



Flinders Children's Centre and Tji Tji Wiltja Preschool

122 Tassie St, Port Augusta - Ph. 8642 2067

Meeting place for teaching, learning and play for the whole family



PRESCHOOL CONTEXT STATEMENT

Updated: 2022

Centre number: 6617

Centre name: **Flinders Children's Centre**

Welcome

The Flinders Children's Centre is a Department for Education site. With a strong focus on high quality programs, nature play and child lead learning. We have an embedded research based learning program with a strong focus on child voice.

Tji Tji Wiltja is an Aboriginal 3 year old program funded by the Commonwealth

Government. Tji Tji Wiltja amalgamated with the Flinders Children's Centre in 2000.

1. General information

Preschool Director: Kerry Moosha
Postal address: 122 Tassie Street
PORT AUGUSTA SA 5700

Partnership:

Port Augusta and Quorn Partnership

Geographical location – ie road distance from local GPO (1.5 kms)

Telephone number: 86422067

Fax number: 86 426646

Preschool website address:

<https://flinderscc.sa.edu.au>

Preschool e-mail address:

kindy.director@flinderscc.sa.edu.au

Enrolment/Attendance

We average 70 enrolments over the year, and this is our centre capacity.

We are located at the end of Tassie Street and our yard is surrounded by the backdrop of the beautiful Flinders Ranges and Arid lands.

Co-located/stand-alone

Stand-alone

Programs operating at the preschool

Sessional Kindergarten for eligible children

Session Times:

Children aged four years and above are entitled to attend the preschool program for the equivalent of up to five sessions of Pre-school per week for up to four terms.

- ⊞ Children who are Aboriginal or under the Guardianship of the Minister for Families and Communities are entitled to attend up to four preschool sessions per week from three years of age.
- ⊞ Extended enrolment may be offered when it is agreed that extra time will advantage a child educationally.
- ⊞ Our preschool sessions operate Monday to Thursday. A lunch program is provided. We offer two attendance options for families to choose from.

3 year olds

Monday/ Tuesday- full days: 8.45am – 2.45pm

Or

Monday/Wednesday- full days

4 year olds or older

Monday/Tuesday- full days

Or

Wednesday/ Thursday- full days

8.45am – 2.45pm

Thursday Session: 8:45am – 11.45pm, for 4 year olds only

Preschool

Term 1, 2023 – January intake

Children who turn 4 years old before 1 May can continue to start preschool at the beginning of the year.

Term 3, 2023 – July intake (mid-year)

Children who turn 4 years old from 1 May to 31 October can commence preschool at the start of term 3.

All preschool children will receive 600 hours of preschool across 4 terms.

Children starting preschool in the 2023 mid-year intake, will complete terms 3 and 4 plus terms 1 and 2 of the following year. They will then start school in term 3, 2024 for the 2024 mid-year intake.

Associated Programs: Tji Tji Wiltja Aboriginal 3 Year old program.

- ⊞ Lunch/Full Day Program

- ⊞ Preschool Support

2. Key Centre Policies

Pedagogical Statement

OUR DEFINITION:

"Learning occurs all the time and the most important influence on what children learn are the responses of us as educators. We lead children through a journey of self-discovery and exploration that will develop each individual to their full potential".

WE BELIEVE ABORIGINAL STUDENTS LEARN BEST BY:

- Linking learning to prior knowledge-family, environment, experiences
- Multi-sensory approach to learning factoring in strong visual clues to support communication for example, what to do? How to do it? And show the end product
- Relating socially as they learn, working in groups with peers, strong relationships with staff, allowing peers to be role models
- Reinforcing culturally appropriate practices, promoting culture through language, Stories and songs.

THE STAFF:

- Have a good understanding of the community
- Share the passion families have for the care, wellbeing and success of their children as learners
- Communicate effectively between home and preschool - communication in an easy understood way
- Link other agencies with the preschool program, especially health agencies, routine health checks, and support for individual needs.

3. Curriculum

Parent Information

The staff recognise and value parents as the first and foremost educators and always work in partnership with parents to develop appropriate programs that are relevant to the learning needs of all children.

We have a strong Governing Council parent group and always invite new parents to become members.

The staff create a warm, welcoming, safe and nurturing environment and provide an active Play based learning environment that accommodates and embraces differences.

We provide teaching and learning experiences that focus strongly on Literacy, Numeracy, Engagement, Wellbeing and building positive relationships.

Our Curriculum is guided by the Early Years Learning Framework (ELYF) – Belonging, Being and Becoming. Our program and assessment and reporting practices reflect the five Learning outcomes;

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing

- Children are confident and involved learners
- Children are effective communicators

We provide a play based curriculum that is age appropriate and includes explicit teaching Opportunities.

The Centre provides a nutritional program daily that incorporates breakfast, snack time and lunch with a focus on "Healthy Eating".

We provide a bus service daily for those families who need support with transportation, to pick children up from home and drop children off at home when their session is finished.

What Your Child needs to bring;

- Healthy lunch is encouraged, if families are providing their children with a packed lunch
- Change of clothing
- Nappies or pull ups- if required

Resources Available to Children;

- Literacy/Numeracy kits are readily available to parents to borrow
- Books are also available in our take home library
- Our door is always open to support in any way we can.

