

53 West St, Semaphore Park SA 5019  
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www.westportps.sa.edu.au



## SCHOOL CONTEXT STATEMENT

Updated: 10/2021

School number: 1203

School name: Westport Primary School and Preschool

### School Profile Text:

Westport Primary School is a category 2, Preschool - Year 7 and provides all students with a safe and happy learning environment. With outstanding resources and facilities Westport Primary School is a high achieving school. Our school motto (Aim High, Work Hard, Be Kind & No Excuses) underpins all aspects of teaching and learning. Site priorities include; Reading Comprehension, Writing, Mathematics and Student Wellbeing and Engagement.

### I. General information

- School Principal : Rebecca Huddy
- Deputy Principal : Angela Ratcliffe
- Postal Address: 53 West Street, Semaphore Park, 5019
- Location Address: 53 West Street, Semaphore Park
- DfE Partnership: Le Fevre Peninsula
- Distance from GPO (km): 15 kms
- Telephone number: 08 8341 7090
- School website address: www.westportps.sa.edu.au
- School e-mail address: dl.1203.admin@schools.sa.edu.au
- School based Preschool : Yes
- Out of School Hours Care (OSHC) service: Yes - Happy Haven
- Public transport access: Yes

February FTE Enrolment History	2018	2019	2020	2021
Reception	28	30	41	54
Year 1	36	37	30	42
Year 2	16	39	46	40
Year 3	36	22	38	47
Year 4	32	48	24	41
Year 5	45	36	53	26
Year 6	39	53	38	53
Year 7	32	40	57	34
Total	264	305	327	337

### Staffing:

Leadership	1 Principal, 1 Deputy and 3 Coordinators
Total teachers	16 FTE teachers, 6 PTE teachers
School Services Officers (SSOs)	7 permanent and 8 contract SSOs
Christian Pastoral Support Worker (PCW)	1 (15 hours per week)
Aboriginal Community Education Officer	1 (35 hours per week)

## 2. Students (and their welfare)

### General characteristics:

- School Card Assisted Students - 34.7%
- English as an Additional Dialect - 27.1%
- Aboriginal Students - 15.7%
- Students with Disabilities - 10.8%

### Student Wellbeing:

Westport is committed to student Wellbeing, a strong focus is on promoting positive behaviour.

Our P-7 Better Buddies program provides opportunities for students to engage in meaningful learning activities fostering nurturing and mentoring social skills in an intentionally paired partnership, enduring several years.

Since 2017, Westport has employed Tim Brenton, 0.2, as a consultant to continue his long-standing delivery of his Rock and Water program R-7, which builds resiliency and counters bullying, as well as mentoring individual targeted students.

Our PCW and Wellbeing leaders conduct regular checkins with students and teach social behaviours and appropriate interactions using the What's the Buzz? Program.

Interoception is a whole school approach to support students with developing self-regulation strategies. SSOs are timetabled to be in the Interoception Room to support students at the beginning of the day and after breaks. They also conduct small group sessions for targeted students to increase independence in self-regulation.

Breakfast Club is available for all students, everyday in the STEM Kitchen from 8.20-8.40am. Our ACEO and PSW, operate the initiative, with community volunteers. Food is provided by Kickstart for Kids.

As a Category 2 school we budget to subsidise many student learning opportunities (eg. ICAS tests, Chromebooks, camps, excursions, incursions, fun days) which creates equity and provides social justice.

### Student Management:

Westport employs a variety of strategies, including restorative practices, in supporting positive student behaviour management. Our Behaviour Code (see website) explicitly outlines acceptable and unacceptable conduct. Our Countering Bullying policy clearly outlines our values and strategies designed to foster a safe and supportive school environment.

### Student Government:

Our Student Voice are class-elected representatives from Years 3-7. Student Voice Executive meet weekly with the Deputy Principal. Class meetings are held fortnightly. Westport's Student Voice conducts student fun days, fundraising activities and works, via Action Groups, to support Westport's positive school culture and values. Year 6/7 students plan, film and edit an edition of Westport News each fortnight with teacher support

### Special Programs, Support and Interventions:

- Performing Arts
- Physical Education and Health
- Instrumental Music
- Better Buddies
- Choir- Yrs 5-7
- Japanese
- Quicksmart Maths
- ZOOM, Dynamic and Macq-Lit Reading Intervention programs
- Natural Maths Intervention
- Westport's Got Talent
- Rock and Water
- Student Learning Support for students with an OP - small group instruction
- Speech and Language programs for verified students
- Maths Enrichment Groups Yr 1-7
- STEM Enrichment Groups
- What's the Buzz?
- Breakfast Club
- Lunchtime Clubs - Photography, Mini Dance Troupe, Yoga
- Fitbits and Minibits
- Community Service - Sports Shed, Preschool, Canteen, Library, School Crossing

## 3. Key School Improvement Priorities

Through the key strategies outlined in the Site Improvement plan the school aims to:

**READING COMPREHENSION** - For all students to receive high quality explicit teaching in reading comprehension in order to reach their full reading potential.

