



# Cumberland Preschool Kindergarten Inc

## 2021 annual report to the community

Cumberland Preschool Kindergarten Inc Number: 4639

Partnership: Mitcham Plains

Signature

Preschool director:

Mrs Melissa Slater

Governing council chair:

Leah Wright

Date of endorsement:

6 March 2022



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.

The kindergarten experienced some staffing changes this year. Melissa Slater continued in the role of Director at 0.8, Maria Carbone back filled Mel one day a week as Director and worked as 0.6 teacher. We welcomed back Honi Lovell from maternity leave as 0.6 teacher. Kate Pickford worked in a 0.4 teaching role. There were 2 ECWs, Natalie Thomas and Victoria Swallowe.

Covid-19 continued to present many challenges, including varied attendance, cancelled excursions, changes to our program, increased cleaning and extra vigilance around health and hygiene, cancelled face to face meetings and professional development, social distancing, lockdowns, learning from home and other restrictions. However, we were also 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 2021 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. It is something we will repeat next year with some minor adjustments. We also enjoyed excursions to Kuitpo Forest, and Belair National Park. 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 underwent some changes to our outdoor learning environment, including the redevelopment of our mud play space, rejuvenation of the vegetable garden and installation of a bench seat for waiting near the swings and sandpit storage boxes. As a special tribute to Tracy Eatts, our Early Childhood Worker who passed away at the start of 2020, 14 metal squirrels were installed throughout the garden. Tracy had a love of squirrels and this installation represents her years of service at the kindy.

## Governing council report

2021 was a whirlwind of a year at Cumberland Park Preschool Kindergarten! Much of the year was spent with educators, parents and, of course, the children managing the many Covid updates. The team at Cumby Kindy were great at communicating the changes when necessary as well as ensuring the utmost safety when restrictions were relaxed a bit to let us parents enter the site and see our little ones in action!

The Governing Council had great engagement this year with consistent and enthusiastic attendance. Fortunately, we were able to meet face to face on a regular basis which was lovely and lots of fun. Governing Council backed some great initiatives put forward by the staff including the wonderful work to upgrade the flooring inside the centre, installing new blinds on the verandah and a new and improved office layout. We even said yes to a new Ipad for capturing those great moments in class and providing another tool for education (eg. A medium for art). We were also privy to the incredible work the team does behind the scenes to create and elevate experiences for the children, including the development of a Reconciliation Action Plan.

On the fundraising front, we had plenty of success with sales from the beautiful tea towel that the children designed, as well as the People's Choice Lottery, and of course the Bunnings Edwardstown Sausage Sizzle which was a fun day had by all.

Finally, the social calendar was also full, with all three parent evenings and the Christmas Concerts back on and well attended. There is such a great community spirit at Cumby Kindy which was evident in how many volunteers were willing to help at the amazing excursions such as nature play in Kuitpo Forest, Belair National Park, and Wittunga Botanic Gardens and the Colour Run! Thanks to the Cumby team for giving our children the best opportunities to become independent, resilient, and ready to take on school. Good luck to all in 2022!

Leah Wright

# Preschool quality improvement planning

Goal: Improve children's literacy and numeracy skills with a focus on mark making

Challenge of Practice: If we intentionally plan for mark making opportunities focussing on a balance of literacy and numeracy areas, then we will see growth in all children's literacy and numeracy skills

Action: Develop educators understanding of mark making and how we can link it with nature pedagogy through professional development, webinars, shared reading and discussions,

- We invited Jason Tyndall from Nature Play SA to speak at the AGM about literacy and nature play, which set the tone for our learning for the year. Through staff discussions, pupil free days and personal readings we introduced new ideas around what literacy looked like and how this could be offered in non-traditional ways to support children's learning in the spaces they like to play, eg. providing clipboards outdoors. We also explored different writing tools and offered them to children, eg. access to chalk outside everyday, highly desired glittery 'teacher pens'.

Action: Explore the language that we use around mark making and include that in our programming, explicitly teach these to the children

- We discussed the difference between letters, numerals and symbols with the children when mark making to help them understand and distinguish between them. This was incorporated into large group learning, small group sessions or spontaneously during play.

