

Children’s, ideas, opinions, interests, knowledge and experiences are embraced in the learning environment.

We believe it is through play that children learn to understand each other, make sense of the world around them and develop and practice skills that they will use throughout their lives.

Children’s curiosity and their sense of wonder are nurtured in a program that allows for independent learning as well as learning from each other in a social manner. Open ended questions are used to heighten children’s inquisitive nature.

We believe keeping a strong link with the child and family will help bring greater knowledge and understanding about the child, the family and the environment in which the child is raised.

We view our roles as partners and co learners. This is achieved by working collaboratively with our families and children in a team approach, so that all voices are heard, learning is shared and opinions are respected. We view our roles as models for positive relationships by using positive language and working together towards a resolution.

We view our roles as reflective practitioners. We give time to ask questions, reflect and examine our practice.”

3. Curriculum

Frameworks used:

Early Years Learning Framework

Indicators of Preschool Numeracy and Literacy

Child Protection Curriculum

Program Achieve ‘You Can Do It’

Reflect, Respect, Relate

The main emphasis of the preschool program is to promote learning and teaching in a safe, caring, happy and supportive environment. The curriculum is play-based, and centred around children’s individual needs and interests.

At the time of enrolment families provide information about their child. Planning for learning consists of a planning proposal that provides an overview of the term’s focus and aims. At the end of each term, a term review is completed by the staff team which captures children’s learning and involvement in relation to the term’s areas of focus and aims.

The educators collect information about each child's level of involvement at preschool as part of the ongoing learning cycle.

Our Educational Leaders are two 0.5 preschool teachers who are responsible to work with their team of educators on a fortnightly basis to plan for their group of children. e.g. there is an Educational Leader who plans for the Yellow Group and an Educational Leader who plans for the Blue Group.

At the program planning meetings all educators discuss, reflect, review, evaluate and plan for individual and group learning, play experiences and intentional teaching opportunities. These planning meetings also provide opportunities for professional learning discussions and records of our planning meetings are documented and displayed.

Our daily program allows for uninterrupted periods of play as well as planned group sessions e.g. music, games, songs, language, science etc.

All children have a learning folder which contains a collection of learning stories, documented observations and educational anecdotes, photographs and samples of their work. Each child's learning folder forms an integral part of the preschool's assessment and reporting process. A written reflection about each child's learning and development is completed at the end of each term. These term reflections are the data used to write the Statement of Learning each child receives at the end of the year. Literacy and numeracy indicators are used to support program planning, teaching, tracking and monitoring of children's literacy and numeracy development. This data is also reported in the Statement of Learning.

The educators meet regularly for self-review. The following strategies are utilised as part of our self-review process. Ongoing self-review discussions occur as part of our agenda at Educational Leaders planning meetings, closure days, performance management and staff meetings. Minutes and discussions are documented under each quality area in the National Quality Framework Standards.

Literacy

The data collected from the 'Screening of Phonological Awareness' is used to formulate a literacy program to support and extend children's literacy learning. The screening is repeated at the end of the preschool year to assess the effectiveness of the literacy program.

Target areas include phonological awareness, oral language, concepts about print and levels of questioning.

Numeracy

The staff team has been attending various workshops, conferences and leaders day with the Primary Maths Association and Leading Numeracy Improvement – Results Plus to build a bank of knowledge and practices to support children's developing understandings and skills in numeracy.

Environmental Sustainability

Sustainable practices are embedded in the preschool curriculum

Water Conservation

Water is collected from rainwater tanks

Drought resistance plants

Vegetable Planting and Maintenance

Edible Garden – consists of fruit trees, vines and vegetables

Reduce, Reuse and Recycle Practices

Litter less - lunches

Recycling bins

Preloved clothing collection for charity

In 2014 and 2016 the preschool has secured Environment Grants from the City of West Torrens to undertake projects to support sustainable practice.

Core Values

Active Learners
Caring,
Community
Confident Communicators
Creativity
Empathy
Enjoyment

Honesty
Respect
Responsibility
Self Worth
Sense of Belonging
Trust

(Based on the 2015 Parent Survey –Core Values)

Joint programmes/special curriculum projects

Pen Pal Programs with Fulham Gardens and Lockleys Primary Schools

4. Centre Based Staff

Staff Profile

Full Time Preschool Director Band A-1

Part Time Educators

2 permanent Step 9 teachers who job share the full time position

1 permanent 0.5 ECW

The permanent ECW has also an administration role.

1 contract 0.5 ECW

The contract ECW is also a bilingual support worker – Mandarin and a preschool support worker.

1 Finance Officer

Bi-lingual support worker - Hindi

Performance Management Program

All educators have a Performance Management Plan. Performance management is carried out regularly.

Training and Development opportunities are discussed and encouraged for all staff to undertake. The purpose of the training and development is to meet the key priorities that are set out in the preschool's Quality Improvement Plan and the educator's individual professional needs and interests.

Access to special support staff

Support staff is accessed through the DECD Support Services team. Preschool Support Workers and Bilingual Support Workers are used when required.

5. Centre Facilities

Buildings and grounds

Building

The building is in the form of an 'L' shape. There are four entry and exit points. The middle door is the main entry point. The building is an open plan design. The main hub of activity is in the middle part of the building. The building has an undercover area with café blinds. The building has had numerous upgrades.