**MATHEMATICS** - For all students to receive high quality explicit teaching in identifying, understanding and solving mathematical problems.

**STUDENT ENGAGEMENT AND WELLBEING** for all students to be productive learners with a growth mindset and for staff to strive to support students to achieve their personal best.

*Please visit our Website for our Site Improvement Plan*

## 4. Curriculum

We have developed Whole School Agreements with all staff, embedding our high quality teaching practice and pedagogy which are reviewed annually.

We believe that fluent and creative problem solvers will be able to apply mathematical concepts confidently to real life situations.



## CURRICULUM

### Australian Curriculum

- Content strands – Number and Algebra, Measurement and Geometry, Statistics and Probability
- Proficiency strands – Understanding, Fluency, Problem Solving, Reasoning

### Maths Vocabulary

- Aligned to the Australian Curriculum and Natural Maths, building stage appropriate maths vocabulary

### Minimum Instruction Time

- 300 minutes per week

## PEDAGOGY

### Natural Maths Coaching

- Maths coaching in classrooms, with a focus on Mathematical Mindsets

### Problem Solving

- 6S – Search, Sort, Seek, Select, Solve, Sense
- STAR – Sort out, Think about, Action, Reflect on

### SA TfEL Framework

- A resource for developing quality teaching and learning

### Mathematical Mindset

All students can learn mathematics to a high level by teaching growth mindset and brain science. Teaching based on these principles dramatically increases students' maths achievement.

### Assessment for Learning

- Clear learning intentions, differentiated success criteria and use of formative and summative assessment

### Natural Maths

- Mental routines and Problematised Situations

## ASSESSMENT

### Westport Number Teaching Sequence Continuum

- Number Continuum based on Natural Maths strategies to track individual student progression, highlight achievement

### Natural Maths Strategy Lists

- R-2 students – glued in diaries

### Trusting the Count

- One on one interviews, Reception and Year 1 students, beginning Term 1 and end Term 4

### Maths Subitising Tool

- One on one interviews, Reception and Year 1 students, beginning Term 1 and end Term 4

### Individual Targets

- R-7 – short term improvement targets for number based on individual performance, assessed every term

### PAT Maths Online

- Years 1-7

### Subitising Tracking Tool

- Reception students, Week 4 Term 4

### NAPLAN

- Years 3 and 5

### ICAS Maths

- Optional

### Top 5 – Years R-6

- Displayed in all students' maths books, R-3 as a colour coded cover page
- Each Top 5 to begin with 'I can, then verb...'
- Differentiation to be shown within brackets
- Number 5 – real life problem related to the topic
- Teacher's Top 5 to be saved in T drive

### Years R-2

- Top 5 will be displayed in classroom for student/teacher reference
- Top 5 shared with parents on Seesaw at the beginning of a new unit
- Selected tasks, in Maths books, will have task sheets with a WALT directly from the Top 5 – teacher indicates achievement highlighting with traffic lights: green-achieved, orange-with support, red-not achieved
- Students use traffic light stamp and colours to reflect on their completion of the task according to the WALT

### Years 3-6

- Teachers highlight with support or independently to identify student achievement
- Students reflect on their understanding and achievement at the end of each lesson using: 1-Not yet or 2- do this with HELP or 3- do this on my OWN or 4- I can TEACH this to someone

## TARGET PROGRAMS

### Intervention Programs

- Quicksmart Maths - Years 4-6
- Dyscalculia Solutions
- Natural Maths Strategies

### Maths Enrichment

- Students Years 2-6 requiring extension, working together on problem solving tasks

## COMMUNITY ENGAGEMENT

- Individual number targets sent home each term informing parents and caregivers of their child/ren's current target
- 'What's Your Problem?' community board
- Parent information sessions

We believe Literacy is the foundation for learning across all curriculum areas.

It is an essential skill for lifelong learning and wellbeing.



