

# PRESCHOOL CONTEXT STATEMENT

Updated: 20/05/2021

**Centre number: 4678**

**Centre name: Meadows and Districts Kindergarten**

## 1. General information

- Preschool Director  
:Meagan Wynne
- Postal address  
:49 Mawson Road Meadows 5201
- Location address  
:49 Mawson Road Meadows 5201
- DECD Partnership  
:Heysen
- Geographical location – ie road distance from GPO (km)  
:50 Kms Southeast from Adelaide
- Telephone number  
:8388 3005
- Fax number  
:8388 3819
- e-mail address  
dl.4678.leaders@schools.sa.edu.au
- Enrolment Cap  
2021 - 33
- Co-located/stand-alone  
:Stand-alone
- **Programmes operating at the Preschool**
  1. Sessional Preschool – 15 hours a week for 4 year olds, one year prior to school entry. These hours are currently provided as two full days on Tuesdays and Wednesdays, and alternate Thursdays. Children stay for the lunch period which is part of the educational programme.
  2. Funded Occasional Care is available for 2 - 4 year olds for one session per week on Thursdays from 8-45am to 11-30am and 12.00pm – 2.45 pm. For one week in the fortnight the program is integrated with kindergarten sessions which enhances transition to kindergarten.
  3. Associated programs
    - Early Entry - Early entry is decided on a case by case basis. Children with special rights maybe able to start one or two terms before they would normally start.
    - Bilingual Support – As required.
    - Preschool Support – As required for children identified as having additional needs through the DECD referral process.
    - Transition to School – Transition to school programs are negotiated with local public primary schools each year.
    - Transition to Kindergarten – This begins with a family meeting and then 3 two hour visits for children in Term 4.
    - Playgroup - A parent run play session for preschoolers on Fridays 9.30am - 11.30 am.

## 2. Key Centre Policies

### Core Purpose

To provide quality education in partnership with children, families, local schools and the community. All children will develop skills and understandings in a safe, equitable, respectful and supportive learning environment. Every child is a unique individual who will learn and grow through a co-constructed play-based curriculum that is challenging, rewarding, relevant, inspiring and fun.

### Vision

Educators, families and children will work together to provide a dynamic and natural environment where all members of the kindergarten community feel valued, safe and happy. Children will be provided with opportunities to reach their full potential, develop a passion for learning and acquire life skills that will prepare them for an ever-changing world.

### Quality Improvement Plan

Annual priorities are outlined in the Quality Improvement Plan (available on our website) and include:

- Literacy/Numeracy assessment and reporting
- Development of a natural play space
- Sustainability

## 3. Curriculum

Our principles, practices and the curriculum we develop in conjunction with children and families are based on the National 'Early Years Learning Framework - Belonging, Being and Becoming' (EYLF). Our assessment and reporting is based on the Learning Outcomes within this Framework.

- **Specific curriculum approaches**

Learning is fostered through a planned and documented play-based curriculum with an emphasis on valuing and incorporating children's interests, needs and abilities. Children are provided with the opportunities to engage in child-initiated experiences through the provision of diverse learning spaces that include natural resources. The 'Keeping Safe' program is embedded in the program throughout the year. Children experience individual, small group and large group learning situations throughout sessions. Children's learning is assessed within detailed Individual Learning Plans and feedback to and from families.

Programming is based on children's interests, needs, abilities and voice [where the children have a direct involvement with planning by sharing their ideas and interests which are then incorporated in the learning experiences available]. Their learning is detailed in their journals which include parent questionnaires, art work, photos, learning stories, literacy and numeracy indicators, and group experiences.

- **Values**

Caring Commitment Fairness Honesty Respect

- **Joint programmes/special curriculum project**

We have strong links and relationships with local school staff. We have a comprehensive transition-to-school program with Meadows Primary School which includes whole group visits to and from the kindergarten to the Reception class at the school each term. We share some performances and Book Week celebrations. All children have scheduled transition visits to each of our feeder schools.

