



# CAS Preschool

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2025-2026 PARENT  
**INFORMATION**





## 2025-2026 LEADERSHIP AND EDUCATORS

<b>Cummins Area School Principal:</b>	Mel Degner
<b>Site Coordinator &amp; Early Childhood Teacher:</b>	Dinah Lance
<b>Early Childhood Educator:</b>	Kerry Bosisto
<b>Lead Teacher Rural Care:</b>	Kerry Cabot
<b>Preschool Educators</b>	Holly Rowett (SSO) Leesh Laube (SSO)

### CONTACT INFORMATION

<b>Mobile:</b>	0439 793 808
<b>Phone or Fax:</b>	(08) 8676 2272
<b>Address:</b>	8 McFarlane Street, Cummins 5631 (Located on the corner of McFarlane Street & Phillips Street. Entrance located at car park on McFarlane Street.)



## **CUMMINS RURAL CARE AND PRESCHOOL PHILOSOPHY**

- We are inclusive of the whole child and value what each family brings to our centre.
- We respect all cultural differences; Australian, aboriginal and Torres Strait Islander cultures are acknowledged and valued.
- We believe strong relationships are built through effective communication between children, staff and families. We embrace connecting with our community.
- We believe that through meaningful play collaborations children will continue to grow.
- As educators we will provide engaging intentional and spontaneous play opportunities.
- Educators are engaged professionally to further their love for learning. We continually reflect on our practice to improve the quality of care for our children.



## **WELCOME TO CUMMINS AREA SCHOOL PRESCHOOL**

We hope that your time with us is enjoyable and rewarding. We aim to offer the best in education and care for your child. The staff team are always available to answer any questions or respond to any concerns you may have during the initial orientation process and beyond. Please do not hesitate to approach any team member at any time. Take the time to read this handbook, as it will help you to gain an insight into our philosophy, goals, curriculum, policies, and routines.

Our aim is to identify and help the individual needs of children and their families by providing a positive, stimulating, challenging, and exciting educational environment whilst implementing our curriculum around The Early Years Learning Framework for Australia. In all our programming and planning. This framework is based around the following five learning outcomes.

- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world
- Outcome 3: Children have a strong sense wellbeing
- Outcome 4: Children are confident and involved learners
- Outcome 5: Children are effective communicators

### **Preschool Session times**

Your child is entitled to 15 hours of preschool education each week. Cummins Preschool offers these hours on Tuesday, Thursday, which are full days and every Wednesday morning (8:45-10:45am).

Please be mindful of the Preschool session times (8:45am-3:15pm) when making drop offs or pick-ups. It is paramount that parents/caregivers wait with their child, prior to the beginning of session times, as staff are involved in meeting buses and setting up the preschool learning program and cannot offer complete supervision for children if they arrive early.

### **Fees**

At the beginning of each school year, you will be invoiced for your child's preschool year. Payments can be made to the school finance officer, in full, or by an arranged payment plan if required.

### **Absences**

If your child will be absent from Preschool, please send a text message to the staff on 0439 793 808 and inform us of the reason for absence (family reasons or illness).

### **Closure Days**

Preschool has an allocation of one student free day per term, this a day that preschool will not operate to allow all educators to undergo professional development that supports our ongoing improvement. A period of 4 weeks notice is given to allow time for you to make alternative care arrangements if needed for your child.

