



PRESCHOOL CONTEXT STATEMENT

Updated: 16/02/2021

Centre number: 2677

Centre name: Valley View Kindergarten

1. General information

- Preschool Director : Leeanne Muirhead
- Postal address : Geoffrey Ave, Valley View SA 5093
- Location address : As Above
- DfE Partnership : Montague
- Geographical location – i.e. road distance from GPO (km) : Approximately 15km from the GPO
- Telephone number : (08) 8261 8201
- Fax number : (08) 8266 6019
- Preschool website address: <http://www.valleyviewkgn.sa.edu.au/>
- Preschool e-mail address : dl.2677.leaders@schools.sa.edu.au

- Enrolment/Attendance

2015 – Enrolment: 90	Attendance: 95.9%
2016 – Enrolment: 77	Attendance: 95.1%
2017 – Enrolment: 84	Attendance: 94.76%
2018 – Enrolment: 86	Attendance: 94.3%
2019 – Enrolment: 86	Attendance: 94.5%
2020 – Enrolment: 79	Attendance: 91% (ave. of Term 1 &3)

- Co-located/stand-alone : Stand Alone

- Programs operating at the preschool
 - ❖ Sessional Kindergarten for eligible children who turn 4 years of age before 1 May.

Children attend in two groups:

Group 1 : Monday / Wednesday 8.30 am – 3.20pm
 Fridays Weeks 1 and 2 of each term 8.30am – 3.20 pm

Group 2 : Tuesday / Thursday 8.30am – 3.20 pm
 Fridays Weeks 3 and 4 of each term 8.30am – 3.20 pm

❖ Speech and Language Program :

Valley View Kindergarten incorporates a DfE funded Speech and Language program. The program provides places for seven children with severe speech and/or language impairment. Children in the program attend Monday / Wednesday and Fridays Weeks 1 and 2 of each term. An inclusive program, the children access mainstream kindergarten, speech therapy and small group sessions. The Speech and Language program is fully integrated with all staff actively involved. The program is staffed by a 0.6 teacher and a 0.4 Speech Pathologist. The intake process for the program is managed by the DfE Student Support Services Team based at Para Hills Office and includes the Senior Speech Pathologist, Speech and Language Program Speech Pathologists, Psychologist and Directors from the three Speech and Language Program sites in northern Adelaide. Valley View Kindergarten Speech and Language Program caters for children and families in the North East metropolitan area of Adelaide.

❖ Aboriginal children and Children in Care

Aboriginal children and Children in Care are eligible to attend preschool after their 3rd birthday. In these circumstances, children may attend for an average of 12 hours per week and then 15 hours a week in the year preceding school intake.

- ❖ Occasional Care: Unfunded Occasional Care: dependent upon current eligible enrolments
- ❖ Extended Care: Emergency Before / After Kindergarten Care is by negotiation with centre staff
- ❖ Early Entry: (extract from the DfE Preschool Enrolment Policy)

Early entry to preschool is not a guarantee. Children who meet the eligibility requirements for preschool are given priority for enrolment over early entry enrolments. Requests for early entry to a preschool are assessed on a case-by-case basis by the principal or director.

A principal or director may grant a child early entry to a preschool program based on the following considerations:

- the child will continue to access preschool at the same service the following year
- the preschool has the capacity to accept the enrolment within existing resources
- additional time at preschool is likely to significantly improve the child's learning, wellbeing and developmental outcomes
- there has been consultation between the principal or director, parents and relevant departmental staff and agencies.

Early entry to preschool may be offered to:

- children with additional needs or disability or both, with significant extenuating family or individual circumstances, with emerging English as an additional language or dialect (EALD) and children who are at significant risk due to family circumstances.

The child may attend preschool for up to 6 hours per week in term 4, before the child starts their eligible preschool year.

Associated Programs

- ❖ Lunch/Full Day Program : Lunch is part of our educational program
- ❖ Bilingual Support : We apply for bilingual support when there are no staff already employed at the kindergarten from the child's language/cultural group and the child speaks no English. Support is subject to availability of funds.
In 2021 nine language groups will access 30 hours each of Bilingual Support.
With 83 children enrolled, 28 children speak a language other than English.

- ❖ **Preschool Support:** The Student Support Services (SSS) team works with Valley View Kindergarten through a defined process to assist and support the strengths, opportunities and additional needs of learners with special rights:

- ✚ developmental delay/disability
- ✚ learning difficulties
- ✚ behavioural issues (social/emotional)
- ✚ health or wellbeing issues
- ✚ disengagement/non-attendance issues
- ✚ communication difficulties.

At Valley View Kindergarten up to one third of children have accessed Preschool support within their eligible year of preschool. In 2020 we had an allocation of 55 hours a week of Preschool Support (IES - Extensive and .IESP grant.)

