



PRESCHOOL CONTEXT STATEMENT

Updated: Sept 2023

Centre number: 6645

Centre name: Norrie Stuart Childhood Services Centre

1. General information

- Preschool Director Tracey French
- Postal address 2-4 Dowd Street Whyalla Norrie
- Location address 2-4 Dowd Street Whyalla Norrie
- DECD Partnership Whyalla
- Geographical location – 400km north of Adelaide on the Spencer Gulf
- Telephone number 0886454552
- Fax number 0886457720
- Preschool website address: www.norriestuartcsc.sa.edu.au
- Preschool e-mail address dl.6645_leaders@schools.sa.edu.au
- Enrolment/Attendance

As a 0.5 preschool service the enrolments have been in the high 20's and low 30's. Recently there has been an increase in enrolments due to the commencement of mid year intake. Attendance generally sits around the 90% mark throughout the year.

Occasional Care program offers 24 places per week and the service is well utilised with about 35 families using the service on a regular basis.

- Stand-alone
- Programs operating at the preschool
 - Sessional Kindergarten for eligible children. Sessions are held
 - Tuesday 9 am – 3 pm
 - Wednesday 9 am – 3 pm
 - Thursday 9 am – 12 noon
 Guardianship of the Minister (GOM), Aboriginal and Torres Strait Islander children can attend 4 sessions per week from the age of 3 years.
 Universal access allows 4 year old children to attend 15 hours per week.
 Extended care – Early care is provided for working parents and for emergency basis from 8:45am. Prior arrangements necessary.
 - Occasional Care
 - Funded program – 3 sessions per week for 3-4 year olds.
 - Wednesday and Thursday mornings 9 am – 11:45 am. Wednesday afternoons 12:15 pm – 3 pm.. There is an ECW2 employed 0.3 to operate the program which runs concurrent with the 4 year old preschool sessions. Cost \$5.00 per session unless concessions (\$1.50), siblings ½ price.
 - Lunch/Full Day Program is available on Tuesday and Wednesday
 - Bilingual Support as required
 - Preschool Support as required
 - One Plans are formed for children whom require them (IESP, GOM, ATSI)

2. Key Centre Policies

In Term 4 of 2022, Norrie Stuart Childhood Services Centre was appointed a new preschool teacher. This teacher was involved in the whole staff review of the site philosophy. Through a critical reflective process, the current philosophy was scrutinized and the teaching philosophies, beliefs and practices were aligned with the new site philosophy. After the staff had input into the philosophy, it was sent home with occasional care families for their consultation. Families were able to peruse and provide any feedback they felt necessary. Staff were also available to discuss any questions raised or clarify any queries. As a result, the revised Statement of Philosophy for NSCSC follows:

At Norrie Stuart Childhood Services Centre we respect children as unique individuals and value their diverse backgrounds. We support the learning and the wellbeing of every child and use the Early Years Learning Framework - Belonging, Being and Becoming - to guide our curriculum decisions that will best support every child to engage fully and confidently in the program.

We recognise that children need to feel connected to others, valued and welcomed and have a sense of belonging in order to reach their potential. We aim to develop strong relationships between educators, children and their families, in order to expand learning experiences.

It is our belief that children learn best through a play-based, child-centred curriculum, by being engaged in purposeful and explorative play involving the natural environment, with an emphasis on child's voice.

Our staff believe that preschool years are a vital time when children develop the skills to become lifelong learners.

As educators, we collaborate and support children to become, that is, develop increasing independence, embrace new learning, develop literacy and numeracy skills, recognise their own strengths and develop the confidence to move on to the next step in their education.

Our priority is to build strong connections between home, kindergarten and community, as essential to understanding and building on the child's strengths, interests, previous learning experiences and needs. This enables us to develop a relevant and worthwhile learning program.

Revised in October 2022

3. Curriculum

- Framework used: Early Years Learning Framework Version 2
- Respect, reflect, relate document
- Preschool Literacy and Numeracy Indicators
- Child protection program
- Core Values

We believe children learn through play. We provide opportunities for children to learn life skills and become resilient learners.

The education of children : providing a stimulating, relevant, inclusive learning and caring program where each child is encouraged and supported to reach their full potential.

Develop positive partnerships with families and the community.

Staff, children and the wider community working together collaboratively.
- Specific curriculum approaches

We plan developmentally appropriate activities for children from 3-6 years, with the environment being the third teacher.

We aim to promote a seamless service from occasional care to school.

Early intervention funds are used to support children individually or within a cluster group.