## CURRICULUM

### Australian Curriculum

- Content strands – Language, Literature and Literacy

### Genre Writing

- Seven Steps to Writing Success program
- R-6 Genre Writing Brightpath Moderation

### Reading

- InitialLit - Rec
- Jolly Phonics – Y1-2 Synthetic Phonics program
- Guided Reading R-6/Literature Circles – Y4-6

### Big Six Components of Reading

- Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension

### Spelling

- SMART Spelling – MP
- Words Their Way – UP

### Vocabulary

- Explicit teaching of Tier 1, 2 and 3 Vocabulary
- The Heggerty Phonemic Awareness Program – R-2

## PEDAGOGY

### SA TfEL Framework

- A resource for developing quality teaching and learning

### Assessment for Learning

- Clear learning intentions shared with students
- Differentiated success criteria

### Brightpath Team

- 3 teachers: JP, MP, UP to manage genre writing schedule and collection and moderation

### Effective Teaching Principles

- Responsive – respond to learner needs and build upon prior knowledge
- Consistent – use strategies to engage all learners
- Effective – monitor and reflect on teaching program and adapt as required

### Dedicated Literacy Blocks R - 6

- 300 minutes per week

## ASSESSMENT

### Individual Targets

- R-6 – short term improvement targets for reading and writing based upon individual performance, assessed every term

### Running Records

- R-6 below level 30 tested each term - PM Benchmarks, unseen text, comprehension 94%+

### LEAP Levels

- EALD R-6 – 2 writing samples as per genre writing schedule, moderated by LEAP Team

### Brightpath

- R-6 writing scaled on Brightpath ruler, each term, as per genre schedule, moderation twice a year in Year level teams

### Accelerated Reader

- Years 1-6 – regular comprehension quizzes and STAR reader test, end of each term
- Years 1-6 Screening Week - Week 4, Term 4

### NAPLAN

- Years 3 and 5

### PAT TESTS

- PAT-R Comprehension Years 1-6
- PAT Grammar and Punctuation Y3-6

### Oxford Word Lists

- Weekly Oxford Word lists, R-3

### Phonological Awareness Skills Mapping (PASM)

- All Reception students Mid Term 1 and Term 4

### The Sutherland Phonological Awareness Test (SPAT-R)

- Reception students, who are below in PASM

### SA Spelling Test and Words Their Way Spelling Test

All class collected data entered into Markit by teachers

## COMMUNITY ENGAGEMENT

- Home Reading awards presented at assembly and end of year Home Reading award for each class

- Individual reading and writing targets sent home each term informing parents and caregivers of their child's current target

- Literacy and Numeracy Week

- National Simultaneous Story Time presented by a JP class each year

## INTERVENTION PROGRAMS

### Zoom Reading Intervention

- Small group reading intervention groups, 3 days a week with a trained SSO in Levelled Literacy Intervention

### Dynamic

- Small group reading intervention groups for students diagnosed with Dyslexia with a teacher trained in the Macq Lit Program

### Pre Lit

- Rec students identified, through PASM, to need extra support with phonological awareness, SSO led 3x per week

### Literacy Groups

- Student Learning Support teacher providing small group Literacy support for students who have been identified as requiring extra support

### Speech Support

- 1:1 speech support for students with a speech program written by a speech pathologist

We believe the Early Years are essential in building a strong foundation for learning. Through consistent practice, children will be equipped to experience success in their first years of school.



## LITERACY BLOCK

- Reception – InitiaLit, Year 1 Jolly Phonics and Year 2 students SMART Spelling, Monday – Wednesday
- Year 1 students work in ability groups across classes
- Reception – Year 2 students are taught the Heggerty Phonemic Awareness Program, 10 mins, daily

## OXFORD WORDS

- Oxford Word lists are placed into Junior Primary diaries and tested each week by teachers
- Children must be able to read all words on a list before moving onto the next list and teachers highlight the words in green
- After all reading lists are completed, children learn to spell the words and teachers highlight each term in blue

