



# Cumberland Preschool Kindergarten Inc

## 2022 annual report to the community

Cumberland Preschool Kindergarten Inc Number: 4639

Partnership: Mitcham Plains

Signature

Preschool director:

Mrs Melissa Slater

Governing council chair:

Mrs Susan Manning

Date of endorsement:

28 March 2023



Government  
of South Australia

Department for Education

## Context and highlights

Cumberland Kindergarten is a full time stand alone kindergarten situated 6kms south of Adelaide in the Mitcham Council area. The kindergarten is set in a quiet suburban street surrounded by houses, with many families living within walking distance. The site is well maintained with a small but pleasant outdoor learning environment, including a verandah and interesting nature play areas. The centre has a maximum capacity of 55 children, 33 in one group and 22 in the other. Group A attend full days Mon & Wed, then Fri (3 hrs odd weeks) Group B Tues, Thurs, Fri (3 hrs even weeks) for a maximum of 15 hours per week. There is a mixture of socio economic and family structures within those that access our centre. Many children also access local childcare services or families are supported with care provided by grandparents.

The kindergarten experienced some staffing changes this year. Melissa Slater continued in the role of Director at 0.8, Lucy Kuchel back filled for Mel one day a week as Director and worked as 0.6 teacher. Honi Lovell continued in her permanent teaching role but at 0.6 and Kate Pickford continued on in a 0.4 teaching role. The permanent Early Childhood Worker 0.5, Victoria Swallowe also worked additional site funded hours to support children in accessing the program. Xandra Helbers-Hoek worked 3 hrs a week for part of the year, providing speech support to two children.

Covid-19 had begun to ease as did many of the restrictions and associated challenges. However, we continued to be vigilant around health and hygiene, with staff still being required to wear masks at times and do regular RATs. We also maintained social distancing with families through having gate drop offs and pick ups. Ironically, it was also the year that nearly all of our staff contracted Covid 19, resulting in time off work. It was challenging to find relief staff but all absences ended up being covered after many phone calls or call outs on Facebook. We were able to look at the silver linings including children developing greater resilience, independence and overall confidence.

Nature play continues to be a strong focus for our kindergarten. The highlight of 2022 included termly excursions to Wittunga Botanic Gardens to engage in a program based around the seasons facilitated by Nature Play SA. We received lots of positive feedback about this program from children, parents and educators. We also enjoyed an excursion to Kuitpo Forest. We celebrated Mud Week in June with a week of mud play experiences for the children to engage in. We also held a Colour Run, to celebrate the completion of our Eat A Rainbow program.

The site also started to prepare for the implementation of the Mid Year Intake in 2023, which is going to be a significant change to the way preschool is offered. This will have implications for some of our site based practices such as Funky Fridays and excursions. Hopefully it will also provide some great opportunities for children such as access to preschool sooner and longer in Reception.

2022 has been a great year for the children, families and educators at Cumberland Kindergarten. We look forward to 2023 with renewed enthusiasm and energy as we return to some 'normality' following Covid.

## Governing council report

What a fun filled and exciting year 2022 was for the Cumberland Preschool Kindergarten children and families, thanks to the amazing efforts of the staff team. Although Covid still had an impact, the team took every measure to minimise that impact and kept families up to date with all changes. Governing Council were involved in multiple conversations around options for family involvement as Covid restrictions shifted and changed, to assist in decision making throughout the year and to provide feedback for consideration in 2023 planning.

Parents had the opportunity to be involved in the many amazing special events throughout the year, including the excursions to Wittunga Botanic Gardens and Kuitpo Forest, a theatre performance, and the Colour Run. There were also three parent dinners throughout the year providing opportunities for connections with other parents and staff.

The ever-popular tea towel sale was the primary fundraising for the year, with additional fundraising being through the People's Choice Lottery. One Zoom meeting was successfully held, when necessary, but for most of the year the Governing Council were able to meet in person at the kindy, providing the additional opportunity to see the inside of kindy and some of the great work our children had created.

By far the biggest project backed by Governing Council was the changing of the kindy logo. With the help of our Governing Council Treasurer's connections, new logo options were designed and brought to the staff team and Governing Council for feedback. The logo that was selected represents Cumberland Kindy on multiple levels, reflecting local flora and representing the kindy children being surrounded by the adults who support them, all within the letter C for Cumberland. The logo will provide a fresh new look that fits with all of the things that make Cumberland kindy the amazing place it is for children and families.

We will have fond memories of the kindy year and wish all new families all the best in 2023.