- Joint programmes/special curriculum projects
The children participate in library borrowing – 2 books per week.
Visit local school for a story in the library and to borrow books. Books come back to kindergarten for the fortnight. Attend performances at school wherever possible and also visit the playground and gym.
Show and Tell. Children have the opportunity to bring along an item to speak about to a small group. This item related to the kindy program and is on a set theme.
Family book. Children take home some pages to create a special double page about their family. Upon returning these pages the child speaks about their family to the group. The book is displayed on the parent table outside.
Cooking program. The centre has a healthy eating focus with shared fruit for snack time. Cooking operates once a fortnight with a staff member or occasionally with a parent. Children have the opportunity to cook and try new healthy foods.

4. Centre Based Staff

- Staff Profile
Director – 0.7 appointed until Jan 2025
Teacher – Contract 0.6
ECW2 – Permanent 0.5 + 0.1 universal access
ECW2 – Contract Occasional care worker
ECW2 – Contract support worker / ECW
- Performance Management Program
All staff are engaged in the Preschool Quality Improvement Plan process and align their personal performance goals to this plan. Twice a year the Director meets with staff to formally review these goals and provide feedback. Informally check ins are conducted throughout the year.

- Access to special support staff
Special Educators and Early intervention – ECW2
Contracted according to allocation of support hours
Visits from Special Educator, Speech therapist and other health agencies
- Other

5. Centre Facilities

- Buildings and grounds
The building is a two ex-housing trust units joined together with some internal walls having been removed. The inside of the building was refurbished in 2014 and new aluminium windows throughout the centre were installed in 2020.
The kitchen and children's toilets have been upgraded.
The centre has undergone an upgrade in access to internet and facilities through the Preschool Upgrade Project.
Outdoor learning areas have been upgraded to include a highly utilised bike track / nature play space and a creek bed leading into the sandpit area with mud kitchen. A new grass was installed with underground watering system. An additional shed was also installed for more storage and the bark chips were completed overhauled within the last 3 years.
There is also a large sand pit and bark chip area and a children's fenced vegetable garden.
- Capacity (per session) 45
- Centre Ownership Department for Education
- Access for children and staff with disabilities
Ramp at entrance door. Centre is set up to cater for deaf children. Has carpet on walls and curtains to muffle sounds.

6. Local Community (intended for country preschools)

- General characteristics:
A few shared parenting families however the majority have two parent families with at least one full time working parent. There are a couple of families that speak a different language at home. along with English. The children are very

fluent with English. The majority of families are from European backgrounds and work either in the industrial field or nursing.

- **Parent and community involvement in the preschool**
Parents are involved with the governing council. They organise fundraising at the centre. Parents also are engaged in the cooking and gardening programs. There are many 'special days' that encourage family involvement at the centre.
- **Schools to which children generally transfer from this preschool**
The local feeder school is just around the corner. Not all children go to the local school, some go to other state schools or one of the three private schools in town.
- **Other local care and educational facilities,**
Whyalla has four childcare centres and many family day care providers. Some of the children at the centre use these services as well as sessional kindergarten.
- **Commercial/industrial and shopping facilities**
Whyalla has excellent shopping and banking facilities, including K-Mart, Harris Scarfe, Harvey Norman, Woolworths, Coles and many specialist retailers. The major employer is GFG (the Whyalla Steelworks).
- **Other local facilities**
Whyalla has a large upgraded hospital and many sporting, social and recreational clubs. The Whyalla foreshore is in the process of a major upgrade. There are ample parks, gardens and playgrounds for the community to utilise.
- **Availability of staff housing**
Teacher housing is available either as a house or a flat, one of which is situated at the end of the block from this kindergarten.
- **Accessibility**
Buses service most of Whyalla. There is a stop within 50 metres of the kindergarten, which leaves from and returns to the major shopping centre. A taxi service is also available. Qantas make regular daily flights to Adelaide and there is also a bus service to Adelaide (Premier Stateliner). Uber and Doordash are also available in Whyalla.
- **Local Government**
The Corporation of the City of Whyalla – ph 86403444. The Council publishes a guide to Whyalla each year and distributes it free to each household.

7. Further Comments

- Partnership arrangements with other groups

Whyalla School Principals and Preschool Directors meet twice a term to discuss strategic directions and prospects of working collaboratively to benefit the children and families of Whyalla. There are also strong links with the local University of South Australia campus.

The Smith family run several programs which are promoted through kindergartens.

The local CAFHS team also conduct health checks on the preschool site for families.

HIPPY program send out regular newsletters and children and families are encouraged to use the service.