



Government of South Australia

Department for Education and
Child Development



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: 2025/26

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.

Contact Information

Director: Kerry Moosha

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Address: 122 Tassie Street

PORT AUGUSTA SA 5700

Region: Far North and Aboriginal Lands

E-mail:

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 GPO (km)

Telephone number: 86 422067

Fax number: 86 426646

Preschool website address: <http://www.flinderscc.sa.edu.au>

Preschool e-mail address: dl.6617.leaders@schools.sa.edu.au

Enrolment/Attendance

We average 60 enrolments over the year as of 2025 the centre capacity is 50.

Co-located/stand-alone

Stand-alone

Programs operating at the preschool

Sessional Kindergarten for eligible children

Session Times:

Aboriginal children and Four-year-old children 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 15 hours preschool 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 options for attendance for families to choose from.

Session Times

- ⌘ Children of Aboriginal or Torres Strait Islander descent are entitled to 15 hours per week which equates to 2 full days and 1 half day (Joeys Group). Children who turn 4 prior to the 1st of May are entitled to 2 full days and 1 half day on Thursdays (Kangaroo Group).
- ⌘ **Monday to Wednesday** – 8:45am to 2:45pm
Thursday – 8:45am to 11:45am

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

- ⌘ Lunch/Full Day Program
- ⌘ Preschool Support
- ⌘ Bus service

2. Key Centre Policies

**Learning Dispositions/ Literacy / Numeracy/ Reggio Emilia Prototype Site
Pedagogical Documentation/Nature Play**

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, one 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

Early Years Learning Framework

Respect, Reflect, Relate

Preschool indicators-Literacy and Numeracy

Talk, Play, Read

Special Curriculum approaches:

Reggio Emilia influences- voice of child strong in learning programmes, strong sense of belonging, identity and connections

Respect for the child

Play based learning/ Nature Play

The use of pedagogical documentation for assessment and to ensure child- agency

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. We have a strong Art/Creativity focus, music and strong literacy focus - Oral language & pre-reading & pre-writing/ Strong numeracy focus – A focus on Number sense and Nature play principles. The use of Pedagogical Documentation for formative assessment and to ensure child-agency

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

Vision: What makes Flinders Children's Centre & Tji Tji Wiltja Preschool unique?

Nurture and engage with nature, environment as the third teacher, play-based, belonging, holistic, strong relationships, culturally safe, Reggio inspired, lifelong learning, and creative thinking. We strive to create a foundation that will instil a passion for lifelong learning and create a centre that is a beautiful space, welcoming, and inspiring. This enables families and children to become immersed in a safe space owned by all.

Values

Respect
Responsibility
Integrity
Professionalism
Collaboration and engagement
Sustainability
Honesty

Principles

Secure respectful and reciprocal relationships
Partnerships
Equity inclusion and High expectations
Respect for diversity
Sustainability
Aboriginal and Torres Strait Islander perspectives
Critical reflection and ongoing professional learning
Collaborative leadership and teamwork

Practice

Flinders Children's Centre staff recognize that children's initial learning takes place within their family and community, bringing a wealth of knowledge and a range of experiences to their learning journey. Children are encouraged to construct their own learning and share their ideas based on their curiosity and explorations. We acknowledge that play and learning happen in social settings, and educators support children holistically through their emotional and physical presence. We are fully committed to providing a welcoming space where conversations and attentive listening foster genuine connections that promote and sustain individual and collective well-being.





“Our Philosophy combines the values, principles and practices that represent our beliefs – We believe this will allow our children to thrive as life-long learners at the very beginning of their educational journey.”



In relation to children, staff:

- ❖ Ensure that all children experience learning that is engaging and builds success for life.
- ❖ Acknowledge that they bring their diverse experiences, perspectives, expectations, knowledge, and skills to their learning.
- ❖ Act in the best interests of all children.
- ❖ Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.

- ❖ Respect the special relationship between children and their families and incorporate this perspective in all interactions with children.

- ❖ Create and maintain safe, healthy environments, spaces and places, which enhance children’s learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.

- ❖ Work to ensure children and families with additional needs can exercise their rights.
- ❖ Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- ❖ Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- ❖ Work to ensure children are not discriminated against based on gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- ❖ Acknowledge children as competent learners and build active communities of engagement and inquiry.
- ❖ Honour children's right to play, as both a process and context for learning.

In relation to families, staff:

- ❖ Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies and support them in their role of nurturing children.
- ❖ Assist each family to develop a sense of belonging and inclusion.
- ❖ Develop positive relationships based on mutual trust and open communication.
- ❖ Develop partnerships with families and engage in shared decision making where appropriate.
- ❖ Acknowledge the rights of families to make decisions about their children.
- ❖ Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- ❖ Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
- ❖ Acknowledge that each family is affected by the community contexts in which they engage.
- ❖ Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- ❖ Maintain confidentiality and respect the right of the family to privacy.
- ❖ Ensure families are supported & actively engaged in services, programs & decision making.
- ❖ Understand they are accountable to the family & local community as well as to other key stakeholders.
- ❖ Operate on the basis of cultural respect & cultural inclusion.

In relation to each other, staff:

- ❖ Build collaborative relationships based on trust, respect and honesty.
- ❖ Utilise professional codes of conduct/ethics to guide professionalism and interactions with others.
- ❖ Acknowledge, support and celebrate the personal strengths, professional experience and achievements of the team.

- ❖ Share and build knowledge, experiences and resources with colleagues.
- ❖ Collaborate in order to generate a culture of continual reflection and build upon best practices in early childhood.
- ❖ Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

In relation to professional learning, staff:

- ❖ Commit to continuous improvement through participation in inquiry and professional development that builds new knowledge, challenges thinking, supports reflective practice and contributes to the learning of others.

In relation to community, staff:

- ❖ Learn about the communities they work within and implement a range of programs which are responsive to those contexts reflecting community priorities.
- ❖ Develop collaborative partnerships with people, services and agencies within the communities that support children and families.
- ❖ Promote shared aspirations within community contexts to enhance children's health and wellbeing.
- ❖ Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
- ❖ Strengthen community capacity by enabling supportive play -based for children and families.

- Specific curriculum approaches
- Joint programmes/special curriculum projects

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:

- 1.0 Early Childhood 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.