

# BURTON PARK PRESCHOOL CONTEXT STATEMENT



## *Learning and growing together*

Burton Park Preschool is located in the Salisbury district, approximately 28 kilometres from Adelaide and is near the Edinburgh Defence Base.

We are a stand alone centre but work in close collaboration with Burton Primary School to facilitate a 0 – 13 educational care service for our community. Being located on the school grounds fosters a shared vision/commitment to developing lifelong learners who can positively contribute to their rapidly-changing world.

Since relocating to Brookfield Avenue in 2012, preschool enrolments have fluctuated between 90 to 100 children across two groups, although we have noted about a 10% decrease in numbers in 2021.

Children attending our service have access to 30 hours of preschool over a fortnightly cycle, attending two full days in the first week and three days the next. We also provide Occasional Care for up to 10 under 2 year olds and 64 over 2's over the course of a week.

The families that use our services are culturally and economically diverse: up to 45% are from Non English Speaking Backgrounds, predominantly Cambodian, Vietnamese, Spanish and Middle Eastern countries. We also have significant levels of social and economic hardship within the community, hence our service is rated as a category 1 for disadvantage. Consequently, the ethos at Burton is one that promotes a high degree of collaboration and flexibility of programs, timetables, curriculum and personnel and has a strong commitment to working together with children, families and support services to enable all children to flourish. (Exceeding theme 3: Practice is shaped by meaningful engagement with families and community)

Our preschool operates within the Para Hills 3 Portfolio which has a strategic focus on raising literacy levels across all sites within our Orion (and Montague) Partnership. The emphasis on developing 'a balanced reader' supports the learning trends we have been seeing within our own community over many years and consistently across different cohorts of children.

We are therefore committed to unpacking the skills which children need to possess in order to be a successful and confident communicator, particularly in the areas of oral language acquisition and phonological awareness. The goal/s of our Preschool Quality Improvement

Plan (PQIP) consequently relate to these areas of literacy, through a combination of intentional teaching and play-based learning experiences.

Critical reflection is a key driver in the associated planning cycle of our PQIP. Evidence of success, as well as challenges which arise, is purposefully collected through a variety of strategies reflecting the voice of the different stake holders associated with our service. This data is subsequently used to help us identify, prioritise, develop action plans, review and modify our programs and practices during the year.

(Exceeding theme 2: Practice is informed by critical reflection)

In this way, our PQIP is used to drive our commitment to laying strong foundations which empower our students (through their continued learning journey at school) to become

- > successful learners
- > confident and creative individuals, and
- > active and informed citizens.

(The Early Years Learning Framework; Goal 2 of the Melbourne Declaration on Education Goals for Young Australians)

It also supports the Department for Education's (DfE) Strategic Plan by accelerating our work and going deeper in to fully embed literacy practices and learning at our site. Our 2022 PQIP has also been informed by related DfE documents, including South Australia's Early Learning Strategy, the Aboriginal Education Strategy and the Music Education Strategy. The process of unpacking these tools helps to set direction, inform action plans and provide resources which subsequently helps us strive to achieve the shared goal of being part of a world class public education system.

(Exceeding theme 1: Practice is embedded in service operations)