## ASSESSMENT

- **Individual Targets** – short term improvement targets for reading, writing and number, based on individual performance assigned and assessed each term
- **Running Records** – PM Benchmark levels tested, by class teacher, using unseen texts, throughout the term to monitor progress
- **Accelerated Reader** – Students achieving Running Record Level 20 begin Accelerated Reader, with STAR Reader test at the end of each term
- **LEAP Levels** – Reception to Year 2 EALD students, 2 writing samples as per genre writing schedule, moderated by LEAP team
- **Brightpath** - R-6 writing scaled on Brightpath ruler, each term, as per genre schedule, moderation twice a year in Year level teams
- **PAT Comprehension and Maths** – Year 1 and 2 students in Term 3
- **Oxford Words** – Reception – Year 2 students, tested at the end of each term
- **SA Spelling Test and Words Their Way Spelling Test** – Year 1 and 2 students, Screening Week - Week 4, Term 4
- **Maths Subitising Tool and Trusting the Count** – Reception and Year 1 students, beginning Term 1 and end Term 4
- **Phonological Awareness Skill Mapping (PASM)** – Reception students, Mid Term 1 and Term 4
- **Year 1 Phonics check** - Term 3
- All data to be entered into MarkIt by teachers

## GUIDED READING

- All Reception – Year 2 students participate in Guided Reading lessons during literacy blocks
- Sessions are supported by an SSO or the class teacher
- Teachers monitor Guided Reading lessons and select levelled texts or decodables for groups

## HOME READING

- All students to record home reading in Junior Primary diary and have it signed each night by a parent/caregiver
- Diaries to be monitored and checked by teachers each day
- Home Reading awards presented for each class at assemblies
- Reception students and Year 1 intervention students take home decodable readers

## PLAY

- Reception and Year 1 structured play based learning 50min sessions are run each morning Term 1 and afternoons Terms 2-4, using classrooms and the Reception Retreat
- Students must complete morning organisation routines before starting activities
- Focus on developing fine motor skills and social skills

## TRANSITION

- Strong transition practices to ensure a smooth transition from Preschool to Reception
- Preschool children to visit the school library and playground and attend whole school events
- Preschool Buddies Program

## COMMUNICATION

- Junior Primary teachers will communicate student learning and targets with families via the school diary and the SeeSaw app.
- Junior Primary teachers will share a minimum of 3 posts per week that showcase whole class or individual student learning via the SeeSaw app.

## Student assessments:

*(as documented in our Mandatory Data Schedule)*

- Preschool Screening Tool - after one term of Preschool
- Respect, Reflect Relate - after one term of Preschool
- Running Records R-5 - towards the end of each term
- Accelerated Reader Quizzes - weekly
- Star Reader Tests - weeks 8/9 each term
- Brightpath collection/moderation - Term 1 and Term 4
- NAPLAN Yrs 3, 5, 7 - May
- Report Grades - end of each Semester
- PASM - Phonological Awareness Skill Mapping - Rec T4 W4
- Oxford Word Lists - R-2, weekly
- South Australian Spelling Test - 1-7, T4 W4
- Words Their Way Spelling Test - 1-7, T4 W4
- Y1 Phonics Check Term 3 Week 3
- PAT Comp/Maths - 1-7 T3 W7-9
- PAT Grammar & Punctuation - 3-7 T4 W4
- Trust the Count Tool with Subitising - Rec T4 W1-4
- Individual Reading, Writing and Number Targets - R-7 set & reviewed termly
- Parent-Teacher interviews are conducted early Term 3 and upon parent/ teacher request at other times

## 5. Sporting Activities

Physical Education is a specialist subject for all students. Class teachers also provide daily fitness activities. Westport hosts an annual Summer Sports Day and Winter Sports Day. The PE Coordinator organises for students to be involved in a range of SAPSASA opportunities as they arise.

Out of school sport is valued and encouraged. We have basketball and soccer teams. Parent volunteers manage and coach teams. Available sports depend on interest and volunteers. School staff will happily support with administration.

Fitbits 2-7 and Minibits R-1, active skills and games programs is offered to be interested students, 25 mins, twice a week.

## 6. Extra Co-Curriculum

Instrumental music (violin/cello) is offered weekly to interested students from Years 3-7. Our Senior Choir (optional) participates in the Festival of Music annually. A whole-school musical is hosted in Term 3 annually.

## 7. Staff

### Staff Profile

Our teaching staff comprises a combination of males and females, teaching across the preschool and school. A high level of expertise, commitment and energy is evident in the way that teachers and support staff work with students and families. School Services Officers support in an administrative and support capacity.