Action: Notice children's pencil grip and record at the start and end of the year

Action: Identify the stages involved in mark making and how we can scaffold children's learning in these areas

- We used our new ipad to photograph every child completing a portrait drawing and name writing task early in Term 1. We noted their hand preference and pencil grip. This task was repeated in Term 4 and then the data compared. We found it interesting to note in Term 1 how some children changed their hand preference based on whether they were writing or drawing. By the end of the year every child had improved their pencil grip; some more than others but each showed a degree of progression.

- We developed educators understandings of the stages of mark making thru looking at diagrams, collecting a variety of children's mark making examples and discussing the child's stage of development. We planned specific tasks to support children's mark making skills and continued to collect work samples throughout the year. This process highlighted how a child's pencil grip impacts on their ability to develop increasingly representational marks/drawings.

Action: Document the children's learning and educators observations using the Literacy & Numeracy Indicators

- 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 whom began on green in Term 1 and how they had still shown improvement through being stretched and challenged.

Action: Share with families including strategies for home

- The pencil grip portrait task was shared informally with parents through displays on the wall and visual documentation in children's Learning Profiles. Parents were given literacy and numeracy handouts during Parent Teacher Conversation meetings to explain these learning areas at preschool level and make suggestions of how to support this at home. During a mid year Covid lockdown we sent families information about handwriting, and supporting children with their name writing. We provided each child with a laminated name card and whiteboard marker to encourage them to practice mark making/name writing at home.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	50	51	49	49
2019	54	54	52	52
2020	54	N/A	52	51
2021	53	53	53	54

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
2018 centre	93.1%	92.8%	91.2%	86.5%
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%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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 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, 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)	2018	2019	2020	2021
723 - Colonel Light Gardens Primary School	16.0%	17.7%	17.3%	10.4%
127 - Edwardstown Primary School	38.0%	47.1%	50.0%	54.2%
270 - Mitcham Primary School	0.0%	2.0%	1.9%	4.2%
475 - Westbourne Park Primary School	34.0%	19.6%	23.1%	22.9%

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 2021 collection.



## Destination schools comment

The children transitioned to 10 different primary schools. The greatest portion, at almost 50% 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 went on to Colonel Light Gardens Primary, closely followed by Westbourne Park Primary. The remaining children were enrolled at various public and private schools throughout Adelaide, selected by parents for the educational focus or location. Many parents found the process of school selection daunting given that there was limited access for Principal Tours due to Covid-19.

## Family opinion survey summary

In Term 3 2021, The Preschool Parent Survey was distributed to 54 families of which 26 responses were received. Overall the feedback was very positive in all 4 areas of the survey with most families responding with "agree or strongly agree" to each question, a few answered in the "neutral" column and an occasional response as disagree. The recurring theme this year as an area for growth related to parents being informed about their child's learning, and limited opportunities for parental involvement. These same areas seem to re-present as issues each year but many parents attributed this to the challenges of Covid and limited opportunities for parents to enter the site. We will continue to strive to find new ways to connect with families and support them to feel involved and informed. Parent written comments were very positive in all 4 areas. Some of these comments were:  
'My child is happy and feels supported and has had a great year in 2021, despite it being a tough year with Covid issues. Teachers did a great job this year'.  
'I am very much satisfied from the teaching methods and happy to see the teachers involvement in my child's learning'.  
'I love the focus on nature play! The staff are excellent. I have been very happy with Cumberland Kindy'.  
'Amazing kindy and our family has had a great experience this year with them! Thank you so much!'

## 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 Abuse & Neglect (RAN).

## Financial statement

Funding Source	Amount
Grants: State	\$492,493
Grants: Commonwealth	\$0
Parent Contributions	\$41,165
Other	\$5,985

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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 2021 QIP. Covid-19 meant attendance at external professional development could not occur. Therefore professional development occurred through regular staff meetings and site based pupil free days. Funding allowed part time staff to attend and our whole team to learn together and have shared conversations.	Educators have made good progress in their knowledge/understanding of fine motor skill development, stages of mark making and how this relates to numeracy.
Inclusive Education Support Program	One child received Extensive Support funding. One-on-one support to ensure this child was able to access all areas of the curriculum safely. Our site also funded some of these hours as the allocated hours were not enough to ensure the health and safety of this child at all times.	This child made steady progress throughout the year across all EYLF outcomes.
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.