



# PRESCHOOL CONTEXT STATEMENT

Updated: 2022

Centre number: 4629

Centre name: Paradise Kindergarten

## 1. General information

- [Preschool Director](#): Charmaine Suares Howard
- [Postal address](#): 21A Lincoln Road, PARADISE SA 5075  
Location address: 21A Lincoln Road, PARADISE SA 5075
- [DFE Partnership](#): Campbell
- [Geographical location](#) – i.e., road distance from GPO (km)  
Eastern suburbs, 8km from Local Post Office
- [Telephone number](#): 8337 6504  
Fax number: NA
- [Preschool website address](#): [www.paradisekgn.sa.edu.au](http://www.paradisekgn.sa.edu.au)
- [Preschool e-mail address](#): [dl.4629.leaders@schools.sa.edu.au](mailto:dl.4629.leaders@schools.sa.edu.au)
- [Enrolment/Attendance](#)

|          |              |              |
|----------|--------------|--------------|
| 2020 -60 | Term 3 86.3% | Term 4 87.0% |
| 2021-55  | Term 3 88.4% | Term 4 85.0% |
| 2022-50  | Term 4 81.5% | Term 3 85.9% |

- [Co-located/stand-alone](#)  
Stand-alone Kindergarten
- [Programs operating at the preschool](#)  
Kindergarten for eligible children is offered in 2 groups.  
Koala Group (Monday to Tuesday) 8.15am to 3.45pm  
Kookaburra Group (Wednesday to Thursday) 8.15am to 3.45pm
  - ❖ Associated Programs  
Playgroup operates every Friday morning 9.30am to 11.30am
  - ❖ Bilingual Support  
Provided on an individual basis to eligible children based on allocated funding available
  - ❖ Preschool Support  
Provided on an individual basis to eligible children based on allocated funding available

## 2. Key Centre Policies

- Philosophy Statement
- Behaviour policy
- Healthy food supply and nutrition policy
- Sleep and Rest procedure
- Sun Protection policy
- Water Safety procedure
- Social media policy

All policies are on our website and available on display for parents and the community

## 3. Curriculum

- [Framework used:](#)

The National Quality Framework with its 'National Law and National Regulations' is used to ensure high quality and to drive continuous improvement in education and care.

The **National Quality Standard** consists of seven quality areas.

- Educational program and practice
- Children's health and safety

- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

This is underpinned by the Principles from Learning Outcomes from the **Early Years Learning Framework (EYLF)** of

Learning Outcomes (which are used in the planning, implementation, and assessment cycle).

- Secure, respectful, and reciprocal relationships
- Partnerships with families
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practise

And

- the rights of the child are paramount
- children are successful, competent, and capable learners
- equity, inclusion, and diversity
- valuing Australia's Aboriginal and Torres Strait Islander cultures
- the role of parents is respected and supported
- high expectations for children

The Department for Education (DfE) provides a needs basis for staff learning and professional engagement with children and families.

**Music Education Strategies** are used to inform practice. Pedagogies are based on research theories, Developmental approaches, and are appropriate.

**Indicators of Preschool Numeracy and Literacy** are used to guide our practice.

**Our core values** are embedded in our practice.

## **Service standards**

- **We believe children**

## **We believe families and the community**

- Are partners in providing a culturally diverse and inclusive kindergarten environment.
- Have opportunities for equal access, participation and are valued and welcome to participate in their child's education to enable better outcomes for all children.
- Can best support children's learning wellbeing and transitions from home and to school when they work together with educators and service providers.
- Have a right to privacy and confidentiality.

- Are competent and capable learners with their own unique abilities and theories of the world.
- Develop a sense of belonging when relationships are responsive, reciprocal, and respectful of children’s rights and culture.
- Learn through play and develop a strong foundation when they are supported to be researchers in their own learning.
- Are resilient and adaptable when given the opportunity to experiment, persist and take appropriate risks.
- Need opportunities to develop creativity, imagination, a sense of wonder, decision-making skills, self-confidence, awareness of and consideration for others, play skills, friendships, and independence in a safe, secure learning environment.

- **We believe the curriculum**

- Supports the rights of every child and engages them in experiences that focuses on child protection, social justice, and wellbeing.
- Values time and relationships to deeply engage with children’s learning and maximises learning for each child through using their strengths and interests.
- Supports children to be confident learners and encourages them to be engaged with materials appropriate.
- Reflects high expectations and includes documenting and evaluation.
- Provides opportunities to develop global awareness, understanding of the future.