- ❖ Familiarisation Visits: Children are invited to attend two familiarisation sessions (2 hours each) in Term 4, preceding commencement the following year.

2. Key Centre Policies

- Centre Priorities/Statement of Purpose

3. Curriculum

Framework used:

Valley View Kindergarten's educational program is based on the principles and practices of the Early Years Learning Framework

- Core Values

At Valley View Kindergarten:

- ❖ We reflect the values of DfE – service, professionalism trust, respect, collaboration and engagement, honesty and integrity, courage and tenacity and sustainability
- ❖ Professional Practice is founded on Early Childhood Australia Code of Ethics
- ❖ Our Vision: Building foundations for lifelong learning
- ❖ Our Mission: To work in partnership with families, the community and other service providers to ensure that all children develop the life dispositions and competencies necessary to be active participants in our ever-changing society.
- ❖ Our Core Business: The provision of quality education and care in a

safe, welcoming environment, facilitating optimum development for every child.

- ❖ Our teaching and learning:
 - ✚ Every child is a unique individual who is a competent and capable learner.
 - ✚ Inclusive of culture, language, gender, ability, family structure, socio-economic background
 - ✚ Families are acknowledged and respected as the child's first teacher
 - ✚ Uses what children know as a starting point to their learning, building their strengths, skills and knowledge to ensure their well-being, motivation and engagement in learning
 - ✚ Understand that children learn in different ways and at their own pace
 - ✚ Provides an environment which fosters reciprocal relationships between the educator and the child that both support and challenge the child's learning through intentional teaching; is sensitive to individual children and is focused on interactive teaching to foster curiosity, exploration, self-motivation, active engagement and a willingness to take risks and try new things.
 - ✚ Includes input from children and families

- Specific curriculum approaches

- ❖ We provide a play based curriculum using the Early Years Learning Framework to support children's development towards achieving learning outcomes in collaboration with families, service providers and agencies.
- ❖ We adopt a holistic approach to teaching and learning as social, emotional, creative and spiritual well-being is the key to how children engage in their learning. Through play, children develop emotional well-being, social competence and positive attitudes to learning, effective communication, physical competence, literacy and numeracy.
- ❖ Each child's learning across the 5 EYLF Outcomes is tracked and monitored over time using a data wall with a stoplight system based on 4 stages from Emerging (Red), Developing (Yellow), Progressing (green) to consolidating (Blue) in Terms 1 and 3:
 - ✚ Daily reflection, analysis of anecdotes, work samples, photos
 - ✚ Well-being and involvement scales
 - ✚ Levels of Questioning, Narrative and Phonological awareness screening and Numeracy Indicator screening

- ❖ A continued focus in 2020 was to develop balanced readers across all levels of schooling in order to improve student outcomes across the Montague Partnership and our children's individual data demonstrated significant growth in phonological awareness through improved practices focussing on listening skills and implementation of the Heggerty Phonemic awareness program through group time and integration into play based learning. Drilling down on the data has provided the driving force for our 2021 improvement strategies and outcomes for all children. *“If we differentiate our teaching based on the phonological data we collect, then we will support all children to progress of in their ability to attend and respond to sounds and patterns and their phonological awareness skills”.....* enabling us to plan strategies to lift each child's learning.
- Joint programmes/special curriculum projects
 - ❖ Continuity of learning - provision of each child's Phonological Awareness learning (Teacher Rating of Oral Language and Phonological Awareness / Heggerty Phonemic Awareness data tracking lift from Term 1 to Term 3) to their reception teachers at Partnership TROLPA meeting and in each child's Transition to School Report
 - ❖ Earlier identification of and targeted, timely intervention for all children with speech and language difficulties through a new initiative, 'chat and play program,' commissioning Speech Pathology time via the Para Hills Education Office to quickly identify any children whose speech & language skills may require further screening & / or assessment.
- National Quality Standards
Attainment of Exceeding the National Standard in all seven Quality Areas in 2015

4. Centre Based Staff

- Staff Profile
 - 1.0 Director (PSD 2)
 - 1.0 Teacher
 - 0.4 Teacher (Universal Access)
 - 0.1 Teacher (24 hour face to face Teacher release)
 - 0.8 ECW
 - 0.4 ECW
 - 0.2 ECW X 5 (also contracted additionally for Preschool Support, Bilingual Program)
- Speech and Language Program Staff
 - 0.6 Teacher
 - 0.4 Speech Pathologist

