

PRESCHOOL CONTEXT STATEMENT

Updated: March, 2013

Centre number: 3686

Centre name: Trott Park Kindergarten

1. General information

- Centre name
:Trott Park Kindergarten
- Centre number
:3686
- Preschool Director and Preschool Teacher
:Maura O'Donnell, Melissa Landrigan and Rachel Turnbull
- Postal address
:8 Hessian Cres., Trott Park, 5158
- Location address
:As Above
- Telephone number
:08 83815546
- Fax number
:08 83228764
- e-mail address
:dl.3686.leaders@schools.sa.edu.au
- DECD District
:Marion Coast
- Geographical location
:20km from GPO
- Enrolment/Attendance
:35
- Co-located/stand-alone
:Stand alone

- Programs operating

- ❖ **Sessional Kindergarten**

- ❖ **Pre Entry and Early Entry for eligible children**

15 hours of Kindergarten over a 5 full days per fortnight

❖	Full Days		
❖	Monday	❖ 8.45am	❖ 2.45pm
❖	Tuesday	❖ 8.45am	❖ 2.45pm
❖	Wednesday	❖ 8.45am	❖ 2.45pm
❖	Thursday	❖ 8.45am	❖ 2.45pm
	Alternate Fridays	❖ 8.45am	❖ 2.45pm
❖	Half Days	❖ 8.45am	❖ 11.30am

- ❖ **Unfunded Occasional Care**

- ❖ Unfunded before and after kindy care

- ❖ Unfunded Lunch Time Care Program

- ❖ Preschool Support

- : is accessed for referred children with additional needs

- ❖ Bilingual Support

- : is accessed for Children from other cultures or where English is their second language

- Local Management Committee – Governing Council

- ❖ The Governing Council and centre staff team formulate the Site Learning Improvement Plans, Site Priorities, Policies, and the Site Philosophy Statement and future vision, which are monitored, reviewed and reported against annually to continually enhance the performance of the Kindergarten and the learning outcomes for all children.

- ❖ **Our site values** - Respect, Delight of Being, Individuality, Friendship, Optimism and Initiative

Please see our attached Site Philosophy Statement

2. Key Centre Priorities

- Priorities

To use the National Quality Standards and DECD Improvement and Accountability Framework to engage in ongoing site and self review processes to ensure we are continuously improving our educational service

To continuously review and improve our educational service and curriculum areas including Learner Well Being, Numeracy, Science and Literacy programs so as to ensure positive learning outcomes for all children.

To consolidate partnerships with the local community which will promote the profile and use of the centre as a quality educational service for children and their families

To continuously review and improve the way in which we report on childrens learning outcomes to their families and to use this information to inform future learning

3. Curriculum

- Framework used: The National Early Years Learning Framework: Belonging, Being and Becoming and The Preschool Literacy and Numeracy Indicators

: The above Framework and a range of additional supporting curriculum documents are used to plan for children's learning. All Educators access Professional Development relevant to the site, district and DECS improvement priorities and the needs of the families and children accessing the program. We use the Early Years Learning Framework to report on individual learning outcomes:

Belonging – Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and is the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging.

Being – Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's life.

Becoming – Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different circumstances. Becoming reflects this process of significant change that occurs in the early years as young children learn and grow.

- Core Values

:The centre aims to work in collaboration with families to provide a safe and stimulating environment which promotes children's learning and development through a combination of activity based play learning, intentional and explicit teaching. We achieve this by –

- Respecting each child, their culture, their family and their prior learning, knowledge and interests.
- Ensuring high quality teaching practices.
- Providing a developmentally appropriate program.

- Monitoring, assessing, reporting on individual children's development and planning for further challenges and learning opportunities.
- Providing interactive learning processes which support the individual needs of all children
- Co-operating and relating to families and developing strong partnerships with the community
- Continuous self and site review processes using NQS and DIAF
- Specific curriculum approaches
 - A focus on meeting the five development learning outcomes of the Early Years Learning Framework: - Belonging, Being, Becoming.
 - A focus using the Reflect Respect Relate document as an Assessment for learning tool to ensure engagement and involvement in learning for all children
 - A focus on Literacy, Numeracy and Science learning through a combination of play, intentional and teaching practices
 - A focus on child initiated curriculum planning and learning stories
 - A focus on Learner Well Being
 - A focus on Health and physical development – all children access Kindergym during their enrolled year. We utilise the DECD Right Bite Policy.
 - A focus on Executive Functioning and Critical Thinking using SHIP methodologies to encourage children to think about and challenge their own learning and become creative thinkers and problem solvers
 - A focus on diversity including a Japanese program
 - A focus on Oral literacy, Book Based Learning and Phonological awareness through play and activity
 - A focus on ensuring we have quality connections in literacy and numeracy learning from Kindy to home
 - A focus on the delivery of educational workshops in Numeracy and Literacy learning for parents
 - A focus on Literacy and Numeracy challenges

4. Centre Based Staff

- Staff Profile
 - : Director 1.0. Teacher 0.5 Teacher 0.5 ECW 1.0
 - Universal Access 0.2 (Science and Japanese teacher) Fridays
 - 0.2 Teacher Fridays
 - 0.2 ECW

- Performance Management Program
 - : All educators participate in Performance Management Processes in line with Site Quality Improvement Plan Priorities, Partnership Improvement Plan Priorities and DECD Improvement Priorities. This provides opportunities for review, evaluation and celebration of personal and centre achievements which impact on quality learning outcomes for all children. These plans inform all future planning and are managed by the Director.
- Access to special support staff
 - : Children and families have access to a range of support services through DECD, Student Support and Disability Services. Services available include Speech Pathology, Psychology, Social Work and Special Education. Bilingual staff provided through the DECD Bilingual program support children from other cultural backgrounds and is also available to support children where English is their second language. Site Early Assistance and Early Intervention funding is used to employ additional staff to further support a range of additional programs offered to children at the centre.

5. Centre Facilities

- Buildings and grounds
 - : Adequate sized brick building built in the early eighties with a verandah at the front of the building and a covered area out the back suitable for use in wet weather. The building has two main areas which can be closed off for small groups. There is an administration office and a two staff areas. The centre has a large, open and inviting outdoor learning area with a large sandpit and decked undercover playground with slippery dip and bench seating.
- Capacity (per session)
 - :35
- Centre Ownership
 - :DECD

6. Local Community

- General characteristics:
 - : The Centre is situated in an established community made up predominantly of Australian families, together with a growing percentage of families from other cultures. Families consist of a mixture of two parent, single parent and shared parenting families. Many families are made up of dual workers, one working fulltime and the other working part time. Many children access child care and family day care services. The centre has a bus link with a local child care centre and there is Family Day Care available in the area. There are three main feeder schools: Sheidow Park Primary School, St Martin de Porres Catholic School and Woodend Primary School and some children access Hallett Cove East Primary School and Sunrise Christian School. The centre has an established transition program with Sheidow Park Primary School. All

children accessing the sites main feeder schools participate in a Kindergarten orientation visit prior to school organised transition.

- Parent and community involvement in the preschool

: The Director works closely with the site educators and the Governing Council in reviewing policies, curriculum, resource management and the financial management of the centre. The centre employs a finance officer.