- **We believe families and**

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- **We believe in educators who**
- Are respectful, responsive, ethical, and inclusive in their relationships with children and families.
- Collaborate effectively with each other and relevant service providers to enhance children’s learning and wellbeing.
- Are reflective practitioners who are committed to continuous improvement through ongoing Professional Training and Development and performance planning and reviews.
- Recognise and support children with special rights to access the kindergarten curriculum through inclusive policies and procedures.
- • Develop and maintain collaborative relationships between the site leader and the team to maintain a culture of excellence by engaging in ongoing pedagogical reflection.
- • Work with children and families to plan, develop and construct meaningful, developmentally and culturally appropriate learning opportunities
- Are advocates in the community for the value of high-quality early childhood education.
- Are passionate and enthusiastic and celebrate the joy of childhood and each child’s unique abilities and strengths.
- Continually reflect on the guiding philosophy of the centre and contribute with families and community to its evolution.

### Specific curriculum Approaches

- Inquiry approach
- Playful pedagogies
- Music education Strategies
- Bookmaking/ Mark making
- Joint programmes/special curriculum projects Primary Mathematics Challenge

## 4. Centre Based S

### • Staff Profile

Director fulltime 1:0

Teacher with universal a

Early childhood worker 2

Director administration s

### • Performance Management I

Staff undertake 6 monthl

Staff engage in Reflectiv  
reflected on annually by  
the partnership.

### • Access to special support s

All staff work alongside I  
pathologists, Occupation

## 5. Centre Facilitie

### • Buildings and grounds

There are two separa  
1968. The other was built by a service club and is used for playgroup.

Each building has a separate outdoor play area, sharing some equipment.

There are 3 storage sheds, large soft fall area partially shaded by a shade structure built in 2008 and then raised to meet standard in 2019. Platforms were installed in 2000 and later upgraded. There is an undercover sandpit and large artificial grass area bordered by a path used for bikes. A pergola, rainwater tank and paved area is adjacent to the grass area. The outdoor learning environment sandpit and swings were upgraded in 2020-2021 (stage 1) and the climbing equipment was upgraded in 2022. (stage 2).

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Playgroup cubby was demolished, and new swings were installed in 2018

- [Capacity](#) (per session)  
27 in one session and 28 in another  
Physical and enrolment capacity is 55
- [Centre Ownership](#)  
Department for Education  
Access for children and staff with disabilities  
Main room and most of play area is accessible, but not for the platforms or access to swings and sandpit. Toilets not inclusive of special rights

## 6. Local Community

- [General characteristics:](#)
- The Paradise community is made up of a diverse range of nationalities Indian, Chinese, Korean, Sri Lankan, Vietnamese, Thai who speak a range of dialects within these nationalities.

- [Parent and community involvement in the preschool](#)

Paradise kindergarten has a very involved parent community with parents/ caregivers volunteering their time for excursions, coming in to cook with the children and to share special cultural celebrations. Families are involved in their children's learning and 85% accessing parent/educator conversations offered in term 3

- [Schools to which children generally transfer from this preschool](#)

Children often transition to mainly the closest geographically Department for Education Primary school, East Marden Primary School and then a range of other local primary and some catholic schools in the area

- [Other local care and educational facilities.](#)

Children access local childcare centres around the area

- [Commercial/industrial and shopping facilities](#)

Paradise Kindergarten is located amongst mainly residential area. The closest shops are located on Lower North East road and The Newton Shopping Centre.

- [Other local facilities](#)

The ARC, a recreational sports centre is in Campbelltown, the next suburb over from Paradise. The local Fire station is located walking distance from the Kindergarten. The kindergarten is also situated near parks and oval as well as linear park and this is accessed as part of the curriculum. Accessibility

## 7. Further Comments

- [Partnership arrangements with other groups](#)
- Paradise kindergarten has close relationships with the Campbell Town Council and the Campbell Town Library and run events like 'Street Play' and 'Play at the Park' alongside the Campbelltown Council. We access Library programs and have displayed children's artworks in the Campbelltown Library
- We engage with the Primary Mathematics Association and engage with an annual Mathematics challenge
- We have been for 2 years part of the Music Education Strategy
- We work alongside other schools and preschools in the Campbell partnership to improve leadership and joint projects to improve learning outcomes for all