

Table of contents

- Home
- Learning and care
- Health and wellbeing
- Community engagement
- Reports and plans
- Family support
- Policies and guidelines
 - [tinyeri_cc_philosophy_statement](#)

Home



Our team works with families and the community to provide the best possible learning, health and wellbeing outcomes for children. Most of our health and parent support services are provided at little or no cost.

We respect cultural diversity and provide programs and services that are inclusive of all members of the community.

There are many opportunities for you and your family to connect with our centre. We encourage you to visit and get involved with the programs and services we offer.

Find out more about our goals and our focus in our philosophy statement (PDF 498KB).
(https://www.preschools.sa.gov.au/sites/default/files/tinyeri_cc_philosophy_statement.pdf)

Getting involved

We support families to be involved in decision making about the services and programs offered in our children's centre. This includes becoming a member of the parent engagement group. To find out more contact our community development coordinator or director.

If you'd like to volunteer with us in another capacity, we'd love to hear from you. See volunteering in schools, preschools and children's centres
(<https://www.education.sa.gov.au/parenting-and-child-care/volunteers/what-volunteers-need-know/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

Acknowledgement of Country

Nguldi arndu, Tinyeri Children's Centre acknowledges the Ngarrindjeri people who are the custodians and First Nation of the ancestral lands that we provide our service on. We acknowledge the deep feelings of attachment and relationship of the Ngarrindjeri people to country including the land, sea and rivers. We pay respects to our Elders who continue to provide wisdom and leadership to our service and to our emerging cultural leaders.

Immunisations

When you enrol your child with any of our services or programs you will be asked to provide evidence of their immunisation status

(<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>).

Contact us

Preschool director: Ms Miriam Bjelovarac

Phone: (08) 8531 1515

Fax: (08) 8531 1537

Email: dl.6551.leaders@schools.sa.edu.au

Street address: 65 Jarvis Avenue Murray Bridge SA 5253

Postal address: PO Box 5015 Murray Bridge SA 5253

Learning and care

We offer a number of programs and services to support your child's early years learning

(<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

Preschool

We invite you to join the governing council, which meets twice a term to make sure the centre runs smoothly. Read through what a governing council does

(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

When your child can start preschool

All children are entitled to access at least 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool up to 2 terms earlier if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 3 hours per week in the first term, and up to 6 hours per week in the second term, if places are available.

Access is decided on a case-by-case basis.

Please contact us (<https://www.preschools.sa.gov.au/tinyeri-childrens-centre#contact-us>) if you want more information about early entry.

Enrolling your child

You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/tinyeri-childrens-centre#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

To find out more and enrol your child please contact the centre via phone or pop in for a yarn.

If we can give your child a place with us we'll send you an offer letter in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

Before your child starts

We will contact you in September to confirm attendance at an orientation session, usually held in term 4. This will be a 1-hour session where you can ask questions.

Fees

We ask you to contribute towards the cost of your child attending preschool.

The parent contribution is \$400 per year. You can choose to pay the total amount at the beginning of the year or pay \$100 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

When to pay

We will invoice you in term 1 via your child's pigeon hole.

Payments are due by the end of term 1.

Please contact us (<https://www.preschools.sa.gov.au/tinyeri-childrens-centre#contact-us>) if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash, cheque or EFTPOS at the centre reception.

EFT information

You can pay by direct deposit.

BSB: 065 505

Account number: 00901798

Please put your child's full name as the reference.

Preschool session times

Your child can attend preschool for up to 15 hours per week.

group 1

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 3.00pm	–	9.00am to 3.00pm	–	9.00am to 3.00pm odd weeks

group 2

Monday	Tuesday	Wednesday	Thursday	Friday
–	9.00am to 3.00pm	–	9.00am to 3.00pm	9.00am to 3.00pm even weeks

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- a piece of fruit
- packed lunch in a sandwich box (sandwich only or traditional food).

Your fees cover additional snacks provided during the day (morning snack and after-lunch snack).

Kindy t-shirts, jackets and hats are for sale at reception.

Please write your child's name on all their belongings, including socks and shoes.

What not to bring

Your child should not bring these things:

- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- any processed or packaged food items
- toys from home.

From time to time there may be children attending who have anaphylactic reactions to specific food. We will tell you if this affects what food you can give your child to bring.

Bus service

A bus service is provided for families who qualify. You will need to chat with the centre director to confirm whether you qualify.

Occasional care

Occasional care is for children under school age who aren't in any other early childhood education and care programs, such as preschool, childcare or family day care. It promotes young children's development by giving them access to high-quality early childhood education.

It may help parents to take part in a range of activities including non-work and casual work commitments.

Priority of access

The education department has a priority of access policy (<https://www.education.sa.gov.au/parenting-and-child-care/your-childs-education/childcare-and-preschool/occasional-care>) to decide who can get into occasional care. This might mean that some families get more sessions than others.

Talk to (<https://www.preschools.sa.gov.au/tinyeri-childrens-centre#contact-us>) us about enrolling in occasional care.

