

West Lakes Kindergarten and Early Childhood Centre



PRESCHOOL CONTEXT STATEMENT



Centre name: **West Lakes Kindergarten and Early Childhood Centre**

Learning and thriving!

Our Core Values

Safety, trust, respect, care, professionalism, and enjoyment!

Our Purpose

Caring and supporting children to learn, flourish and build happy memories!

Our Vision

Providing quality learning, play and support for the children of our community.

1. General information

Centre name	West Lakes Kindergarten and Early Childhood Centre
Centre number	5653
Postal address	294 Sportsmans Drive, West lakes, 5021
Location address	as above
	We are situated in the Eights Reserve on Sportsmans Drive. We are located behind a set of shops and bus stop is located near the shopping complex on Sportsmans Drive.
Telephone number	8353 1282
E-mail address	dl.5653.leaders@schools.sa.edu.au
Preschool Director/Nominated Supervisor	Barbara Evans
DfES Partnership	Western Adelaide Shores Partnership / FP3 Portfolio
Geographical location – ie road distance from GPO (km)	approx 10 kilometres West
Enrolment/Attendance	44
Co-located/stand-alone	Stand-alone Preschool

Brief history

West Lakes Kindergarten and Early Childhood Centre is a Department for Education standalone centre that includes a pre-school program for children in their year before school and the Department For Education Speech and Language Program. We provide a Stay and Play program to support children to transition into our Kindergarten and information sessions to support sharing information with families.

Demographic information

Our centre is located next to the Eights Reserve at West Lakes in a residential area and is surrounded by a green reserve, a group of shops, units and homes and proximity to the West Lakes Shopping Centre. Our families reside in our local area with some families living outside of our area as they access the Department for Education's Speech and Language Program. The land is leased from the owner of the residing land and our centre was built in 1978 and we overlook the adjoining reserve. The children and families who attend our centre are culturally diverse with families representing cultures including Indigenous, Italian, Japanese, Greek, Serbian, and European.

Our Centre

We have up to 44 children enrolled with 22 children in the Blue Group and 22 children in the Yellow Group with children attending 2 full days and a morning session. This allows children to meet and play with children from each group, to support a sense of belonging and give children the opportunity to develop friendships with all the children attending the centre.

The children attend in two groups attending 15 hours over the week, with 2 full days - 9am to 3pm and a 3-hour session.

- The Blue Group children attend on a Monday, Wednesday, and a morning session.
- The Yellow Group on a Tuesday, Thursday, and a morning session.
- The children in the Speech and Language Program attend on a Monday, Tuesday morning and Wednesday and are integrated into the kindergarten program.

We allow families to choose the group that they attend (where vacancies exist) and this supports families to balance their home and/or work life.

Staffing profile

We are staffed with a Director, 1 Preschool Teacher, 1 Universal Access Preschool Teacher and the centre purchases an Early Childhood Worker to support curriculum and children with special rights.

Our centre also has a Speech and Language Teacher and a Speech Pathologist that supports the children in the DfE Speech and Language Program.

Our Improvement Goals

We provide a program that supports children to thrive, learn and enjoy a range of high-quality, play-based, intentional learning and our quality improvement goals focusses on literacy, numeracy, wellbeing, and children's needs. To identify our improvement areas, we complete a self-review through evaluation, reflection and planning of our next steps with the children, families, National Quality Standards Self-Review tool, through analysis of our pedagogical document, observations, data including learning across time, and the needs and interest of the cohort of children.

Our Partnerships

Our centre works collaboratively with the children's first teachers – their parents and involve the children, our families, our parent committee, and educators to plan and implement an engaging and stimulating program that is driven by the Early Years Learning Framework, the National Quality Standards, the DfE Strategic Plan and the Flinders Park 3 Portfolio scaffolds and collaborations. We work collaboratively with local kindergartens, schools, and secondary schools to provide for the educational needs for children and their families in the Western Adelaide Shores area. Our children transition to 13 different schools including public schools, private schools, schools in the local area and schools outside our local area. Our centre works closely with local schools and foster links with private schools to support children's transition.

Our Philosophy *Reviewed and updated June 2022*

To determine where our Kindergarten has been, where it is and where it is headed, we listen to the voices of the people who play, learn and grow in this space. Our philosophy is created by our children, parents, educators and our kindergarten community.

We want to come to kindergarten to play, learn, make friends, explore, create, experience, enjoy, expand, practice, be supported and have time for me, my friends and my community.

We want to come to a place that is safe, welcoming, friendly, interesting, challenging, inspiring, encouraging, and varied and where I feel that I belong.

We want a place that has people who are nurturing, caring, kind, and supportive, trusting, in tune with who I am, supportive and extends my interests and learning.

We want educators who understand who I am - my culture, my traditions, my background, my needs, my strengths, my language and my learning style.

We want the educators to enrich my learning and prepare for me intentionally with purpose, thoughtfulness and from a place of skill, current practices, that are informed from noticing, recording and reflecting and having holistic view of who I am.

We want an environment that has time for play because I know that is how I learn, through having the time to play in different spaces, that are flexible, filled with resources that I can select, that I have contributed to, that celebrate my learning and that has opportunities for someone to show me how and support me when it is a little tricky or new.

We want a place where we respect the traditional owners of the land, where we take an active role in caring for our environment and be environmentally responsible so we can contribute to our sustainable future, where we learn through biodiversity, natural and constructed materials and through our community.

We want a place where we have fun, are cared for and can play, learn and grow...and that is exactly what we do! 😊