- **Core Values**

Philosophy

Learning

We believe that children learn best when they are able to interact with others in a collaborative learning environment. Play is the foundation for which learning occurs; therefore it is supported in our program and through our intentional interactions. Explicit and implicit teaching encourages children to develop a greater understanding of how concepts, especially literacy and numeracy, and is taught at teachable moments throughout the day, and through our shared group time experiences. Children are encouraged to explore their own ideas and share their thoughts with others. Educators share in this learning journey by extending play through modelling and expansion, scaffolding and open-ended questioning. This is also seen through programming around the children's current interests and thoughts.

Community and family

We support all children and families to feel welcome at our centre. This includes supporting diversity of language, learning and culture. How we interact with children and families is how we promote our inclusive practices and flexible curricula. These interactions therefore, create a diverse range of mediums, both written and oral, and supports visual deliverance as a best practice approach. Our Aboriginal support worker and our Aboriginal Family Literacy Strategies Teacher further support families through embracing liaising and organising events that support the Indigenous culture.

Learning environment

Our learning environment has a play-based focus therefore; our environment provides children with stimulating, challenging and well resourced indoor and

outdoor play areas. Educators are aware of the importance of age appropriate risk taking, and support learning through exploration and self-discovery. Through careful planning and programming, we provide equipment and experiences that children can modify to follow their own needs or curiosities. Child's voice is a focus and priority that we support through our backward programming and through our multi-modal learning environment.

- Specific curriculum approaches

We believe that children learn best when interacting with others in a collaborative learning environment. Play is the foundation for which this learning occurs and is holistically supported in our program and through intentional interactions. Explicit and implicit teaching encourages children to develop greater understanding of new concepts, especially literacy and numeracy. This is taught at teachable moments throughout the day, and through our shared group time experiences. Children are encouraged to explore their own ideas and share their thoughts with others. Educators share in this learning journey by extending play through modelling and expansion, scaffolding, and open-ended questioning. This is also seen in our programming around our children's current interests and thoughts.

We support all children and families to feel welcome in our Centre. This includes encouraging diversity of language, learning, and culture. How we interact with children and families is how we promote our inclusive practices and flexible curriculum. These interactions form a diverse range of exchanges, both written and oral, and support visual delivery as a best practice approach. Our Aboriginal support worker and our Aboriginal Families Literacy Strategies Teacher further support families through embracing, liaising, and organising Indigenous cultural activities including creative art experiences.

Our learning environment has a play-based focus; therefore, our environment provides children with stimulating, challenging and well-resourced indoor and outdoor play areas. Staff are aware of the importance of age-appropriate risk taking, and support learning through exploration and self-discovery. Through careful planning and programming, staff provide equipment and experiences that children can modify to follow their own curiosities. Child voice is a priority that we support through our backward programming and our multi-modal learning environment.

We have a really strong focus on research and inquiry based learning incorporating strong links with nature, sustainability and the environment.

We have embedded this project and learning approach into our daily practice and pedagogy and have embarked on this as a group of learners involving staff, children, families and local community. This has demonstrated to us the power of the group - the potential of the collective.

- Joint programmes/special curriculum projects
We have strong relationships with our main feeder schools. The Aboriginal Community Engagement Officers regularly visit the site to make connections with the children, families and staff at our centre.
We have strong links with United Care Wesley who support our families when required. Australian Hearing visits.

4. Centre Based Staff

Staff Profile

Staff consist of:

- 1.0 Director
- 1.0 Aboriginal Family Literacy Strategy Teacher
- 1.0 Teacher
- 1.0 Early Childhood Educator
- 1.0 Support Worker

Tji Tji Wiltja Staff:

- 0.6 Early Childhood Educator
- 1.0 Aboriginal Family Liaison Educator
- Bus Driver
- Gardener

- **Access to special support staff**

We have access to a yearly visit from Hearing Australia and follow up consultation. Health services to support families and identified learning needs of the children.

United Care Wesley

Departmental support and special education services

- **Other**

Our Liaison Educational worker can support you with accessing any additional services you require.

5. Centre Facilities

- We have had multiple extensions and recent upgrades to our centre. Our equipment is up to date and meets all required safety requirements.
Our preschool grounds are very lush with sensory gardens, Fruit trees and vegetable gardens which the families and children are involved in caring for and harvesting and sharing produce through home and centre cooking experiences.
- Capacity (per session)
- Our capacity p/session is 45
- Centre Ownership
Department for Education
- Access for children and staff with disabilities
We are able to cater for children with disabilities and make adjustments accordingly.

6. Local Community (intended for country preschools)

- General characteristics:
We are situated on the outskirts of Port Augusta We have families from diverse cultural and economic backgrounds
- Parent and community involvement in the preschool
We encourage and support family and community connections wherever possible.

- Schools to which children generally transfer from this preschool
- Stirling North Primary
- Wilsen Primary
- Flinders View Primary
- Port Augusta West
- Augusta Park Primary
- Seaview Campus
- Caritas College