- Performance Management Program
 - ❖ In line with the Department for Education (DfE) guidelines which supports staff to ;
 - ✚ Take an active role in their own professional development
 - ✚ Access and understand information which supports them to make informed decisions about their psychological and physical health, safety and welfare in the workplace
 - ✚ Commit to, and implement change which leads to improved learning outcomes for staff, children and families
 - ✚ Take responsibility for the implementation of EYLF and PQIP
 - ✚ All staff are involved in developing their own Personal Development Plan and undertake regular reviews with the Director.
 - ✚ Staff meetings are held out of hours on a weekly basisDfE :
- ❖ Access to special support staff
 - ❖ Through IES application process for children with extensive needs requiring greater than 8 hours of support or the referral process in consultation with the Para Hills Office Support Services Team for children requiring less than 8 hours of support, funded through Site IESP Program Grant
 - ✚ Children are allocated to the appropriate service provider e.g. Special Educator, Speech Pathologist, Psychologist. Our DfE service providers visit the children and provide programming support and work in partnership with the families, centre staff and non DfE service providers planning outcomes for children and schooling pathways.
 - ✚ Preschool Support Worker hours are allocated
 - ❖ Non DECD: Children accessing services via NDIS, Private Providers or Allied Health are able to visit the kindergarten and work with the child and Preschool Support Worker once all relevant agreements and criteria have been met and signed off by both parties.
 - ❖ Child and Youth Health visit the kindergarten once a term to undertake 4 year old health screening

❖ 5. Centre Facilities

• Buildings and grounds

- ✚ The kindergarten is approximately 40 years old and was purpose built. The building is large and has two main playrooms. Completing the inside is an office, a Speech and Language Program room, a staff / withdrawal room and a storeroom, with compactus.
- ✚ The building is well maintained, and has one reverse cycle air conditioner in the main playroom and two ducted reverse cycle air conditioners to service the remainder of the building.
- ✚ The kitchen was upgraded at the end of 2006 and 2011 and the children's bathroom area was upgraded at the end of 2003 to incorporate a built in changing facility, with a third toilet installed in 2011.
- ✚ A large Outback all weather verandah installed in 2015, with PVC and block out mesh blinds and ceiling fans, is situated across the front of the building and incorporates hooks for children to hang belongings.
- ✚ The nature play outdoor learning area is very large with a number of large trees for shade.
- ✚ Fixed equipment consists of a large sandpit with pergola, a sensory garden and watercourse, with shade port, a swing area, a separate climbing area with play platform and shade port, and three large storage sheds.
- ✚ The kindergarten has its own car park and is situated next to a community playground and park.

• Capacity (per session)

44 children per session

• Centre Ownership

The building and land is owned by the Pt Adelaide/Enfield Council. The premise is leased from them by DfE and renewed for 5 years in 2020.

DfE is responsible for programmed preventative maintenance

The site is responsible for Breakdown Maintenance, the upkeep and general maintenance of the premise.

Council undertake inspections annually. If any issues are identified, it is the sites' responsibility to have this rectified.

• Access for children and staff with disabilities

The building has ramps, but there is no provision for a disabled toilet or wheel chair access to the bathroom/toilets

6. Local Community (intended for country preschools)

- General characteristics:

Families who access the kindergarten come from diverse socio-economic and cultural backgrounds including 1 and 2 income families, single parent families, families receiving benefits and families where parents are studying.

The Kindergarten is one of the few community services in the Valley View area

- Parent and community involvement in the preschool:

Parental involvement is invited and has an active Governing Council, who work collaboratively with Kindergarten staff.

- Schools to which children generally transfer from this preschool:

: The Kindergarten transitions children to up to 30 DfE, Independent and Catholic schools

- Other local care and educational facilities, e.g. child care, schools, OSHC:

There are child care centres located in Ingle Farm, Walkley Heights and Northgate.

Ingle Farm East and Modbury West Schools provide OHSC programs

- Commercial/industrial and shopping facilities:

Valley View Kindergarten is close to local shopping centres including Tea Tree Plaza and Ingle Farm shopping centres. The area also has a number of smaller regional shops readily accessible. The area immediately around the Kindergarten is residential.

- Other local facilities, e.g. medical, sporting, social, cultural, recreational

: The Kindergarten is close to Modbury Hospital and a number of local surgeries. Sporting facilities are available at Ingle Farm - soccer ovals, netball and basketball courts, and the Ingle Farm Football Club. The kindergarten is close to Ingle Farm recreation centre and public library

Accessibility to Adelaide and relevant major centres, including public transport and its availability, frequency and cost (especially by air), road quality

: The Kindergarten is on a bus route and close to the Obahn at Paradise. The journey by car into the city takes approximately 25 minutes using major arterial roads.

7. Further Comments

- Montague Partnership 5 year Plan: Empowering everyone to be the best learner they can be
- **PRIORITY:** Improving learning outcomes with a focus on literacy and numeracy achievement through the identification, development, adaption and sharing of outstanding practices to promote consistency across the partnership.
- Educators at Valley View Kindergarten embrace the Montague Partnership priority as is reflected in our Preschool Quality Improvement Plan.