



Cumberland Preschool Kindergarten Inc

2017 Annual Report to the Community



Cumberland Preschool Kindergarten Inc Preschool Number: 4639

Partnership: Mitcham Plains

Name of Preschool Director:

Melissa Slater

Name of Governing Council Chair:

Belinda Pfeiffer

Date of Endorsement:

28/02/18

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 easy walking distance. The preschool is well maintained with a small but pleasant outdoor learning environment, including a shaded verandah and interesting nature play areas. The centre has a maximum capacity of 33 children per session. In 2017 children attended full days Group A Mon, Wed, 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 of the families that access our centre. There are also a number of cultures represented in our families, including Indian, Pakistani, Chinese, Indonesian, Greek, Aboriginal, Nepalese and Korean.

Cumberland Kindergarten experienced some staffing changes this year. Melissa Slater continued in the role of Director, her final year of a 5 year appointment (with roll over for another 5 years). Honi Lovell went on maternity leave in Terms 3 & 4 and was replaced by Sally Sorrell. Kate Pickford continued as our 0.4 teacher, leading our 'Funky Friday' sessions with Nicole Christian. The 0.5 permanent ECW, Tracy Eatts was here for her 13th year. Karen Lord worked as the other 0.5 ECW. Natalie Thomas, and Keste Peek were employed for various hours to cover lunchtime and additional staffing with one group.

The highlights of 2017 included:

- * Excursions to Mitcham Library, Kuitpo Forest, Oaklands Wetlands, Hahndorf Farm Barn
- * Visitors to Kindy, including Sunny Sun Safe session, Burns prevention session, Anne Faulkner dance workshop, Edwardstown Primary school students musical performance, Ambulance and Police visits
- * Jason Tyndall from Nature Play SA as AGM Speaker
- * Borrowing animals from the Nature Education Centre
- * Development of loose parts play on lawn area
- * Staff participation in 'Transition Group' with local schools, meetings each term
- * Special events throughout the year including VIP Session, Kindy in the Dark
- * Staff attended Nature Play Conference
- * Living Eggs chicken hatching program
- * Family involvement in our program - Artventure, Eve's Mum Indonesian session, Amaya's grandparents cooking
- * Statement of Philosophy updated
- * Staff attended Reggio conference

Report from the Governing Council

* Fundraisers included the People's Choice Community Lottery, Tea Towels, Picture Plates & Nature Play SA Onesies.

Thank you staff & families for their support in making these fundraisers successful

* Governing Council discussed several current kindy policies & assisted in their updates. Thank you to Steve Johnson for work on this. We also provided feedback on the Priority of Access & Statement of Philosophy

* Governing Council supported staff in the continued upgrade to the Outdoor Learning Area, an exciting project that will offer children an even more exciting outdoor environment to encourage their learning and develop their imaginations. Those of us returning to Kindy with younger children look forward to seeing the finished product

* Thank you to those who attended the 'Grown Up' Dinners held this year. These were a great opportunity to get to know other families, chat with staff and enjoy a night out

* Our Director, Melissa Slater was offered another five years as Director. Mel has proven to be an excellent addition to our Kindy over her first five-year term and we are glad this will continue. Congratulations Mel, your commitment and contribution towards have proven you to be just what our community needs. We wish you all the very best with your upcoming maternity leave. We know that Kindy will be in good hands with Sally operating as Acting Director in your absence.

Thank you to the parents and caregivers who have committed time to the Governing Council during 2017. I hope you have enjoyed the opportunity to learn more about Kindy, be more involved in its management and develop closer relationships with staff. Governing Council would like to acknowledge all of the excellent teachers that have looked after our children in 2017. Thank you for caring for our children, encouraging their growth and supporting their transition to school.