## 4. Centre Based Staff

- Staff Profile
  - : Director 0.5 FTE (0.6 FTE under Universal Access)
  - : Teacher 0.5 FTE (0.6 FTE under Universal Access)
  - : Early Childhood Workers for Preschool program, Occasional Care & Preschool Support
- Performance Development
  - : On an ongoing basis to support access to staff training, involvement in QIP priorities, development of interest areas and leadership capabilities and improved outcomes for children
- Access to special support staff
  - : The DfE Support Services are available through a referral process. We welcome practitioners from Community Services. Support workers are employed to work with children based on their identified needs.

## 5. Centre Facilities

- Buildings and grounds
  - : The transportable building is set next to the Meadows Hall well back from the main road enabling adequate parking at the front. The internal sections comprise an entrance porch, a kitchen, a large activity room, an L-shaped carpeted area and a built-in back verandah.
  - The land is rectangular and quite spacious with large trees on the boundary fence which provide shade. There is also a large verandah area for sheltered outdoor play. Other main features include outdoor musical sculptures, a natural sandpit, a large section of lawn, various tree logs and lopped trees for imaginative play, a boat, river pebbles, decking areas and a mud kitchen.
- Capacity
  - :44 children.
- Centre Ownership
  - : The Centre is a DECD site with a regular maintenance program.
- Access for children and staff with disabilities
  - : The building allows for wheelchair access.

## 6. Local Community

### General characteristics:

- : The Meadows community is quite diverse, with occupations ranging from farming and self employment to those who commute to Adelaide, Mount Barker, Strathalbyn and the southern suburbs for employment. A number of retail traders operate within the town - a large industrial fertiliser business and a large sawmill. Forestry SA (Kuitpo Forest) is nearby.
  - : Mawson Green, a new housing development situated opposite the kindergarten, is well underway and there are many new families who now access the site. Enrolments at the kindergarten are expected to increase considerably over the next 10 years.
- Parent and community involvement in the preschool
  - : The kindergarten is well supported by the local families who are involved in the (Governing Council), fundraising, social events, end of day and termly clean ups, regular

maintenance of the grounds, working bees (as needed), direct involvement in our program and excursions. Communication to inform parents about the program and site priorities is managed through regular newsletters, notice boards and personal contact either face to face or via email or telephone.

- Schools to which children generally transfer from this preschool
  - : Feeder schools include Meadows, Macclesfield, Ashbourne, Kangarilla, St Michaels-Lutheran (Hahndorf), St Francis de Sales- Catholic (Mt Barker), and St Marks- Lutheran (Mt Barker).
- Other local care and educational facilities, eg child care, schools, OSHC
  - : Meadows Primary School offers Before and After School Care which some of our families use. Vacation care is also offered during the school holidays. Parents commute to Mount Barker, Strathalbyn or metropolitan areas to access other forms of child care.
- Commercial/industrial and shopping facilities
  - : Bakery, cafes, PO, nursery, mini mart, butcher, landscape, petrol stations and plumbing supplies are available
  - : Major shopping, hospital facilities and TAFE are available in Mount Barker, Strathalbyn and the metropolitan area.
- Other local facilities, eg medical, sporting, social, cultural, recreational
  - : Emergency Services such as CFS and Volunteer St Johns are available in Meadows, as well as veterinary services. Local sporting clubs include football, netball, lawn bowls, softball and keep fit classes. A greater variety of sporting/recreational clubs require travelling to the larger towns or the city.
  - : The Cheese Factory Studio is a sound studio and art gallery on Kondoparinga Rd.
- Availability of staff housing
  - : Unknown
- Accessibility to Adelaide and relevant major centres, including public transport and its availability, frequency and road quality
  - : There is a limited bus service from Meadows to the city. Most families commute via private car (25-35 mins) or drive to Mt Barker and use the Park and Ride facilities. Public transport runs frequently to and from Adelaide and the freeway provides an easy commute.
- Local Government body, availability of publications describing the local area, characteristics, level of involvement
  - : The kindergarten is in the Mount Barker Council district.
  - : The Meadows Muse is published monthly and outlines community information and events

## 7. Further Comments

- **Partnership arrangements with other groups**

The Director attends two Profolio meetings per term and one Early Years Leaders Network meeting per term
- **National Quality Framework**

The preschool was assessed for National Quality Standards in August 2015 and received an overall rating of Exceeding.