# Preschool quality improvement planning

Goal 1: To strengthen children's mathematical thinking through a focus on pattern awareness

Challenge of Practice: If we as educators intentionally provide a range of opportunities both inside and outside for children to notice and explore pattern then their mathematical thinking will be strengthened.

Outcomes: Our team of educators brainstormed areas where learning about pattern can be incorporated into curriculum, eg. music, literacy (texts), nature, etc to use as a basis for our planning. We then planned and implemented learning experiences on patterning for the children to engage in. One educator attended numeracy PD related to patterning and then shared her learning with the team. We conducted an audit of the numeracy resources and purchased a number of books that support learning about pattern. In Terms 1 & 3 we used a 'traffic light' tracking proforma that combined the QIP Success Criteria and the Literacy & Numeracy Indicators, to document children's progress. Every child showed growth in each area, either moving from red to yellow or green, or from yellow to green. We discussed those children who began on green in Term 1 and how they had still shown improvement through being stretched and challenged. Parents were given numeracy handouts during Parent Teacher Conversation meetings to explain numeracy at a preschool level and make suggestions of how to support this at home.

Goal 2: To strengthen children's literacy foundation skills through phonological awareness

Challenge of Practice: If we as educators intentionally provide a range of opportunities for listening based experiences then their phonological awareness skills will be strengthened.

Outcomes: Our team accessed professional learning on phonological awareness through Lisa Burman to establish a shared understanding amongst the team to help guide our work throughout the year. We worked collaboratively to create a literacy agreement to help define what we think literacy looks like at our centre and how we support children's learning in this area. This was shared with families. In Terms 1 & 3 we used a 'traffic light' tracking proforma that combined the QIP Success Criteria and the Literacy & Numeracy Indicators, to document children's progress. Every child showed growth in each area, either moving from red to yellow or green, or from yellow to green. We discussed those children who began on green in Term 1 and how they had still shown improvement through being stretched and challenged. Parents were given literacy handouts during Parent Teacher Conversation meetings to explain literacy at a preschool level and make suggestions of how to support this at home. A label was also attached to the children's library bags to provide parents with further information about how to engage in reading experiences with children and things they could try at home.

One of our staff participated in the Music Education Strategy (MES) training and development program. After each session she shared her learning with the team. This helped with our work across both goals for improvement as we could relate aspects to both patterning and phonological awareness. The MES team also created a series of videos of music sessions to support phonological awareness, which we used in group time sessions with the children. The videos were great professional learning for our staff team and the children were really motivated and highly engaged during these sessions. They could often be overheard singing the focus songs at other times during the day. After the success we had this year in developing children's phonological awareness, we intend to expand our use of these video clips in 2023 with the new cohort of children.

## Enrolment

| Year | Enrolment by Term |        |        |        |
|------|-------------------|--------|--------|--------|
|      | Term 1            | Term 2 | Term 3 | Term 4 |
| 2019 | 54                | 54     | 52     | 52     |
| 2020 | 54                | N/A    | 52     | 51     |
| 2021 | 53                | 53     | 53     | 54     |
| 2022 | 55                | 55     | 55     | 55     |

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

## Attendance

|             | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2019 centre | 92.8%  | 90.2%  | 91.1%  | 95.0%  |
| 2020 centre | 96.3%  |        | 82.4%  | 92.3%  |
| 2021 centre | 92.9%  | 88.0%  | 91.2%  | 91.2%  |
| 2022 centre | 90.6%  | 41.7%  | 87.0%  | 91.2%  |
| 2019 state  | 90.8%  | 88.2%  | 86.8%  | 87.6%  |
| 2020 state  | 89.8%  | 83.6%  | 86.2%  | 87.2%  |
| 2021 state  | 88.6%  | 86.5%  | 88.6%  | 85.6%  |
| 2022 state  | 84.9%  | 79.8%  | 80.3%  | 77.5%  |

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

\*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

Attendance dipped at various points throughout the year due to absences related to illness and extra vigilance around Covid-19 symptoms. When children were unwell they often missed a full week of kindy rather than just one day, particularly if parents were awaiting results from Covid-19 swabs. We had a number of children who did not access their full entitlement of 15 hours of preschool under Universal Access, eg. don't attend their extra session per fortnight. Parent reasons for this include children being in childcare for full days, or some days are family days spent with grandparents or other extended family members. Other parent explanations for general non attendance include tiredness, illness or family reasons, lack of transport and inclement weather for walking their children to preschool. Parents were encouraged to contact the kindy to inform us of absences and the reasons. Persistent unexplained non-attendance was followed up with families via phone or email.

