PRESCHOOL CONTEXT STATEMENT

Centre number: 6553
Centre name: Meningie Kindergarten

1. General information

- Preschool Director
  Ally Mead
- Postal address
  P.O. 357, Meningie SA 5264
- Location address
  29 Edward Street, Meningie SA 5264
- DECD Region
  Murray & Malee
- Geographical location – ie road distance from GPO (km)
  Less than 1 km from General Post Office
- Telephone number
  08 85751290
- Fax number
  08 86751735
- Preschool website address:
  http://www.meningiepre.sa.edu.au
- Preschool e-mail address
  dl.6553_leaders@schools.sa.edu.au
- Enrolment/Attendance
  Average Enrolment for 2013 = 20 children
  Average Enrolment for 2012 = 23 children
  Average Enrolment for 2011 =
- Co-located/stand-alone
  Stand Alone Site
- Programs operating at the preschool
  - Pre Entry
  - Sessional Kindergarten for eligible children
    10 sessions per fortnight (6 sessions or 3 days one week and 4 sessions
     or 2 days alternate weeks)
Lunch/Full Day Program
We operate as Full Day Program therefore Lunch Care is carried out by the staff and free of charge for families

Bilingual Support

Preschool Support

2. Key Centre Policies

Vision....

At Meningie Kindergarten our vision is for all children to learn through play in a quality program catering for all individuals.

We respectfully consider our families backgrounds and incorporate cultural understandings and practises in our daily approach.

Philosophy:-

We believe:

- Children reach their full potential in a play based learning environment where they can actively construct their own learning
- In self exploration and enquiry based learning
- All children are capable and should be provided with opportunities to be successful and develop confidence in themselves.
- In acknowledging the diversity of our community
- In inclusivity for all family groups and cultures

Mission Statement:-

Our curriculum The Early Years Learning Framework – Belonging, Being & Becoming ensures children gain opportunities and experiences to explore, problem solve, take risks, create, imagine, be challenged, communicate and build relationships.

Experiencing Belonging is integral to human existence. Relationships are crucial to a sense of Belonging. Belonging is central to Being and Becoming in that it shapes who children are and who they can become.

We believe children actively construct their own learning through play and inquiry based learning. We encourage the Kindy children to participate in sensory, explorative, physical, creative, symbolic, role and dramatic play and games. Children have opportunities to develop their learning, thinking, imagination, story making and communication through play experiences. We encourage children to discover their own worlds by investigating elements in our outside and inside environments; through sharing discoveries both verbally and with symbols, developing questions and wonderings, looking for ways to further their understanding and in making connections to their worlds.
3. Curriculum

- Framework used:
  The Early Years Learning Framework
  Reflect, Respect & Relate Document
- Core Values

Values:

The core business of our Centre is to provide a quality education program by which children are valued as being special and unique and they have the opportunity to develop in all areas of the curriculum. All children are encouraged to develop a sense of belonging, being and becoming.

Our curriculum is based on Constructivist Theory and we value the learning and understandings that the children bring to the site. Play is the foundation on which learning in our site occurs. Opportunities are provided for children to explore, take risks, be challenged, practice new learning and be successful in whatever they want to achieve. We encourage children to articulate their own learning.

We plan and program using the Early Years Learning Framework and support this with other relevant DECS documents. All staff are encouraged to participate in Professional Development opportunities.

All Families in our Community are valued and supported to be a vital part of the life of our Kindergarten and are encouraged to participate in the Kindergarten program. We also have an active Governing Council who contributes to the operational procedures of the Kindergarten.

At Meningie Kindergarten We Value:

- **Relationships** – Being able to feel safe, comfortable and confident to build new relationships and trust that everyone has a right to be heard individually. Together we work to achieve common goals as a whole group.
- **Wellbeing** – Wellbeing is the core to a child’s development, influencing respect, relationships, learning and values in life. Through supporting each other we feel safe and secure, giving our community confidence that allows us to grow together.
- **Respect** – We encourage children to treat others the way they want to be treated and to respect their surroundings. We also recognise the importance of respecting other people’s cultural values and beliefs.
- **Active Learning** – Active learning enables children to play freely through trial and error, in a fun and interactive environment. Children learn about themselves and others through caring and supportive environments when interacting with staff and their peers.

- Specific curriculum approaches
  - Learning through Play, Use of ‘Student Voice’ in the program
  - Joint programmes/special curriculum projects
  - Aboriginal 3 Year Old Program, Early Years Literacy & Numeracy Strategy
• Joint programmes/special curriculum projects

4. Centre Based Staff

• Staff Profile
  Director 0.5 plus 0.1 Universal Access = 0.6
  Teacher 0.5 plus 0.1 Universal Access = 0.6
  PreSchool Support Worker (varies term by term)
  Binlingual Support Worker (varies term by term)

• Performance Management Program
  Staff participate in Performance Management Meetings once per term or as negotiated by individual staff members
  Staff Develop a Personal & Development Plan annually

• Access to special support staff
  Speech Pathologist, Psychologist, Murray Mallee Community Health Service, Child & Youth Health Services, Hearing Impairment Officer, Behaviour Management Officer, Attendance/Inclusion Officer

• Other

5. Centre Facilities

• Buildings and grounds
  1 large building allowing several play areas & large grounds area promoting outdoor learning and play situations
• Capacity (per session)
  30 children per session
• Centre Ownership
  Locally Owned Grounds and Kindergarten
• Access for children and staff with disabilities
  Wheelchair Access
• Other
6. **Local Community** (intended for country preschools)

- **General characteristics:**
  Diary Industry, Fishing Industry, local School and Kindergarten, Hospital, two Banks, two Supermarkets, Jallarah (Aged Care), Newsagency/Post Office, Pharmacy, Florist, Second Hand Clothing Store, Bakery, Child Care Centre

- **Parent and community involvement in the preschool**
  Governing Council and Active Playgroup Members. The Playgroup families support the Kindergarten wherever possible including fundraising.

- **Schools to which children generally transfer from this preschool**
  Meningie Area School  
  Unity College Murray Bridge  
  St Josephs Murray Bridge

- **Other local care and educational facilities,**
  Meningie Area School, Lake Albert Children’s Centre

- **Commercial/industrial and shopping facilities**
  Local Shops, Farm Machinery, Car Dealership, Community Run Second Hand Store, Service Station

- **Other local facilities**
  Coorong Medical Centre Ph: 0885751208, Meningie & Districts Memorial Hospital Ph: 0886752777, Visiting Physiotherapist, Visiting Chiropractor, Visiting Dentist, Mum’s & Bub’s Group  
  Football, Netball, Golf, Cricket, Bowls, Ballet, Karate

- **Availability of staff housing**
  Government Employee Housing Available. Housing available to Rent or Purchase within the town and surrounds.

- **Accessibility**
  Public Transport Bus Company (Daily to Murray Bridge)  
  Access to Murray Bridge (75km’s), Access to Adelaide (150km’s)  
  Road quality is sound  
  No Air Travel Available
7. **Further Comments**

- Partnership arrangements with other groups
- Learning through Play with a focus on Letter of the Week, Literacy and Numeracy Strategies a high focus
- The Kindergarten Staff are involved in a Professional Learning Community (PLC) with Meningie Area School, Raukkan Aboriginal School to work together regarding Oral Language among other common professional development opportunities.
- The Director attends Regional Leaders Days and Director Leaders Days as negotiated each term.
- We work with the Local Child Care Centre. Children can be collected by Child Care staff for after Kindergarten care when arranged by families.