2012 - 14

New shelving and desks in the office space
A compactus to store equipment
Double aluminium doors
New windows
Acoustic treatment
New café blinds
New carpet in one area of the building
New mobile furniture
New photocopier

2015

Disabled bathroom
Additional cupboards for storage
Internal painting
All ICT and electronic equipment was upgraded – desktop computers, tablet, flat screen TV and a mobile Interactive Screen

2016

New children lockers
Additional ICT equipment – curriculum note book and 3 tablets

Outdoor Environment

In 2013 the preschool garden went through a transformation. There were numerous safety concerns that steered the educators and the children to create a safer play environment. There were many tripping hazards which prevented the play area from being fully utilised. Considerable expense went into the redevelopment of the playground which opened up space for climbing, a new sand pit with a water course, a textured path and an extension of the stage area. Water saving plants were added throughout the playground. This project sparked the vision to begin the process of creating a sustainable and healthy environment. In 2013 children, families and educators became involved in planting vegetables and fruit trees. 'Reduce, reuse and recycle' was explored and practices were implemented i.e. collecting bottles, cans and tetra boxes for raising funds for the outdoor environment. In 2014 we agreed to continue to go further in our pursuit of a sustainable and healthy environment by applying for an Environment Grant from the City of West Torrens to support our aims and were successful in securing funds to undertake the projects to support sustainable practice.

The outdoor environment continues to evolve and flourish.

2016

The outdoor environment is now filled with many wonderful play spaces – the sand play area, a water course, an outdoor play kitchen, climbing equipment, decking for socio dramatic play and cubby spaces in between the shrubs. There is an arbour covered in a fruit vine and also another covered with vegetable trailing plants i.e. pumpkins to create a space for children to explore. The preschool sand play area is surrounded by fruit and vegetable plants which are regularly picked and used for cooking and market days. There are two large scarecrows overlooking the lawn area. The outdoor environment has many shaded spots and is utilised all year round.

The preschool secured another environment grant to incorporate composting, a worm farm and a bush tucker garden.

At the time of writing we are awaiting the outcome of our submission to obtain a grant of \$2000.00 to establish a butterfly garden.

Capacity (per session)

The capacity is 30. The preschool enrolment is capped at 55 (22 children in one group and up to 33 in the other group). The preschool currently has 59 enrolments that are split into two groups. We have additional staff due to the increase number of enrolments in 2016.

Fulham Park Preschool Kindergaten is a Category 3 Centre

Centre Ownership

DECD

Access for children and staff with disabilities

There is easy access into the building. The pathways from the doors slope downwards which makes accessibility easy for wheel chairs. A large disabled bathroom was added in 2015.

6. Local Community

General characteristics:

Parent and community involvement in the preschool

We have a particularly strong, committed and enthusiastic governing council

There is a parent participation program that consists of opportunities for parents to become involved in the preschool program and parent work shops.

Other local care and educational facilities

Families access various child care centres in the local area – Kidman Park Stepping Stone, Precious Cargo Montessori Early Learning in Lockleys, Export Park Child Care Centre and Lockleys Child Care & Early Learning Centre.

Fulham Park Preschool Kindergarten does not run a playgroup program. Preschool Families access local playgroup such as Lockleys Primary School, Fulham Gardens Primary School and St Francis Lockleys.

Schools to which children generally transfer from this preschool

All our preschoolers go on to attend the following schools; St Francis School Lockleys, Lockleys North Primary School, Lockleys Primary School, Kidman Park Primary School, Fulham North Primary School, Fulham Gardens Primary School, Henley Beach Primary School, St John Bosco and Star of the Sea.

Local Government

City of West Torrens

7. Further Comments

Partnership arrangements with other groups

Fulham Park Preschool Kindergarten is part of the Western Adelaide Shores Partnership. The Western Adelaide Partnership Action for 2015 was about developing a clear and shared understanding of a powerful and engaged learner across preschools and schools (both primary and secondary) by working with the community, other leaders and teachers. The Early Years Network which is made up of eight preschools within the partnership investigated powerful and engaged learners in an inquiry based project involving all educators, parents and children from the partnership preschools. The research was about exploring educators, parents and children's perceptions around what learning was in order to effectively communicate the value of pedagogy based on powerful learning.

Priorities for the Early Years Network for 2016

As part of the Western Adelaide Shores Early Years network our aim is to continue with the inquiry project based on the 'Reflect Respect Relate' Involvement scales.

- ✚ In line with Results Plus 'Expectation C: Enact changes in our pedagogical practice to review pedagogical practice to maximise opportunities for each child to be engaged in the numeracy and literacy program as a powerful and engaged learner.
- ✚ In line with Results Plus 'Expectation A: Track, monitor and respond to every learner's growth' and 'Expectation B: Have a numeracy and literacy improvement cycle' the preschool indicators to form part of the cycle of planning and assessment for learning in numeracy and literacy.
- ✚ In line with Results Plus 'Expectation D: Identify and enact clear intervention processes' to build our pedagogical practices to support and challenge all learners.

The priority for the Western Adelaide Shores Partnership for 2016 is

"Improving the educational attainment and wellbeing of students through developing powerful and engaged learners...."