## PRESCHOOL ROUTINE

Time	Task/ Activity	Description
<b>8.45am</b>	Children arrive at preschool. <ul style="list-style-type: none"> <li>Unpack bags</li> <li>Sign in (parents and children)</li> </ul>	<ul style="list-style-type: none"> <li>Centre is open. Children and families are welcomed as they enter. Educators communicate with parents/caregivers about important information.</li> <li>Parents to sign child in at the table and apply sunscreen if necessary.</li> <li>Children are encouraged to unpack their own bags (water bottle in basket and lunchbox in the fridge).</li> <li>Children sign in (developing name and letter recognition fine motor skills and hand eye coordination).</li> <li>For bus children an educator will meet the bus at the school collect and walk children to preschool.</li> </ul>
<b>9.10am</b>	Inside/Outside Activities	<ul style="list-style-type: none"> <li>Children encouraged to play inside until the bus children arrive and are unpacked. Activities are set up based on interest needs and development.</li> </ul>
<b>9.50am</b>	Welcome Mat time Toileting & Fruit time	<ul style="list-style-type: none"> <li>A 5-minute warning followed by the Tambourine ringing by the helper of the day to gather children on the outside group mat.</li> <li>All children participate in singing the Good Morning Song/Acknowledgment of Country.</li> <li>Split into 2 groups Mid year and January groups for inquiry discussion.</li> <li>Through games and rhymes are asked to use the bathroom and collect their Lunch boxes &amp; water bottles. All children eat their health snack together on the group time mat and engage in a story and questions to develop pre literacy and oracy skills.</li> </ul>
<b>10.30am</b>	Inside/Outside Activities	<ul style="list-style-type: none"> <li>Children may choose to play inside or out and help to set up meaningful learning opportunities. Experiences are set up based on interests needs and development.</li> </ul>
<b>11.50am</b>	Large Group time Sunscreen & toileting	<ul style="list-style-type: none"> <li>A 5-minute warning is issued followed by the Tambourine ringing by the helper of the day to gather children inside to the group time area.</li> <li>Pack up song is played as children and educators pack up /reset inside ready for group time.</li> <li>Educator facilitates group time based on either or a combination of following a line of inquiry based on children's interest, Literacy or Numeracy task.</li> <li>Sunscreen applied and children encouraged to use the bathroom. Hands washed.</li> </ul>
<b>12.20pm</b>	Lunch	<ul style="list-style-type: none"> <li>After hand washing children collect lunch box, water bottle, and find place to sit at the wooden outside tables.</li> </ul>
<b>12.45pm</b>	Relaxation/Yoga/Indoor activities	<ul style="list-style-type: none"> <li>After eating and packing away their lunch boxes, children find a towel, gather on the floor, and participate in relaxation activities. (Yoga/Relaxation/music)</li> <li>Children move from relaxation to indoor experiences to allow time to rest and educator breaks to finish before going back outside.</li> </ul>
<b>1.10pm</b>	Indoor/Outdoor Play	<ul style="list-style-type: none"> <li>Children may choose to play inside or out and help to set up meaningful learning opportunities. Experiences are set up based on interests needs and development.</li> </ul>

<b>2.15pm</b>	Packup indoor/outdoor Toileting & Afternoon Tea	<ul style="list-style-type: none"> <li>• A 5-minute warning is issued followed by the Tambourine ringing by the helper of the day to gather children inside to the group time area inside.</li> <li>• The pack up song is played educators and children pack up indoor and outdoor experiences.</li> <li>• Once tidied children are encouraged to use the bathroom, wash hands, collect their lunch box, and water bottle then find a place to sit at the outdoor tables.</li> <li>• Once finished children asked to pack up their own belongings into their bag.</li> </ul>
<b>2.45pm</b>	Outside play & Activities	<ul style="list-style-type: none"> <li>• Children are encouraged to play outside engaging with educator in gross motor activities, games and play on the play equipment.</li> </ul>
<b>3.00pm</b>	Group time 3	<ul style="list-style-type: none"> <li>• Final ring of the tambourine once pack up is finished. Teacher to lead story, songs or turn taking games. Finish the day singing the Good Afternoon Song.</li> </ul>
<b>3.10pm</b>	Children to Buses	<ul style="list-style-type: none"> <li>• Teacher calls out the list of children catching buses. They are offered going to the toilet before walking together to the school bus stop. Teacher to ensure all children are on the right buses and waits until all bus drivers arrive/ children collected.</li> </ul>
<b>3.15pm</b>	Home Time	<ul style="list-style-type: none"> <li>• Preschool teacher continues with the remainder of children, engaging in a game / song / story before farewells.</li> </ul>

