

# PRESCHOOL CONTEXT STATEMENT

Updated: february, 2023

**Centre number:** 3686

**Centre name:** Trott Park Kindergarten

## 1. General information

- Centre name  
: Trott Park Kindergarten
- Centre number  
:3686
- Preschool Director and Preschool Eductors  
: Maura O'Donnell, Rachel Turnbull, Natalie Smith, Nicole Bamford and Naila Khan
- Postal address  
:8 Hessian Cres., Trott Park, 5158
- Location address  
: As Above
- Telephone number  
:08 83815546
- e-mail address  
:dl.3686.leaders@schools.sa.edu.au
- Department for Education  
: Marion Coast Partnership
- Geographical location  
:20km from GPO
- Enrolment/Attendance  
:66
- Co-located/stand-alone  
: Stand alone Kindergarten

- Programs operating

- ❖ **Sessional Kindergarten**

- ❖ **Pre-Entry and Early Entry for eligible children and where there are vacancies**

15 hours of Kindergarten over 5 days per fortnight

❖	Full Days		
❖	Monday	❖ 8.30am	❖ 2.45pm
❖	Tuesday	❖ 8.30am	❖ 2.45pm
❖	Wednesday	❖ 8.30am	❖ 2.45pm
❖	Thursday	❖ 8.30am	❖ 2.45pm
	Alternate Fridays	❖ 8.30am	❖ 1.30pm

- ❖ **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 educational team regularly engage in site review processes to evaluate and analyse the Site Quality Improvement Plans against the 7 National Quality Standards, linked to both departmental and partnerships directions and priorities.

**Our site values** - We believe in and foster: Respect, Delight of Being, Individuality, Friendship, Optimism, and Initiative

The child and their families are central to everything we do. We aim to provide a quality educational program that engages and supports children to construct and challenge their own understandings. Educators work in collaboration to plan, teach and review the curriculum based on their professional knowledge and an in-depth understanding of each child.

***Please see our attached Site Philosophy Statement***

## 2. Key Centre Priorities

- Priorities

To engage in an ongoing reflective cycle of review utilising the National Quality Standards, Marion Coast Partnership improvement priority plan and the Department for Education strategic improvement plan to ensure we are

continuously improving the quality of our educational program and service and the learning outcomes for all children.

To ensure all children develop a growth mind set and a positive sense of themselves as learners.

To continuously improve the learning outcomes in Numeracy and Literacy for all children.

To ensure we have quality connections in literacy and numeracy learning from Kindy to home and in doing so create a culture of critical and creative thinkers who are equipped to problem solve.

To provide a high-quality STEAM program for all learners.

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 children's 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 Indicators of Preschool Numeracy and Literacy.  
: The above Framework and a range of additional supporting curriculum and assessment tools and documents are used to plan for children's learning. These include Reflect, Respect, Relate, a site-specific numeracy and literacy resource and a science learning resource. All Educators engage in Professional Development relevant to the site, partnership and department 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 and 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 local community.
- Continuous reflective, self and site review processes.
- Specific curriculum approaches
  - A focus on meeting the five development learning outcomes of the Early Years Learning Framework: - Belonging, Being, Becoming.
  - A focus on 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. We utilise the Child Protection Curriculum.
  - A focus on Health and physical development – all children access both a gross and fine motor program during their enrolled year. We utilise the Department for Education 'Right Bite' Policy.
  - A focus on Resilience, Executive Functions and Critical Thinking and encouraging children to think about and challenge their own learning and become creative thinkers who are equipped to problem solve.
  - A focus on diversity including a Japanese program.
  - A focus on Oral literacy, Performing Arts, Book Based Learning and Phonological awareness through play and activity.
  - A focus on ensuring we have quality connections in all learning and specifically literacy and numeracy learning from Kindy to home.

## 4. Centre Based Staff

- Educator Profile
  - : Director 1.0, Teachers 2 x 0.6, ECW 1.0
  - : Universal Access 0.2 (Science and Japanese teacher) Fridays
  - 0.2 Teacher Fridays

- Performance Management Program  
: All educators participate in Performance Management Processes in line with Site Quality Improvement Plan Priorities, Partnership Improvement Plan Priorities and Department for Education Improvement Priorities. This provides opportunities for reflection, 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 in collaboration with all stakeholders.
- Access to special support educators  
: Children and families have access to a range of support services through the department. Services available include Speech Pathology, Psychology, Social Work and Special Education. Bilingual educators provided through the Department's 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 educators to further support a range of additional programs offered to children at the centre.

## 5. Centre Facilities

- Buildings and grounds  
: Adequately sized brick building built in the early eighties with a verandah at the front of the building suitable for learning. The building has two main areas which can be closed off for small groups learning. There is an administration office and an educator office. The centre has a large, open and inviting outdoor nature play based learning area with a large sandpit and decked undercover playground with slippery dip and bench seating.
- Capacity (per session)  
:39 - Currently Warranted staffing for 33 children
- Centre Ownership  
: The Department for Education

## 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 cultural backgrounds. Families consist of a mixture of two parent, single parent, and shared parenting families. Many families are made up of dual workers, one working full time and the other working part time. High numbers of children access childcare, family day care services, or are cared for by grandparents. There are three main feeder schools: Sheidow Park Primary School, St Martin de Porres Catholic School and Woodend Primary School and a smaller group of children access Hallett Cove East Primary School and Hallett Cove R 12 School along with other independent Schools. The centre has an established transition program with the three main feeder schools. All

children accessing the sites main feeder schools participate in site supported orientation visits 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.