Belinda Pfeiffer

Quality Improvement Planning

In 2017 we had 5 Improvement Priorities. Each is outlined below with achievements and recommendations for the following year. Improvement Priority 1: Nature Pedagogy and outdoor learning space. Achievements

- Educators attended Nature Play workshop with Angela Hanscom and International Nature Pedagogy Conference
- Introduction of loose parts play and use of RRR tool for critical reflection on children's play
- Quotes obtained for Stage 3 of the Outdoor learning area upgrade

Recommendations for 2018 - Continue nature play learning journey for staff through ongoing professional development

- Expand the loose parts play resources and learning opportunities
- Decide on which company to use for outdoor upgrade and proceed with work

Improvement Priority 2: Continuity of staff. Achievements

- Staff roster designed to provide consistency for children, staff & families helping everyone to develop stronger relationships
- Regular relief staff used to provide continuity for children, staff & families and staff became familiar with centre routines, policies and curriculum

- Effective communication with and between staff through the use of staff journal

- Honi replaced by Sally Sorrell during Terms 3 & 4 while on maternity leave

Recommendations for 2018 - Continue with a similar staff roster

- Sally Sorrell placed as Acting Director while Mel is on maternity leave

Improvement Priority 3: Parental engagement. Achievements

- Parent skills and asset register created and used during the year for support in specific areas
- Reported to families about the curriculum via the whiteboard, Facebook, Learning Journal, newsletter and term Curriculum Overview

- Requests made for specific support or volunteer opportunities, eg. excursions, cooking roster, or special events as well as general invitations to engage with their child with the curriculum. This resulted in using Artventure provided by Imogen's Mum, visits from Eve's Mum for baby bathing and an Indonesian cultural session, and Amaya's grandparents cooking soup

- New parent feedback survey created and distributed providing opportunities for more broad feedback, eg. comments sections rather than just ticking

- Family events held through the year were all well attended, eg. VIP Session, Kindy in the Dark, Grown Ups Dinners and End of Year Celebrations

Recommendations for 2018 - Continue to implement processes used last year to involve families in the curriculum

- Hold a range of family events to invite parents into the centre to see children's learning at times other than regular sessions

Improvement Priority 4: Peer to peer professional development Achievements

- Some sharing of skills and resources amongst staff, eg. recommending online resources, sharing learning from training and development

- Karen (ECW) took responsibility for running some relaxation sessions for the children

- Staff training session in use of the Interactive Touchscreen

Recommendations for 2018

- Continued opportunities for learning from and with each other, especially as there will be new staff to the team
- More formal processes for sharing learning from training and development, eg. sharing a summary or notes at staff meeting.

Achievements

- Staff attended Mitcham Plains Preschools Partnership Pupil free day workshop with Deb Lasscock focusing on data (as determined by Directors)

- Staff incorporated number and measurement into the focus on data

- Children's learning was recorded through photos, work samples, observations and the Learning Journal

Recommendations for 2018 - Educators continue to access professional development on numeracy and using the Indicators - Work with Partnership colleagues to explore focus area.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	53	55	57	56
2016	63	65	65	65
2017	65	66	64	63

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

At the start of this year our enrolments were increased slightly on 2016 and we reached capacity in Term 2. Our numbers then decreased due to families moving from the local area, interstate and even overseas. Due to our hard work over the last six years in improving the centre's reputation within the community, Cumberland Kindergarten has become a centre of choice. This will be impacted in 2018 when enrolments will be drawn initially only from our local catchment area. At present, numbers are predicted to be significantly lower than this year.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	93.5%	87.5%	97.5%	76.6%
2016 Centre	95.8%	95.0%	85.7%	87.9%
2017 Centre	93.4%	92.6%	92.1%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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.