### WEDNESDAY ROUTINE

<b>8:45am</b>	Children arrive at preschool	<ul style="list-style-type: none"> <li>• Centre is open, Routine as per Tuesday &amp; Thursday</li> </ul>
<b>9:10am</b>	Inside/Outside Activities	<ul style="list-style-type: none"> <li>• Children encouraged to play inside until the bus children arrive and are unpacked. Activities are set up based on interest needs and development.</li> </ul>
<b>9:50am</b>	Welcome Mat. Toilet & Healthy snack	<ul style="list-style-type: none"> <li>• A 5-minute warning followed by the Tamborine ringing by the helper of the day to gather children on the outside group mat.</li> <li>• All children participate in singing the Good Morning Song/ Acknowledgment of Country.</li> <li>• Children eat morning tea</li> </ul>
<b>10:30am</b>	Large Group Time	<ul style="list-style-type: none"> <li>• A 5-minute warning is issued followed by the Tamborine ringing by the helper of the day to gather children inside to the group time area.</li> <li>• Pack up song is played as children and educators pack up /reset inside ready for group time.</li> <li>• Educator facilitates group time music and movement developing concepts of beats and rhythm.</li> <li>• Goodbye song</li> </ul>

*\*\* Our daily routine is flexible and interchangeable. Group times are very dependent on the children's ability to sit and focus for periods of time, educators make judgments regarding the length of these times. The start of the year will look quite different to the end\*\**



## SITE SERVICES

### Preschool:

The mid- year intake will begin for preschool from 2023, which means children who turn 4 years of age:

- Before 1 May continue to start at the beginning of the year.
- From 1 May to 31 October start preschool, day 1, term 3 of the year.
- After 31 October start preschool at the beginning of the following year.

Preschool days are offered on Tuesday, Thursday, and every Wednesday morning (8:45-10:45am).

Support is provided for children with additional needs.

### Rural Care:

Rural Care is as an integrated service, birth- 5 years, and offers out of school hours care. The service operates Monday-Friday, 8:00am-6:00pm. Morning sessions run from 8:00am- 1:00pm and afternoon sessions run from 1:00pm-6:00pm.

### Library:

The Cummins Community Library is on our school site. The Preschool regularly visits the library during the term; however, we do not encourage borrowing during this time. You are welcome to visit with your child/children to borrow books and resources. We would like you to encourage your child's love of books by making use of the library.

### Settling in:

Some children need a lot of reassurance to settle into preschool, while others throw themselves whole-heartedly into activities straight away. There is no right or wrong, every child is unique. We recognise that parents know their own child/children best, and staff will support you to develop a suitable system of separation. Please make sure that you always say goodbye to your child when you leave. It is vital that we work together to build trusting relationships.

At Preschool we strongly encourage children to be responsible for their own bags and belongings. It is important to let your child put their own belongings away at the beginning of the day so that they know where to find their fruit, drink bottle, etc.

***Communication is important. Please ensure to keep staff informed of changes in contact details, telephone numbers and emergency contacts.***

## SPECIAL SERVICES

Cummins Preschool has access to the following services:

- Speech Therapist
- Psychologist
- Social Worker
- Special Support Staff.

If you think your child may require any of these services, please see the co-ordinator. We will liaise with Child and Youth Health Services (CAYHS) about 4-year-old health checks and provide information about how you are able to access this service.

## CURRICULUM & REPORTING

Staff program termly and weekly, based on the interests and learning needs of the children. Staff use the Early Years Learning Framework and the Literacy and Numeracy indicators and the Child Protection Curriculum to plan for learning.

Staff evaluate the program each day/week to ensure it reflects the interests and needs for the children. We welcome and seek parent participation and involvement in our program.

This years Educator inquiry question is, How do children Communicate their mathematical thinking using mark making (play)? We are also researching what questions support children to share their mathematical thinking. Our closure days will be spent engaging and reflecting on professional development with David Gilkes and Inquiry consultant and Penny Cook a Facilitator from Gowrie training Centre as we refine tools and educator practice in using the planning cycle.

