PRESCHOOL CONTEXT STATEMENT

Centre number: 2670
Centre name: Salisbury Heights Preschool

1. General information

- Centre name: Salisbury Heights Preschool
- Centre number: 2670
- Preschool Director: Phil Jenkins
- Postal address: 5-9 Stanford Road, Salisbury Heights, 5109
- Location address: as above
- Telephone number: 8281 7293
- Fax number: 8285 5159
- E-mail address: kindy.director@salisburyhkgn.sa.edu.au
- DECS Region: Northern Adelaide
- Geographical location – ie road distance from GPO (km): 22km
- Enrolment/Attendance: current enrolments 85-90 children
- Co-located/stand-alone: stand alone
- Programs operating
  - Pre Entry: A 2 hour session on Friday morning for children in the term before they commence their eligible year. (Probably will not be available in 2011)
  - Sessional Kindergarten for eligible children: 2010 For children in their eligible year before commencing school. Most children attend for 4 morning or afternoon sessions each week. From 2011 we will be offering 15 hours of preschool. Children will attend 2 full days (Monday & Wednesday or Tuesday & Thursday)
8.45am to 3.15pm with an additional 4 hour session on alternate Fridays.

- **Lunch/Full Day Program**
  - 2010 A limited number of children attend for 1 full day and 2 half day sessions with lunch time care provided by ECW employed for this purpose. Priority is given to working families. Full days currently available on Tuesdays, Wednesdays or Thursdays.

- **Bilingual Support**
  - Available in keeping with DECS guidelines

- **Preschool Support**
  - A number of children receive additional support through the Preschool Support Program. These children have additional needs in the areas of speech and language development, developmental delays and disabilities and behavioural issues.

### 2. Key Centre Policies

Salisbury Heights Preschool is committed to providing an accessible, inclusive, play-based, quality learning environment for preschool children and their families, which empowers individual children to continue their life journey with confidence. The staff, in partnership with families and community, will support the individual needs and values of the children and their parents.

Our priorities are wellbeing and engagement, literacy and numeracy development and environmental awareness.

The focus areas for 2011 site improvement plan are:

- **Emergent literacy** - How can we best support children in their journey to become independent and successful readers?
- **Information Communication Technology** – purchase an interactive whiteboard and ensure children and staff are able to develop their skills in accessing and using the whiteboard for a range of learning experiences.

### 3. Curriculum

- **Framework used:** Belonging, Being and Becoming
  - The curriculum is aimed at developing life skills and competencies and is guided by the Early Years Learning Framework – Belonging, Being and Becoming
  
  Children with special needs are able to access the curriculum through individual learning programs, preschool support program, etc.
  
  Children’s learning and development is monitored, planned for, evaluated and shared with parents.

- **Core Values**
  - We believe children learn through play by exploring, experimenting, developing skills and abilities, working together, making links and building understandings in a safe caring environment where everyone is important and learning is valued.
  
  Within the Belonging, Being and Becoming framework we:
Create an environment, which promotes children’s learning and development through play.

Value and respect each child as an individual and work to develop a positive self-concept.

Value what children already know and plan learning experiences that compliment what children want to learn and what they need to learn.

Focus on the development of the whole child.

Recognise each child’s right to be safe and support the development of children’s protective strategies to help them be safe.

Encourage children to take risks in their learning and provide opportunities for children to experience success.

Nurture in children the skills necessary for successful interactions in small or larger groups.

Support and facilitate the development of children’s language and communication skills (literacy), as well as numeracy skills.

Ensure the curriculum is culturally and socially inclusive and foster a sense of fairness.

Regularly evaluate the distance travelled by each child through observing, discussing, recording and planning for their learning, and share this information with parents.

Develop positive and co-operative relations with parents / care-givers and support the role of the Governing Council.

Work with families and liaise with support services, schools and other agencies to achieve the best outcomes for each child.

The provision of quality teaching and learning programmes is enhanced by effective management structures, information and communication systems, the development of appropriate facilities and resources and the maintenance of a safe environment for all.

4. Centre Based Staff

- **Staff Profile**
  : 1x1.0 Director (PSD2), 1x1.0 Teacher, 2x1.0 ECW. Staff work together to achieve the positive outcomes for the children and families in a supportive, team centred environment.

- **Performance Management Program**
  : DECS Performance management processes are utilised. Regular staff meetings allow for the sharing of information and ensure open communication. There is a supportive, team centred environment.

- **Access to special support staff**
  : DECS Support Services are available to support staff and families. An Employee Assistance Programme is available through DECS.
5. Centre Facilities

- Buildings and grounds
  - The building is modern and spacious and, together with the attractive grounds, provides an interesting learning environment for the children.
- Capacity (per session)
  - 60 children per session
- Centre Ownership
  - The site is owned by DECS
- Access for children and staff with disabilities
  - Disabled access is available to the building, adult toilet and playground.

6. Local Community

- General characteristics: (eg. types of work available, languages usually spoken at home, local developments)
  - The centre is situated in a community with established and some new housing developments in the surrounding areas. The majority of the families are two parents where one or both are engaged in paid employment.
- Parent and community involvement in the preschool
  - Parents support the centre’s operation through involvement with the learning program, governing council and day to day activities and tasks.
- Schools to which children generally transfer from this preschool
  - 50 - 55% of children attend Salisbury Heights School. The remaining children attend a range of other local public and private schools (up to 13).
- Local Government body (name, phone number), availability of publications describing the local area (with source, cost), characteristics, level of involvement
  - City of Salisbury ph: 8406 8222