### Performance Development – Structure and Practices

PERFORMANCE AND DEVELOPMENT TIMELINE			
TERM	ACTIONS	DUE	WHO
1	<ul style="list-style-type: none"> <li>Welcome letters</li> <li>Timetable</li> <li>Term overviews - Maths (including Top 5) &amp; English or Specialist Area</li> <li>Individual student targets - Reading, Number and Writing - spreadsheets, student diaries, student desks</li> <li>Individual PDPs draft, meeting, finalise with LM</li> <li>Join a SIP action team</li> <li>Student Targets Feedback &amp; check in with LM</li> </ul>	Mon Wk3 Fri Wk2 Fri Wk2  Mon Wk2  End Term 1 Week 4 End Term 1	Class teachers All teachers All teachers  Class teachers  All teachers All teachers Class teachers
2	<ul style="list-style-type: none"> <li>Timetable</li> <li>Term overviews - as T1</li> <li>Individual student targets - as T1</li> <li>Informal peer observations by request</li> <li>Term Overview feedback &amp; check in with LM</li> </ul>	Fri Wk1 Fri Wk1 Fri Wk1  End Term 2	All teachers All teachers Class teachers Teacher books with LM All teachers
3	<ul style="list-style-type: none"> <li>Timetable</li> <li>Term overviews - as T1</li> <li>Individual student targets - as T1</li> <li>Lesson observations -booked, taught, reflective meeting, written feedback</li> <li>PDP 6mth review and meeting with LM</li> </ul>	Fri Wk1 Fri Wk1 Fri Wk1  End T3 End T3	All teachers All teachers Class teachers  All teachers, LM, peer All teachers
4	<ul style="list-style-type: none"> <li>Timetable</li> <li>Term overviews - as T1</li> <li>Individual student targets - as T1</li> <li>PDP 12mth review and meeting</li> </ul>	Fri Wk1 Fri Wk1 Fri Wk1 End T4	All teachers All teachers Class teachers All teachers

## 8. School Facilities

### Buildings and grounds

We have comprehensive school facilities, all air-conditioned with reverse cycle split-systems, providing a sense of well-being cohesive to teaching and learning. Solid brick buildings are provided for the Administration, newly remodelled Library/Resource Centre/Flexible Learning Area and three buildings containing classrooms and specialist centres. There is a well-equipped Canteen, which operates four days each week, with a Manager and volunteers. There are two modern playgrounds and another playground on our oval which is shared with the community out of school hours. Multiple grassed areas, astroturf soccer pitch, outside areas for basketball, netball, soccer, football, handball and hopscotch, an enclosed Environmental Garden which includes a sandpit, a putting green, "The Patch" class gardens and chicken coop and a Covered Outdoor Learning Area, with a wall being built for wind protection and shelter. In the Preschool grounds we have a tepee, recently renovated Nature Play areas and a covered sandpit with a vegetable garden and chickens. Our STEM area comprises a kitchen, wet area, 3D printer, solar panels, media green room, editing suite and outdoor dry creek bed with overflow with Australian native creatures' aviary. We have created a staffed Interception Room, an outside Reception Retreat and a grandstand and mirrored wall in our newly created Performing Arts Centre, equipped with stage, huge screen projection and multi-media facilities.



### **Specialist facilities and equipment**

Within our buildings we have a Japanese Room, Resource Centre with areas for small group learning support and new STEM indoor/outdoor areas as well as the recently renovated Performing Arts Centre and Canteen.

### **Student facilities**

Westport has extensive and innovative facilities. It is fenced for student safety and well-shaded, with seating and benches. Outdoor spaces are utilised actively during play and learning periods and indoor spaces are also offered at lunch time clubs. The sandpit and garden is also available during lunch times. The new Westport Street creek provides grassy knolls and opportunities for exploring the creek bed.

All Learning Areas P-7 have SMART interactive TVs, document cameras and are linked to a PA system. All 2-7 students have their own Chromebook and JP students have class sets of iPads and mini-laptops, with printing access. Specialist PE and Student Learning Support has its own bank of iPads. Staff can access various drives and printers via class NUCs or provided individual Macbooks, HP Elitebooks or iPads.

### **Staff facilities**

A communal, friendly, staff-only room with two fridges, oven, two microwaves, dishwasher, coffee machine, Pura tap, boiling water tap and several staff toilet facilities.

### **Access for students and staff with disabilities**

Full access is available throughout the school.

### **Access to bus transport**

Public bus stops are located near our school and provide public transport to Port Adelaide, West Lakes Shopping Mall and the city. We have a Variety Bus used for excursions.

## **9. School Operations**

### **Decision Making**

Westport Governing Council meet twice a term, on Tuesday evenings in Weeks 3 and 8. Visitors are welcome and new members are elected at the Annual General Meeting, held at the beginning of each school year.