Attendance Comment

Attendances in Term 1 & 2 this year were slightly decreased on last year, however Term 3 was higher than last year. The centres attendance levels were again maintained at levels well above the state averages. There are still a number of children who do not access their full entitlement of 15 hours of preschool under Universal Access, eg. don't attend their extra day per fortnight. Parent reasons for this include children being in child care 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 (including taking holidays outside of term breaks), lack of reliable family transport and inclement weather for walking their children to preschool.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0127 - Edwardstown Primary School	32.6%	43.1%	48.4%
0156 - Goodwood Primary School	2.3%	0.0%	0.0%
0270 - Mitcham Primary School	0.0%	1.7%	4.7%
0448 - Upper Sturt Primary School	0.0%	0.0%	1.6%
0475 - Westbourne Park Primary School	44.2%	27.6%	29.7%
0548 - Black Forest Primary School	0.0%	0.0%	1.6%
0723 - Colonel Light Gardens Primary School	14.0%	6.9%	6.3%
0952 - Clapham Primary School	0.0%	1.7%	0.0%
1017 - Glenelg Primary School	2.3%	0.0%	0.0%
1226 - Craighburn Primary School	0.0%	1.7%	0.0%
8387 - Sunrise Chrstn Schl:Mrn Campus	2.3%	1.7%	1.6%
8424 - Bethany Christian School Inc	0.0%	3.5%	0.0%
9007 - St Peter's Woodlands Grammar School	0.0%	0.0%	1.6%
9017 - St Therese Primary School	2.3%	1.7%	3.1%
9045 - St Anthony's Catholic Primary School	0.0%	5.2%	0.0%
9070 - St Bernadette's School	0.0%	1.7%	1.6%
9098 - Concordia College - St John's Campus	0.0%	3.5%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Destination Schools Comment

Cumberland Kindergarten continues to have a large range of different feeder schools including both public (92.3%) and private (7.9%), which is a significant decrease in the numbers attending private schools than last year. Once again this year there has been an increase in the number of enrolments for Edwardstown Primary and Westbourne Park Primary but with a marginal decrease for Colonel Light Gardens Primary. Perhaps this is a reflection of stricter zoning by the primary schools. This year also saw an increase in children enrolling at Mitcham Primary.

Client Opinion Summary

This year we conducted a modified Parent Feedback Survey (based on the DECD one and as used by other kindergartens) with all families being offered the opportunity to participate. We had 27 respondents, so 42% of families. The overall satisfaction level with the kindergarten was high with the majority of responses in each area being "strongly agree" or "agree". A small number of "neutral" responses occurred within the 'Support of Learning' and 'Relationships' areas. We received a lot of positive feedback with regard to the quality of program offered, staff and the facilities, particularly our outdoor environment. Some of these comments are listed below:

"The staff go over and above and beyond!!"

"All of the extra activities and education and learning presents so many amazing opportunities that I'm sure the children will not get elsewhere (eg. celebrating significant events). Must take a lot of extra effort for teachers but we are so grateful!"

"The various means of communication are much appreciated so that we don't forget or miss anything"

"Thank you to the wonderful staff and making my child feel safe and happy in this environment"

"Excellent preschool and couldn't be happier - wonderful staff who are engaged and approachable. Lovely outdoor space"

"I think you are doing a great job and it seems to be constantly improving and changing"

"It's a lovely kindy with great staff who are all caring and passionate about the kids. My child loves going which makes it easy as a parent!"

"It's the best kindy ever!!!" (one of the children's comments)

"The staff are the best team we could have asked for, the facilities are perfect and my child is flourishing"

"Love the concept of nature play, letting my child explore on his own but still have fun learning the basics".

DECD Relevant History Screening

Staff, volunteers and visitors received information through induction processes and packages about their requirements in providing current relevant history screening when entering the site. Parents who joined the Governing Council undertook training in Responding to Abuse & Neglect (RAN). Relief staff have their Authority to Teach letter filed and kept on site for reference. A DCSI spreadsheet is maintained on the computer.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$421,423.69
2	Grants: Commonwealth	
3	Parent Contributions	\$43,479.60
4	Other	\$5,646.62

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was used to support staff to participate in training and development in the use of the Indicators of Literacy & Numeracy and how these relate to children's learning and development and reporting on this to families.	Observations of children's development was recorded against the Indicators and Statements of Learning at the end of the year contained reporting on the Indicators
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	DECD Intervention and Support Programs have been provided for children with disabilities. During 2017, 8 children were referred to DECD Support Services. 6 of these children received between half and hour (for speech support) up to 6 hours (for a child with ASD). Most of these children were monitored by the DECD Speech Pathologist who supplied a preschool and family home program.	Children were able to have support to work on individual goals and to help them engage more deeply in the curriculum.
Improved outcomes for children with additional language or dialect	No funding received	

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.