



PRESCHOOL CONTEXT STATEMENT

Updated: 2023

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
- [Preschool e-mail address](#): 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, educators, and service providers

The Department for Education document **'Reflect, Respect, relate'** is used on a needs basis for staff learning and reflective practice to improve educator's engagement with children and children's wellbeing.

Music Education Strategies are used using current research and evidence-based practice. Pedagogies are based upon current research as well as Behaviourist theories, Developmental approaches and constructivist learning theories as appropriate.

Indicators of Preschool Numeracy and Literacy. The guidebooks for Numeracy and literacy are used to guide our planning and documentation of children's learning.

Our core values are embedded in our statement of philosophy

Service statement of philosophy

- We believe children

- 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 capable and competent by creating environments that encourage children to be researchers in their learning through exploration and engagement with materials that are developmentally and culturally appropriate.
- Reflects high expectations for learning through a cycle of rigorous planning, documenting and evaluation.
- Provides opportunities to embed environmental sustainability and create global awareness, understanding, a sense of responsibility and optimism for the future.

- 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.
- **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 Staff

- Staff Profile
Director fulltime 1:0
Teacher with universal access 1.4
Early childhood worker 22.5 hours per week
Director administration supplementation employs an ECW 0.2 a week
- Performance Management Program
Staff undertake 6 monthly Performance Development plans.
Staff engage in Reflective Rounds where their practice and pedagogy are reflected on annually by the site leaders as well as a cohort of other leaders in the partnership.
- Access to special support staff
All staff work alongside Department for Education and private speech pathologists, Occupational therapists, and psychologists.

5. Centre Facilities

- Buildings and grounds
There are two separate buildings on the site. The kindergarten was built in 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).

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