## Destination schools

| Feeder Schools (Site number - Name)        | 2019  | 2020   | 2021   | 2022  |
|--------------------------------------------|-------|--------|--------|-------|
| 723 - Colonel Light Gardens Primary School | 35.3% | 34.6%  | 20.8%  | 52.0% |
| 127 - Edwardstown Primary School           | 94.1% | 100.0% | 108.3% | 92.0% |
| 475 - Westbourne Park Primary School       | 39.2% | 46.2%  | 45.8%  | 36.0% |

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

## Destination schools comment

The children transitioned to 10 different primary schools. The greatest portion, at 36% went to Edwardstown Primary School. We have worked hard to cultivate a strong relationship with the Reception teachers and leadership team at Edwardstown. The next largest group of children at 27% went on to Colonel Light Gardens Primary, closely followed by 20% to Westbourne Park Primary. The remaining 13% of children were enrolled at various public and private schools throughout Adelaide, selected by parents for the educational focus or location.

# Family opinion survey summary

In Term 3 2022 the Parent Opinion Survey was distributed to 55 families.  
24 families chose to respond to the survey.  
The overall feedback was positive in all four areas of the survey.

1. Quality of teaching and learning. Responses ranged from agree to strongly agree, with most respondents strongly agreeing.  
"Lots of effort and thought gone into excursions and the lead up to them and preparing the children. Really listen to the children and adopt learning to their interests and strengths/needs"  
"Teachers are all supportive and kind and seem genuinely interested and invested in the children"
2. Support of learning. Responses ranged from neutral to strongly agree with the majority of responses strongly agree.  
"Lots of opportunities for learning and varied experiences. Routine and what to expect of the children is well expressed and the children appear to respond well to it"  
"Our child has greatly enjoyed their time at Cumberland. They like their teachers, the environment and the programming at Cumberland"
3. Relationships and Communication. Responses ranged from neutral to strongly agree with the majority of responses strongly agree.  
"Cumberland is a very welcoming kindy! There is a good sense of community and a great culture"  
"Facebook page and newsletter are very informative and useful to keep up to date. Communication (written and verbal) is always very clear and thorough and appreciated. Lots of feedback about learning and lots of time and effort put into children's learning journey books"
4. Leadership and Decision Making. Responses ranged from neutral to strongly agree with the majority of responses strongly agree.  
"As a part of the governing council I have had a great time being a part of the leadership the kindy"  
"Cumberland Kindy has the best leaders of our little people and they have formed great bonds over the year. My little person loves that the teachers are involved in the activities with the kids and often says what they did together during the day"  
"Cumberland kindy is run by a very effective educational team. They are organised, approachable and responsive"

## Relevant history screening

All Educators, Governing Council members, volunteers, work experience students, cleaners etc are required to have a current Working With Children Check (WWCC) from DHS. Copies of certificates are kept on file for staff to access. WWCC are checked for expiry dates. Parents who joined the Governing Council undertook online training in Responding to Risks of Harm, Abuse & Neglect (RRAN-EC).

## Financial statement

| Funding Source       | Amount    |
|----------------------|-----------|
| Grants: State        | \$452,585 |
| Grants: Commonwealth | \$0       |
| Parent Contributions | \$41,610  |
| Other                | \$4,604   |

## 2022 Preschool annual report: Improved outcomes funding

| Improved outcomes category (where applicable to the site)                          | Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*                                                                                                                                                                                                                                                                                                                                                    | Outcomes achieved or progress towards these outcomes:                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved outcomes for numeracy and literacy                                        | For educators to build their knowledge and understanding of literacy and numeracy goals in the 2022 QIP. Funding was used to send staff to numeracy related professional development on patterning and training provided by the Music Education Strategy to support the development of children's phonological awareness. It also enabled part time staff to attend our pupil free day and our whole team to learn together and have shared awareness of and goal for children's learning conversations. | Educators were able to further develop their own learning and understandings of patterning and phonological awareness and as a result more effectively support the children's learning and development in both key areas of literacy and numeracy that were the focus of our QIP for 2022. |
| Inclusive Education Support Program                                                | Funding was used to pay for additional ECW hours to support a child to ensure they were able to access all areas of the curriculum safely. Another ECW was funded for 3 hours per week to provide speech support to two children. These children were monitored by the DfE Speech Pathologist who supplied a preschool and family home program.                                                                                                                                                          | The first child made steady progress throughout the year across all EYLF outcomes. The other children showed significant improvement in their speech development with intensive support to work on their individual programs.                                                              |
| Improved outcomes for non-English speaking children who received bilingual support | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NA                                                                                                                                                                                                                                                                                         |

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.