

Penong Primary School

Early Learning Centre

Respect Community Achievement



Government of South Australia
Department for Education



Pre-School Context Statement 2025

Achievement



Respect



Community



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Department for Education

PRESCHOOL CONTEXT STATEMENT

Centre number: 6681

Centre name: Penong Preschool

1. General information

- Preschool Director/Principal Mrs Karen Murray
- Postal Address : C/- Post Office, Penong SA 5690
- Location Address: Eyre Highway, Penong 5690
- District Far West
- Distance from GPO 850 kms
- Phone No: : 08 86251017
- Fax No. : 08 86251009
- Preschool website address: www.penongps.sa.edu.au
- Penong Primary School Website address: www.penongps.sa.edu.au
- Preschool e-mail address: karen.murray109@schools.sa.edu.au
- Enrolment / Attendance
 - Our attendance fluctuates between 3 & 9. Numbers have varied to those scales over the last 6 years.
- Co-located/stand alone
 - Penong is a School Based Preschool supervised by the school principal and located on the Penong Primary School site.
- Programmes operating at the preschool
 - Associated Programmes
 - Sessional Kindergarten for eligible children
 - Lunch / full Day Programme
 - Preschool Support
 - Play Group

2 Key Centre Policies

- Centre Priorities/Statement of Purpose

Our Philosophy States:

Our belief about children is that they are capable, competent, creative, curious learners who have endless potential. They come to us with unique skills, prior knowledge and experiences. They display individual perspectives and identity.

We believe children learn best when they are engaged in a stimulating, challenging, high quality, play-based learning program. We believe children thrive in an environment where they have a strong sense of belonging and their ideas, interests and questions are explored, valued and responded to.

We believe that play is children's work and the way children make sense of their world.

We provide a safe, caring and supportive environment where children, families and educators feel welcome and are included.

We celebrate individual differences and actively include children's voice when planning for learning and offer a culturally appropriate inclusive curriculum. Children are at the centre of everything we do. We aim to provide an educational programme that engages challenges and supports children to construct their own understanding and contribute to the learning of others.

Our Statement of Philosophy underpins all aspects of our decision making and practice at our centre. We believe it should be embedded and reflected in all that we do. We believe that a Statement of Philosophy evolves as new insights are gained and practice evaluated. We will review our Philosophy statement regularly, including input from children, families and educators.

3. Curriculum

- Guiding Frameworks

Our Preschool is run under the frameworks of:

- Early Years Learning Framework
- Reflect, Respect and Relate
- National Quality Frameworks
- Literacy / Numeracy Indicators

- Core Values

- Respect (be kind)
- Responsibility (step up)
- Honesty (tell the truth)
- Caring (care for others)
- Excellence (be the best you can)
- Courage (be brave)
- Collaboration (working together)

- Special Curriculum Approaches:

- As we are a very small Early Learning Centre, it is important that we use a specific approach to our work with pre-schoolers. We have a routine and structure which ensures all our students have every opportunity during the start of their education.

- Joint Programmes / Special Curriculum Projects:

The Preschool works closely with the school in the areas of:

- Transition
- Communication (newsletter, assemblies etc)
- Special days
- Staffing Training & Development

4. Centre Based Staff

- Staff Profile:

We have one 0.6 teacher who is supported by school SSO's. The Preschool is line-managed by the school principal who teaches 0.4 in the school and administers both the school and preschool.

- Performance Management Programme:

Performance Management is a focus as all staff are committed to 'teachers as learners' and performance management is a tool for reflective development. All staff members including SSOs are involved in two performance management meetings a term.

The make-up of a small school means there is an underlying basis that all staff members know all children and much informal professional interaction amongst staff is paramount.

SSOs are a most important cog in our machine and they are highly respected professionals. SSOs work with and for teachers as well as being responsible for individual children.

5. Centre Facilities

- Buildings & Grounds:

Our preschool building is located on school grounds; it has its own boundary fence and is fully self-contained. It is relatively new and the play/outside area has been updated recently. There are appropriate toilets plus a disabled facility. The building has a kitchen, playroom, conference room and storage area. Outside includes a cubby house, sand pit, a bike track and grassed area.

- Capacity:

Our preschool can hold 26 children but this is not our usual scenario.

- Centre Ownership:

The centre is located on school grounds and consequently, is owned by the school/Department for Education.

- Access for Children and Staff with Disabilities:

The centre is disability compliant with ramps and disabled toilets.

6. Local Community

- General characteristics

Penong is located in the drier part of the Far West; it is close to the coastline.

Many families are from the land but an equal proportion, are children of service providers within the town. A number of our students live at the beach and children come from the aboriginal home lands area.

A local salt works and gypsum mine also provide work for individuals.

- Parent and community involvement

The Penong community is supportive towards the school. Parents understand the necessity of a sound primary education and work with their children to support us.

Parents spend much informal and formal time on school grounds and our open door, you are welcome attitude, has gained positive results.

- Feeder schools

Children at Penong come from an area surrounding the school of 82kms. For their secondary education there is a bus into Ceduna daily (150kms return). Some children may board in Ceduna or go away to Adelaide or Port Lincoln for their secondary education.

- Other local care and educational facilities

A playgroup is run each Wednesday morning (supported by Save the Children).

- Commercial/industrial and shopping facilities

Penong has a general store, hotel, police station and an 18-hours-a-day roadhouse. Most people use Ceduna as their shopping venue. The nearest Medical Centre and hospital is 74kms east in Ceduna.

- Other local facilities

Penong houses a local sports club and large hall.

- Availability of staff housing

Three, three bed roomed teacher houses are situated adjacent to the school.

- Accessibility

Penong can access Pt Lincoln, Whyalla and Adelaide by road. Airlines operate from Ceduna to Adelaide with various timetables. There is no public transport.

- Local Government body

Penong is out of District Council boundaries and is under the jurisdiction of the local Penong and District Progress Association, in line with the Outback Communities Authority.

7. Further Comments

Penong Preschool offers a uniquely wonderful teaching and learning experience, which is inherent in small school settings. Working at Penong School allows individuals to become a real part of their community and to work with students and families who are committed to education. Children are interested and genuine.

The opportunity of combining a country life style with excellent teaching and learning opportunities is what one would find in Penong.

I certify that these are true and accurate statements.

Karen E Murray (Mrs)
Principal
Penong Primary School

Principals signature

Chairperson signature

Reviewed February 2025

Next review February 2026