

Preschool Context Statement

1. General information

- Preschool Director: **Ann Millhouse**
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- Geographical location: **8kms south of the GPO**
- Enrolment/Attendance:

The average attendance between 35 to 45 children per session.

Enrolment

Bains Road Preschool is part of the Department of Education and Child Development and as such we abide by the Department's Enrolment Policy. If your child turns four before May 1, they can start kindergarten on the first day of term one in that year. If your child turns four on or after May 1, they can start kindergarten on the first day of term one the following year.

Add Aboriginal/Torres Strait Island (ATSI) Children and Children under Guardianship of the Minister my start preschool when they are three.

At Bains Road Preschool the children have access to 15 hours of preschool a week. Families can choose from the following:

Two full days a week with a session alternate Fridays from 8.30 to 3pm and alternate Fridays.

Inclusive Preschool Program

Every chance for every child

The Inclusive Preschool Program (IPP) is dedicated to the education of preschool children with disabilities and significant developmental delay. The program provides families with a preschool education option for their child that is both local and has specialized educational expertise. The staff in the IPP are highly experienced and have expertise in Early Childhood and Special Education.

Inclusive Preschool Programs are part of a state government policy to promote social inclusion and reflect the Department for Education and Child Development's commitment to early childhood intervention and inclusive education.

Occasional Care

Funded Occasional Care sessions available for children aged between 6 months and 4 years.

Under 2 years – Tuesday, Wednesday and Thursday

Over 2 Years – Tuesday, Wednesday and Thursday.

Bilingual Support

Bilingual support is requested as determined by the needs of attending children.

Preschool Support

Preschool support is available for children who have been identified with a specific developmental delay or disability. Requests are made in accordance with these identified needs of the children. The Director, teaching staff and appropriate specialists consider the child's needs and work in consultation with parents.

2. Key Centre Policies

Philosophy

At Bains Road Preschool we believe that each child is a respected individual, with their own unique family life and culture. We aim to help each child to develop to their potential, working in partnership with their family and the wider community. We will report to families on their child's development and learning using the National Curriculum "Belonging, Being, Becoming"

We strongly believe that children best learn through play. We strive to provide a learning environment with experiences (explicit and experiential), appropriate to their age, ability, learning styles and development.

- Bains Road Preschool will continue to be a vibrant force within the community where staff and parents work together to provide a caring and challenging environment so children can fulfil their potential.
- For staff to work with the kindergarten community to implement a challenging program that fosters effective communication and literacy.
- To work in partnership with local schools and kindergartens to ensure continuity of learning in the Early Years.

3. Curriculum

We believe that children learn best through play and in a supportive environment where children feel safe, secure and feel free to express themselves, take risks, challenge themselves, problem solve, explore and build resilience and persistence.

The staff plan a program that is based on play, child development theory and an understanding of children's individual learning needs.

We plan and implement a curriculum that is inclusive, promotes optimism, resilience and celebrates diversity.

We use a range of materials such as The South Australian Curriculum Standards and Accountability Framework and an inquiry approach that is based on the International Baccalaureate Program PYP.

4. Core Business

We believe the core business of the centre is to provide high quality learning

experiences for children in their preschool year. This is supported by quality teaching and working in partnership with families and other agencies to meet the needs of each child.

- The principles and methodology of inquiry are incorporated into our programming.
- Individual learning needs and styles are catered for through a broad range of activities and challenges with the aim being to develop in each child a positive self-concept, a range of knowledge, skills and attitudes and an enthusiasm for learning.
- Staff recognise that play is the child's natural learning method.
- Each child is valued and encouraged to reach his or her full potential.
- Children are challenged to "have a go" and take safe risks in all areas of the programme.
- Staff works in partnership with families and a variety of agencies to provide an inclusive program to meet the needs of each child and their family.
- A wide range of resources - human and physical - are used to enrich the programme.
- The Centre promotes a curriculum that is inclusive and celebrates diversity.

Our work is underpinned by our commitment to the following principles

- A culture of continuous improvement
- An inquiry approach to teaching and learning.
- Play based learning
- Partnerships with staff, parents and the community
- Equity of access for all families
- Safe practices

Our Values

- trust
- optimism
- equity
- integrity
- inclusion

Specific Curriculum Approaches

Early Childhood methodology within a child centred and child **initiated**, play based program where children are given opportunity to have control over elements of their environment and supported to develop and construct their own learning.

Sensory based learning, physical activity and healthy lifestyle is an ongoing focus for this centre.

Joint programmes/special curriculum projects

A focussed and intensive program for children with severe disabilities/global developmental delay was established in term 3, 2002, this is now funded as a state-wide initiative as an Inclusive Preschool Program. Staff provide an inclusive environment for these children with provision for withdrawal if necessary.

5. Centre Based Staff

Staff Profile

- Preschool - Director - 1.0 ,Teacher - 1.2, ECW – 1.0
- IPP - Teacher 1.0, ECW 1.0
- Occasional Care – ECW 2 – 0.5, ECW 1 – 0.3
- Support Workers – 0.4

Access to special Support staff

Regular visits each term by DECD Speech Pathologist to assess and review children's progress. Other specialists are generally available through the DECD in response to children's assessed needs.

Therapy support is available through outside agencies like Autism SA, Novita, Kilparrin and Disability SA. This is by appointment with parental involvement and support.

Other

Preschool Support Workers are appointed to the centre by the Early Childhood Special Services Team to work on an individual or small group basis with identified children.

In addition the centre appoints staff to support work with children identified as being "at risk" in their social, emotional, cognitive or physical development and learning, through the Early Intervention Assistance grant. Generally these children require a small amount of assistance for minor – moderate delays in communication or physical skills.

6. Centre Facilities

Buildings and grounds

Established in 1993 Bains Road Preschool is a large centre with several smaller rooms which provide for withdrawal areas as well as other programs (Inclusive Preschool Program, Occasional Care and Playgroup).

Our large, interesting and challenging outdoor learning area is continuing to be improved.

Capacity (per session)

The preschools is licensed for up to 75 children.

Centre ownership

The centre is owned by DECD and is a stand alone site.

Access for children and staff with disabilities

There is suitable access for disabled persons with 2 dedicated carparks, ramps and a large indoor activity space. In 2001 a path and ramp was constructed to allow wheelchair access to the play platform.

7. Local Community

General characteristics:

Many of our families have both parents working fulltime so parental involvement varies. Parents have high expectations for their children which generally means that the children have a good disposition to learning. Children from this service transfer to one of 8 public or 8 private schools mostly with the Woodcroft/Morphett vale area. As we are located adjacent to Woodcroft college, a high percentage of children transition to this school

Commercial/ Industrial and Shopping Facilities

Woodcroft shopping centre and library