



# PRESCHOOL CONTEXT STATEMENT

Updated: July 2021

**Centre number:** 5618

**Centre name:** Torrensville Preschool Centre

## 1. General information

We would like to acknowledge that the land we meet upon is the traditional lands for the Kaurna people and we respect their spiritual relationship with their country and that their cultural and heritage beliefs are still important to them today.

- Preschool Director: Claire Evans
  - Postal address:
    - 93A Ashley Street, Torrensville 5031
  - Location address:
    - 93A Ashley Street, Torrensville 5031
  - DECD Partnership: West Torrens Partnership
  - Situated 5.4km west of GPO, close to Henley Beach Road
  - Telephone number: 84437492
  - Fax number: 83519745
  - Preschool website address: [www.torrensvillepre.sa.edu.au](http://www.torrensvillepre.sa.edu.au)
  - Preschool e-mail address: [dl.5618.leaders@schools.sa.edu.au](mailto:dl.5618.leaders@schools.sa.edu.au)

### Enrolment/Attendance

- Our Preschool capacity is 55 children and we are staffed on a 1:11 ratio.
- Stand-alone preschool co-located with Torrensville Primary School

- **Programs operating at the preschool**

- Sessional Kindergarten for eligible children:
  - Monday – Thursday 9:00a.m. – 3:00 p.m. All eligible children are offered 5 days of preschool per fortnight. Children attend 3 days one week and 2 days the next, giving them 30 hours per fortnight
- Funded Occasional Care for over 2 year olds – Wednesday and Thursday morning (9 – 11.45) Wednesday afternoon (12.15 – 3pm), and Friday morning (9 – 11.45)
- Funded Occasional Care for under 2 year olds – Friday morning (9am – 11.45)
- Lunch/Full Day Program : children attend 5 full days per fortnight (9am – 3pm), which is inclusive of lunch
- Bilingual Support: Available according to need
- Preschool Support: We currently have 1:1 preschool support for children with special needs, such as speech and language delays. The amount of support is determined by each child's individual needs, in close consultation with DECD disability coordinator, speech pathologist, psychologist and any outside agencies involve
- 2. Key Centre Policies
- Centre Priorities/Statement of Purpose: See Centre website for specific centre policies, or DECD website as appropriate

**Our Philosophy:**

At Torrensville Preschool, children learn through play. Connections to Numeracy and Literacy are a part of everyday play and are identified and extended.

Children's voices are heard, valued and respected. We:

Support children to engage in a safe, learning environment where creativity, imagination, life skills and social connections are nurtured through play.

Include the outdoor and natural environments as important elements

Encourage an atmosphere where families and educators collaborate to support learning outcomes for all.

Celebrate the diversity that our families bring.

Acknowledge our First Nations people and explore their traditions, beliefs and connections to land.

Provide a community where trust, respect and sharing are valued, supported and promoted.

Embrace spontaneous and planned teachable moments throughout the day

### 3. Curriculum

- **Framework used:** The programme is planned using Belonging, Being and Becoming, the Early Years Learning Framework for Australia. The staff plan and review children's learning through the lense of this framework on an ongoing basis. We take regular observations using video, photographs, teacher/child discussions and jottings to inform our cycle of planning and to report to parents on children's progress. Each child has a portfolio which contains snapshots of learning throughout the year. We also use Class Dojo to inform parents of their child's learning journey and information on Preschool events. We conduct parent interviews in term two and statements of learning in term 4.
- **Core Values:** We respect the cultural diversity of our children and families
- We promote and support children to engage in a safe, stimulating, play based learning environment where creativity and imagination is fostered.
- We aim to provide a community where children, parents and staff work collaboratively to achieve best learning outcomes for all.
- We provide an environment where trust, respect and sharing are valued, supported and promoted
- **Specific curriculum approaches:** Our programme is based on the principles and practices of the Early Years Learning Framework, is play based and responds to the interests and learning needs of children. We have a strong focus on strengthening children's phonological awareness skills as well as other literacy and numeracy areas which are integrated throughout our play program. We provide opportunities each day to retell stories, use puppets, and perform in plays, dance and sing. All children are given the opportunity to build confidence to speak and perform in front of a group. We provide many opportunities for children to become confident users of various types of technologies, e.g. interactive whiteboard, ipads, photocopier, laminator, digital cameras and recorders etc. and the use of these in a multiliteracies context is a constant focus. We work closely with the early years' team from Torrensville Primary school to make transition from Kindergarten to school as smooth as possible for all concerned. We program and plan our curriculum based on the needs and interests of individual children, which is ascertained through various forms of data collection and observational assessments.

**Joint programmes/special curriculum projects:** Being located next to Torrensville Primary school enables us to have a strong transition to school. We also work very closely with other Preschools within our Partnership on the development of phonological awareness skills, as well as other learning priorities.

### 4. Centre Based Staff

- Staff Profile:  
Director: Claire Evans  
Teachers: Ruth Bowler (Monday, Tuesday, Thursday)  
Lindsie Shipham: (Wednesday, Thursday)  
ECW1: Michelle Baker (preschool programme)  
ECW1: Judy Worthley (preschool programme, Monday, Tuesday)

ECW2 – Megan Harris (Occasional Care)

ECW1: Diane Napolitano (Occasional Care)

**Performance Management Program:** Staff have a meeting with director twice yearly to discuss centre site plan, training and development needs, and personal goals and achievements.

**Access to special support staff:** We have access to preschool support staff as needed, as well as DECD speech pathologists and psychologists. We also liaise with other agencies such as: Disability Services, Autism S.A, Novita and CAYHS as the needs arise.

## 5. Centre Facilities

### Buildings and grounds

- Buildings and grounds – Torrensville is a 20 year old purpose built centre, with 3 indoor learning rooms, a large covered verandah, and 2 spacious outdoor areas. Our front outdoor area has ample shade allowing us to access the grounds in all weather conditions. Our back area is undergoing some renovations this year with completion date predicted around September 2021.

**Capacity (per session)** 45 children

**Centre Ownership:** land and building owned by Department for Education

**Access for children and staff with disabilities:** Pram and wheelchair access, disabled adult toilet.

## 6. Local Community

### General characteristics:

Approximately 25% of children are from Non-English Speaking Backgrounds with most of those having English as an additional language.

- Parent and community involvement in the preschool occurs formally through the Governing Council and informally within the programme. Governing Council consists of parents, staff and Preschool Director. The council is a small but active group responsible for establishing priorities, advising on policy, financial management and general maintenance of the centre with support of the Director.
- 70-80% of children transition to Torrensville Primary School which is adjacent to the Preschool.
- Many children also attend local Child Care Centres. We share many children with Torrensville Community Child Care Centre.