Cost

This program costs \$5 per session and \$2.50 for siblings.

If you have an Australian Government Pensioner Concession or Health Care Card, the cost is \$1.50 per session and 75 cents for siblings.

Occasional care session times

Children generally can go to 1 session a week.

Children under 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
—	—	—	9.00am to 11.45am or 12.30pm to 3.15pm	9.00am to 11.45am

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
—	—	—	9.00am to 11.45am or 12.30pm to 3.15pm	9.00am to 11.45am

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack
- a comforter if required.

Please write your child's name on all their belongings, including socks and shoes.

Playgroup

Playgroup is an interactive, fun opportunity for children and parents to play and learn together. Playgroups are usually supported by an early childhood professional who will give support, information and advice about children's health, learning and development.

Bush hoppers playgroup

Bush hoppers playgroup is an interactive, fun opportunity for children and parents to play and learn together. Playgroups are usually supported by an early childhood professional who will give support, information and advice about children's health, learning and development.

Locations may change throughout the term, check our facebook page (<https://www.facebook.com/Tinyeri-Childrens-Centre-137669889695109/>) for details.

Times

You can attend our bush hoppers playgroup every Tuesday each week of term 1 from 9.30am at the Avoca Dell Reserve.

What to bring

You need to bring these things:

- a snack to share
- a water bottle
- hat
- walking shoes.

Additional information

For more details contact us (<https://www.preschools.sa.gov.au/tinyeri-childrens-centre#contact-us>) or see our bush hoppers playgroup (https://www.preschools.sa.gov.au/sites/default/files/tinyeri_cc_bushhoppers.pdf) information.

Disability support

There is support available for children with disability (<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Health and wellbeing

CaFHS

We have a weekly clinic for parents and carers of children from birth to 5 years. Please contact us (<https://www.preschools.sa.gov.au/tinyeri-childrens-centre#contact-us>) for more information.

Family practitioner

Our family practitioner works alongside vulnerable families and children to help them better understand and respond to their child's needs. They work with parents, our staff and other organisations to help families find relevant services to maintain safe, caring and resilient relationships for child development.

Family practitioners can provide short-term counselling for families to help with:

- domestic violence
- housing
- drug and alcohol problems
- mental health
- follow up and advocacy.

Please contact us if you think you need help from a family practitioner.

Community services

Community health and wellbeing options for South Australian families include:

Child and Family Health Services (CaFHS) (<http://www.cyh.com/Content.aspx?p=361>)

Child and Adolescent Mental Health Services (CAMHS)
(<http://www.wch.sa.gov.au/services/az/divisions/mentalhealth/index.html>)

Disability Services (<https://www.sa.gov.au/topics/care-and-support/disability>) / NDIS
(<https://www.ndis.gov.au/index.html>)

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>)

Women's and Children's Health Network
(
<http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/about+us/our+local+health+networks/womens+and+childrens+health+network>)

Greatstart parenting information
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>)

Community engagement

Please contact us (<https://www.preschools.sa.gov.au/tinyeri-childrens-centre#contact-us>) for more information about the range of community development activities we have.

Reports and plans

National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard.



Overall Rating: Exceeding NQS

Quality Area Ratings

- | | | |
|----------|--|---------------|
| 1 | Educational program and practice: | Exceeding NQS |
| 2 | Children's health and safety: | Exceeding NQS |
| 3 | Physical environment: | Exceeding NQS |
| 4 | Staffing arrangements: | Exceeding NQS |
| 5 | Relationships with children: | Exceeding NQS |
| 6 | Partnerships with families and communities: | Exceeding NQS |
| 7 | Leadership and service management: | Meeting NQS |

Rating for: Tinyeri Children's Centre for Early Childhood Development and Parenting

Rating issued: December 2014

Copyright ACECQA (<https://www.acecqa.gov.au/copyright>)

Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 1963KB)

(https://www.preschools.sa.gov.au/sites/default/files/tinyeri_cc_qip.pdf)

Annual report

A report on our progress, achievements, highlights and challenges for the year.

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/6551_AnnualReport.pdf)

Family support

Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.

Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program
(<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart)
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.

TINYERI PHILOSOPHY

VISION:

What makes Tinyeri Tinyeri? NATURE RELATIONSHIPS PLAY BELONGING FAMILY

VALUES:

Professionalism
Service
Collaboration and engagement
Sustainability
Courage and tenacity
Respect
Honesty and integrity

PRINCIPLES:

Secure, respectful and reciprocal relationships
Partnerships
High expectations and equity
Respect for diversity
Ongoing learning and reflective practice



PRACTICE:

Tinyeri Children's Centre staff understand and respect that children learn within their family and community groups, bringing rich knowledge, and a diversity of experiences and identities to their learning. As children participate and learn in their communities, they in turn influence those communities. We are committed to providing a family and community space and place where responsive listening and yarning build connections and relationships which sustain and advance individual and collective wellbeing.

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 on the basis of 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 renewal of 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 in order 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 the capacity of the community enabling more supportive environments for children and families.