



PRESCHOOL CONTEXT STATEMENT

Updated: February 2021

Centre number: 2654

Centre name: Parafield Gardens Children's Centre

1. General information

- Preschool Director: Faye Stasinowsky
- Postal address: 9 Casuarina Drive, Parafield Gardens 5107
- Location address : 9 Casuarina Drive, Parafield Gardens 5107
- DfE Partnership: Hollywood Lakes and Gardens
- Geographical location: 19 kms north, north – west of GPO
- Telephone number: 8258 3659
- Fax number: 8285 5163
- Preschool website address: <http://www.parafieldgardenscc.sa.edu.au/>
- Preschool e-mail address: dl.2654.leaders@schools.sa.edu.au
- Facebook link:
<https://m.facebook.com/profile.php?id=1493382407585888&tsid=0.03997093508951366&source=typeahead>

- Enrolment/Attendance:

Site		Display		Years												
2654 - Parafield Gardens Children's Centre		Table		5												
	2016				2017				2018				2020			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Attendances	95	97	97	106	96	103	98	94	98	95	83	91	89	79	85	84
Enrolments	113	112	113	118	113	115	115	112	113	112	118	113	110	111	107	103

- Co-located/stand-alone: Stand alone Children's Centre co-located with Parafield Gardens R-7
- The Centre has children and families from a diversity of cultural backgrounds. Currently 85% of children are Culturally and Linguistically Diverse (CALD), are Aboriginal or have special rights.
- Programs operating at the preschool
 - ⊞ Sessional Kindergarten for eligible children: children are able to access 15 hours kindergarten, 2 full days per week and 1 Friday per term
 - ⊞ Occasional Care: funded and integrated
1 session under 2's, 5 sessions over 2's
 - ⊞ Bilingual Support: Bilingual Assistants currently Dari, Farsi, Hindi, Punjabi, Gujarati, Vietnamese, Chinese, Arabic
 - ⊞ Preschool Support: allocated for children with special rights through various means of funding

2. Key Centre Policies

STATEMENT OF PHILOSOPHY

We hold a strong commitment to the Rights of the Child to the highest quality education; therefore children are at the centre of everything we do.

The culture of the first Australian Aboriginal and Torres Strait Islanders is fundamental to our programs and services which are enriched through the diversity of this and other cultures.

Optimal learning opportunities for success occur through our strong connected nurturing partnerships with families, community and services. We believe the engagement of children through a strong PLAYFUL curriculum with a focus on nature and the environment facilitates capabilities, competencies and citizenship.

VISION Parafield Gardens Children's Centre for Early Childhood Development and Parenting will support the development and wellbeing of families and young children,

pre-birth to 8 years of age by bringing together care, education, health, community development and family services, combined with family and community partnerships.

WE VALUE

POTENTIAL: Every person is capable and competent and has great potential

RESPECT: Acknowledgement of strengths, diversity, knowledge, skills, uniqueness, the environment and each other

SAFETY: The right to be safe and have peace and harmony

OUR AIMS are to:

- Develop collaborative partnerships;
- Build on strengths and create opportunities
- Provide an environment for life-long learning;
- Strengthen parenting and the wellbeing of children and families;
- Assist in early identification and intervention;
- Learn, play and grow together

Updated: March, 2018 Reviewed: March 2015

3. Curriculum

- **Early Years Learning Framework** along with Reggio Emilia philosophies children's learning is linked to the Early Years Learning Framework, Belonging, Being & Becoming, Reflect, Respect, Relate and being a Global Peace Site,
- Specific curriculum approaches

Reggio Emilia

Our learning environments and pedagogy is influenced by the Reggio Emilia philosophy and Re-Imagining Childhood with Professor Carla Rinaldi. We believe that child led learning is important, every child has a voice, every child is capable and competent from birth. All children have rich and powerful potentials.

100 languages

“Children pose a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding and of encountering others, with a way of thinking that creates connections between the various dimensions of experience rather than separating them.” (Reggio Children p. 10)

Listening

Active listening between adults, educators, children and the environment is important for educational relationships. It is important for dialogue and change.

