



PRESCHOOL CONTEXT STATEMENT

Updated: December 2024

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:
 - This is a stand-alone Children's Centre co-located with Parafield Gardens Primary School. The centre works with PGPS to support children and families transitioning to the school. The preschool has ongoing connections with the school and also connects with Parafield Gardens High School. The aim of campus connections with the primary school is to have a seamless continuity

of learning to support families and children/students. The Centre and the two campus schools collaborate around areas such as community parking. The Centre considers the input of the campus schools in decisions affecting them or families such as changes to operating hours.

- The Centre has children and families from a diversity of cultural backgrounds.
- Programs operating at the preschool
 - ⊞ Sessional preschool for eligible children: Children can access 15 hours of preschool 2 days per week and one half-day in their eligible preschool year during term time. There are two intakes per year. Some children can access preschool from 3 years of age.
 - ⊞ Occasional Care: Funded by the Department for Education
4 sessions over 2's; 1 session under 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 and some ECW's are employed for general ECW work.

2. Key Centre Policies

STATEMENT OF PHILOSOPHY

In Parafield Gardens Children's Centre, we believe that every person is capable and competent and has potential to improve, grow and develop. Children's and families 'voices are integral to our philosophy, influencing decisions and enriching our learning environment.

Community

- We build strong partnerships with families, community groups, and agencies to provide culturally sensitive, needs-based support to foster meaningful connections and a sense of belonging.
- We encourage active participation and engagement with families and the wider community throughout our centre.

Excellence

- We strive to deliver high-quality education and care through individualised and intentional teaching and purposeful play.
- We embed the Early Years Learning Framework and National Quality Standards to achieve positive learning outcomes and family/community connections.

- We continuously reflect and improve our programs and services to maintain high standards of practice.

Life-Long Learning

- We support dispositions for learning, such as curiosity, creativity, resilience, and confidence, to create lifelong learners.
- We embed literacy and cultural learning into the curriculum to foster children's ongoing knowledge, skills, and development.
- We promote professional growth for educators and staff through reflection and continuous improvement.

Respect

- We recognise every person as capable, competent, and with the potential to grow.
- We respect each child's individuality, cultural background, and traditions, and acknowledge the Aboriginal and Torres Strait Islander peoples as the traditional owners of our land.
- We build respectful relationships with families, recognizing their role as the primary carers and partners in children's learning.

Wellbeing

- We prioritise children's physical, emotional, and social wellbeing at the heart of all practices.
- We provide early intervention and equitable support for children with special rights and family needs.
- We ensure a safe, nurturing, and inclusive environment that fosters a sense of security and belonging.

PURPOSE

To develop confident creative and resilient life-long learners who actively contribute to their community.

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 5 years of age by developing strong partnerships with families and the community.

WE VALUE:

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3. Curriculum

Early Years Learning Framework Belonging Becoming and Being

This is the foundation of the curriculum. The Centre is a Global Peace Site. There is a focus on all areas of development for children.

Preschool Quality Improvement Plan

The Preschool quality Improvement Plan (PQIP) underpins preschool improvement within the centre. The centre's main priorities are captured in the PQIP and in 2025 the main focus is wellbeing. There is an embedded focus of developing oral language for all children each year.

Environment

Educators plan and adapt the indoors and outdoors environments to support each child's learning and wellbeing. There is a 'Beyond Space' is an additional area for activities for children, families, and community. A growing connection with Aboriginal culture is an important part of the Centre's activities.

Documentation of learning

Educators document children's learning in a range of ways and regularly consult and collaborate around how documentation supports the cycle of planning. The Centre uses Class Dojo as the main medium to connect with families around children's

learning and wellbeing and this is available in several languages. The centre offers parent interviews and children are welcome to attend these meetings.

Staffing2025

Director:	Full time
Teachers:	2 full time
ECW's:	4 part time for preschool
Occasional Care:	Coordinator and an additional ECW for one session
Administration Officer:	Tuesday/Thursday
Finance officer	Part time
Community Connections	Part time

The centre has access to a social worker and also a community development coordinator when needed.

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, a CAFHS office one day per week, and at other times during the term and offices for meetings and community groups.

There is a 'Beyond Building' to complement outdoors learning and exploration with garden beds that children help to cultivate. The Beyond Space is available for community groups.

Community Book Swap Library: This is being organised at present and will be available by the end of term 1 2025. The aim is to support literacy development for children and encourage parent-child literacy connections at home.

As of term 1 2025 the centre has a capacity for 50 preschool children plus occasional care.

- Centre Ownership: Department of 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 Plaza are nearby. Mawson Lakes shops are within driving distance.

The centre is part of the Para Hills 1 portfolio (Para Hills Department of Education office). This is the local Department for Education leadership group, comprised of school principals, preschool directors and the Para Hills Department of Education leadership team (LET). This group facilitates collaboration between sites to work toward achieving the Department's priorities and centre priorities and ensuring the Centre works within the National Quality Standard and relevant Regulations. . .

The centre has a connection with a range of community groups who use the centre facilities, and this is growing in 2025. Part of this growth has resulted in the need to employ a community liaison officer in 2025 to build and strengthen the growing connections.