### **Communication**

Friday fortnightly class hosted assemblies, weekly Monday assemblies, school website, notices, FaceBook, bulletin boards, sandwich boards, LCD TV Sign, text message reminders, SkoolBag App and monthly newsletters. JP classes use the SeeSaw app.

### **School Financial Position**

School finances are focused to support specialist teaching and learning programs and resources. There is minimum difficulty in securing Materials and Services Charges because we operate a definitive and well publicised 'Debt Collection Policy'. Fundraising is approached with careful and balanced consideration of the activities of the school calendar.

## **10. Local Community**

### **Parent and Community Involvement**

Westport Primary School is committed to forging and maintaining strong connections with families. Parents and carers support Westport's sports teams as coaches, managers and general helpers. Volunteers are also welcome to help in our school canteen and other parts of the school. Kickstart for Kids, led by founder Ian Steele, provides food for our Breakfast Club.

Our Governing Council has a passionate and inclusive Fundraising Committee who organise whole school events such as Family Movie Nights and Quiz nights.

## General Characteristics

Westport has significant number of Housing SA properties adjacent to our school, also private and rental housing. Our student population reflects the changing multi cultural composition of our community. English is the primary first language in the majority of homes.

## Feeder and Destination Schools

Reception student's transition from Westport's Preschool and other local 'stand alone' Preschools or Early Learning Centres.

Westport Year 7 students enrol at Le Fevre HS, Seaton HS, Henley HS and other specialist secondary or private schools.

## II. Preschool and Occasional Care

### Preschool Enrolment

2021	40 children - capacity
2020	40 children - capacity
2019	35 children
2018	31 children

### Preschool Session Times and Fees

Universal Access to Early Childhood Education, provides children enrolled at Westport Preschool access to 15hrs/week or 30hrs/fortnight. Families are asked to negotiate a booking schedule that best meets the child's needs.

Monday, Wednesday and Thursday 8.40-11.40am & 12.00-3.00pm  
Thursday and Friday 8.40-11.40am

Fees include 5 sessions of Preschool per week. Fees are \$100 a term or \$350 for the year, paid in Term 1.

Pre-Entry Sessions - offered to enrolled children in Term 4. The number of sessions offered will be contingent on staffing and site capacity.

### Occasional Care Session Times and Fees

1 session per week for children over 3 years old.  
Tuesday and Friday 12.15-3.00pm  
\$5.00 Standard Fee \$1.50 Concession

### Preschool Early Entry

Early-Entry for children with additional needs, may be available two terms prior to starting full time Preschool and these sessions need to be negotiated in each case, to ensure that there is available space and that site capacity and the staffing ration does not exceeded. Aboriginal and Torres Strait Islander children may attend Preschool from three years of age.

## Transition and Buddy Program

Visits to the Preschool by Reception teachers and their classes. In Term 4, three formal transition visits to familiarise children with the school, classroom and teacher. Visits to the Resource Centre, playground and general areas of the school. Reception students are involved in our Better Buddies program to connect children with an older school 'buddy'.

## Key Centre Philosophy and Policies

At Westport Preschool we place the child at the centre of everything we do. We create a warm and nurturing atmosphere by being responsive to all children and their families. We value open, honest communication and seek always to build respectful, positive and trusting relationships.

In partnership with families, we believe that learning is for everyone and that a strong sense of wellbeing is crucial to learning and development. We are guided by children's strengths, interests, culture and developmental needs and use our collective knowledge to underpin and facilitate high-quality play-based learning.

Every child is encouraged and supported to be actively involved in the learning process. Educators engage in critically reflective practice and on-going assessments as, of and for learning to maximise each child's level of involvement and the effectiveness of the teaching and learning program.

We believe that our Learning Environment acts as the 'Third Teacher' both indoors and out and we actively encourage and promote each child's playful exploration, creativity and meaningful engagement with the natural and physical worlds.

High expectations, consistency and a commitment to lifelong learning and reflective practice linked to the principles of continuous improvement are reflected in what we do and say. At Westport we follow the motto "Aim High, Work Hard, Be Kind, No Excuses" This is embedded into our philosophy of education as we believe that all children can learn and that our preschool can and does make a positive difference.

## Curriculum

Framework: Early Years Learning Framework

Progress Statement - Respect, Reflect, Relate, after 1 term of Preschool

Focus: creative play-based learning, thinking skill strategies, early literacy/numeracy, oral language and concept development, social skills for life-long learning, music and movement, physical skill development, dispositions for learning

Statement of Learning documenting (given to parents at the end of time at Preschool): The Developmental 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

