



PRESCHOOL CONTEXT STATEMENT

Updated: August 2021

Centre number: 2654

Centre name: Parafield Gardens Children's Centre

1. General information

- Preschool Director: Jenny Fox
- 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

- This is a stand-alone Children's Centre co-located with Parafield Gardens Primary School. The growing relationship with the primary school is working toward a seamless continuity of learning as many children transition to the school. There is a growing connection also the Parafield Gardens High School. The aim of campus connections is to have a seamless continuity of learning across all learning levels to support families and children/students.
- The Centre has children and families from a diversity of cultural backgrounds. Currently 85% of children are Culturally and Linguistically Diverse (CALD) or have special rights.
- Programs operating at the preschool
 - ⊞ Sessional preschool for eligible children: Children can access 5 hours kindergarten, 2 full days per week and 1 Friday per term. Some children can access preschool from 3 years of age.
 - ⊞ Occasional Care: Funded by the Department for Education
1 session under 2's; 5 sessions over 2's
 - ⊞ Bilingual Support: Bilingual workers are available to work with children depending on funding, and eligibility criteria. There are a diverse range of family languages within the centre including Dari, Farsi, Hindi, Punjabi, Gujarati, Vietnamese, Chinese and Arabic. .
 - ⊞ Early Childhood Workers (ECW's) are employed to work with children with special rights through various sources 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

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. There is a focus on all areas of development for children and their wellbeing and in 2021 there is a priority around the development of oral language skills.

Preschool Quality Improvement Plan

The Preschool quality Improvement Plan (PQIP) underpins preschool improvement within the centre. The centre priorities and strategies are captured in the PQIP.

Reggio Emilia

Our learning environment and pedagogy is influenced by the Reggio Emilia philosophy. We believe that child led learning is important, every child has a voice and is capable and competent. Each child has a rich and powerful potential.

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

The educational program provides opportunities for children to participate in both group and individual learning. Exploration, creativity, curiosity and inquiry is part of everyday play in the context of intentional teaching that focusses on each child’s knowledge, skills and dispositions. There is a balance of child-led and adult led learning experiences and a focus on continual improvement. .

Environment

The outdoors and indoors environments complement one another. Educators plan and adapt the environment to support each child’s learning and wellbeing. There is a ‘Beyond Space’ our natural environment at the front of the building which supports natural exploration and sustainability for preschool and community groups. Sensory exploration is encouraged. A growing connection with local Aboriginal heritage is an important part of the centre’s links with the environment.

Children are Risk Takers

Children are able to take educated risks in a safe environment, such as climbing a tree independently, using a range of tools, learning new skills and developing new relationships.

Children are Researchers

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

Children are environmentalists

Propagating, gardening, harvesting and cooking produce from our vegetable, herb and fruit gardens is part of the learning environment. Children learn about sustainability through composting fruit and vegetable scraps for our worm towers, conserving water and energy and caring for insects and animals.

Children are Artists

Through using a variety of mediums that promote artistic creativity, through the use of leaves, pebbles, flowers, twigs, paints, charcoal, clay, mud and the creation of natural dyes.

Documentation of learning

Educators document children’s learning in a range of ways and regularly consult and collaborate around how documentation supports ongoing planning and review. This includes observations, journals, work samples, conversation and children documenting their own learning. There is a cycle of planning that guides the learning process.

This site has been involved in a number of projects such as:

- 2019 Multi modal literacies
- 2018 Bridging STEM with Parafield Gardens Primary School. (PGPS)
- Prior with Mathematician in Residence and PGPS – Numeracy for the Early Years
- 2 projects ECHO - The Image of the Child and Continuity of Learning with PGPS. .

4. Centre Based Staff

Staff Profile 2021

Director:	1.0 Band A3
Teachers:	2 full time 1.9 part time .4 Universal Access
Literacy Consultant	.4 (from Term 3)
ECW’s:	2.0 permanent plus contract staff
Occasional Care:	.6 ECW 2 .1 ECW
Administration Officer:	35 hours per week (2021)
Speech Pathologist	.3
Occupational Therapist	.3
CDC (Department Human Services)	1.0 (currently vacant)
F.P (Department Human Services)	1.0 (currently vacant)

Performance Management Program

The performance management process aims to support staff improvement and accountability in their work and includes regular feedback and ongoing support. Staff members develop goals in their work that connect with the centre priorities and values.



5. Centre Facilities

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

Facilities' include preschool, occasional care, community group space, offices for speech pathologist, occupational therapist, community development coordinator (CDC), family practitioner (FP) and other health services.

There is a new 'Beyond Building' to complement outdoors learning and exploration which includes garden beds that children help to cultivate. This is used by all who are part of the children's centre.

Capacity of the preschool: 60 per session including occasional care.

- Centre Ownership: Department for Education
- Access for children and staff with special rights: There is wheelchair access for children and adults.
- Local Government: Salisbury Council

6. The Community

The local community is comprised of a rich multicultural diversity of many different cultures.

Hollywood Plaza, Martins Road Shops and Parafield Gardens Children's Centre are nearby.

The centre is part of the Hollywood Lakes and Gardens (HLG) Partnership. This is the local Department for Education leadership group, comprised of school principals, preschool directors and the Para Hills Department for Education leadership team (LET). This group facilitates collaboration between sites to work toward achieving the Department's focus on learner growth for every child and world class education.

The centre has a connection with a range of community groups who use the centre facilities.