Learning

Children have the opportunity to participate in both group and individual learning. They will explore creativity, uncertainty, intuition, curiosity, courage, critical thinking,

collaboration, copying, and craftsmanship. It is based on the motivation and pleasure of learning.

Environment

Inside, outside and beyond environments complement one another and foster interaction, autonomy, explorations, curiosity and communication between adults, educators and children to research and learn together.

Nature Pedagogy

Our Centre has been involved with nature pedagogist Claire Warden. We have a beyond space which is our natural environment in the front of our centre. It is a learning environment which we regularly access. Risk benefits are conducted with the children to support children's understanding. Children have the opportunity to be:

Risk Takers

Children are able to take educated risks in a safe environment, such as climbing a tree independently. Using tools (saws, drills, whittlers, hammers, flints) that are carefully introduced to children over time using a working glove. Building, being creative and problem solvers with loose parts (balance and coordination)

Engage with their senses (taste, touch, smell, sound, sight & balance)

Fire: charcoal, cooking

Water: puddles,

Air: wind

Earth: wood carving, mud

Researchers

Children have the opportunity to conduct their own research, source information using technology and share their expertise with their peers.

Environmentalists

Propagating, gardening, harvesting and cooking produce from our vegetable, herb and fruit gardens. Children learn about sustainability through composting fruit and vegetable scraps for our worm towers. Conserving water and energy. Caring for insects and animals.

Artists

Through using loose parts such as leaves, pebbles, flowers and twigs. Use of charcoal, clay, mud and creating natural dyes.

Documentation

All documentation is authentic. Learning stories are specific to the child
Inquiry based learning – relaunching children's theories, capturing child's voice authentically, dialogue, and conversations
Children as researchers, documentors along with the educators

Planning – on going cycle, using documentation of learning stories, observations, journals, floor books, possible lines of inquiry, dialogue, provocations for authentic learning

- Joint programmes/special curriculum projects

The site has been involved in a number of initiatives and research projects

- 2019 Multi modal literacies
- 2018 Bridging STEM with PGR-7
- 2017 PIP STEM
- Prior with Mathematician in Residence and PGR-7 – Numeracy for the Early Years
- 2 projects EChO - The Image of the Child and Continuity of Learning with PGR-7

4. Centre Based Staff

- Staff Profile

Director:	1.0	Band A3	5 year contract
Teachers:	1.5	permanent	
	2.0	contract	
	.4	Universal Access	
ECW's:	2.0	permanent	
Occasioanl Care:	.6	ECW 2	
	.1	ECW	
Administration Officer:	20	hours per week	
Speech Pathologist CC	.3		
Occupational Therapist CC	.3		
C.D.C (Department Human Services)	1.0		
F.S.C (Department Human Services)	1.0	(to be appointed)	

Performance Discussions: with all staff related to priorities to support all staff to ensure continuous accountability and accountability with all disciplines.

Access to special support staff: Department for Education Support Services team, Children's centre speech pathologist, occupational therapist, community development coordinator plus allied health services and agencies are involved in supporting children, families and staff.

5. Centre Facilities

Buildings: Current Children's Centre was operational from September 2010.

Facilities for Kindergarten, Occasional Care, and Community room with space for crèche, offices for speech pathologist, occupational therapist, CDC, FP and other health services.

Grounds: specifically designed to support children's learning through engaging in play in the outdoor learning environment. A large Beyond Space - natural outdoor learning environment with garden beds and new Beyond Build to compliment the learning opportunities.

- Capacity (per session): 60 children – including Occasional Care
- Centre Ownership: Department for Education
- Access for children and staff with special rights: Wheelchair access for children and adults.
- Local Government: Salisbury Council

6. Further Comments

- Partnership arrangements with other groups
- Part of the Hollywood Lakes and Gardens (HLG) Partnership with key focus on World Class Education: Growth for Every Child
- HLG Continuous Cycle of: Data Informed Learning Design – Pedagogy for Intentional Teaching – Building Capacity – Continuity of Learning

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