Records of your children's learning and development are collected when your child starts at the centre, parents are asked to fill out a profile regarding their child's strengths and interests, areas that may need further development and any specific information that will assist with individual planning.

At Preschool, staff spend time talking to children and observing their play, their interactions with others, and noting their interests and needs. The observations and the information collected enable staff to formulate an Individual Learning Plan for every child through the lense of the inquiry question. This is referred to when planning and programming and shared with parents. Staff use pedagogical documentation to track and monitor children's progress. Pedagogical documentation involves working with the children, investigating matters of interest to them, and using a range of methods to observe children and capture their learning. Staff also continue to record observations about children's social interactions, physical skills, language, speech and vocabulary development and their participation in play and activities.

**In Term 1 &3 of your child's preschool year,** parents are given the opportunity to attend a parent teacher interview which is a very informal conversation about any observations collected or concerns that need to be addressed by educators or parents.

In the child's final term of preschool, a *Statement of Learning* is compiled by staff and presented to parents with a copy going to the school your child will be attending.

### Numeracy Indicators



### Literacy Indicators



### Early Years Learning Framework



## **KEEPING SAFE: CHILD PROTECTION CURRICULUM**

The Child Protection curriculum is implemented in schools, kindergartens, and childcare centres. The two main themes are:

- We all have the right to be safe.
- We can help ourselves to be safe by talking to people we trust.

The curriculum is examined in complexity according to the age of learners and implemented from Rural Care through to school years.

## **PHONOLOGICAL AWARENESS**

Phonological awareness is a crucial skill to develop in children. It is strongly linked to early reading and spelling success through its association with phonics (letter sounds). It is a focus of literacy teaching encompassing:

- Recognising phonological patterns such as rhyme and alliteration
- Awareness of syllables and phonemes (letters) within words, and
- Hearing multiple phonemes (letters) within words.

Educators look for opportunities to promote emerging literacy and numeracy skills when planning experiences that following on from observing your child in play and self-initiated experiences, to ensure learning is tailored to their interests and developing skills. If you would like any more information, please do not hesitate to contact preschool teachers to have a chat.

## **BEHAVIOUR GUIDANCE**

Children are encouraged to develop social skills that will allow them to resolve conflicts and meet their needs without the use of aggressive or destructive behaviours. We encourage children to respect themselves and others. Staff members guide children's behaviour and provide clear guidelines as to why a particular behaviour is unacceptable while they are at the preschool.

## **WHAT TO PACK FOR A DAY AT PRESCHOOL**

When packing for your child's days at preschool, please remember to pack:

- A labelled lunch box (with a piece of fruit, healthy lunch, and healthy afternoon snack)
- A labelled water bottle.
- Labelled spare change of clothes (for accidents and messy play)
- A labelled wide brimmed hat.
- Labelled Medication that your child requires (Asthma Puffers, Allergy medication etc.)

Please also ensure that you provide your child with an adequately sized bag. It can be frustrating for all when we are encouraging children to pack their own bags and their belongings do not fit easily.

Ensure that ALL items that are brought to the preschool are labelled clearly so that we can return lost items to their owner.



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Ensure that ALL items that are brought to the preschool are labelled clearly so that we can return lost items to their owner.

## CLOTHING & SUN SAFETY

There is no set uniform for the Preschool, however if you wish to purchase a preschool shirt and/or jumper, you can order through Ace Merch and Apparel in Port Lincoln or online using <https://theacegroup.au/collections/cummins-pre-school> Your child must be comfortably and appropriately dressed for their day at Preschool. There is often messy play available to the children so please send them in clothing you are comfortable coming home wet and/or dirty.

*Make sure your child is wearing:*

- A shirt or a top with sleeves and where possible with a collar to comply with our Sun Safety Policy.
- Pants, shorts, or skirts.
- Appropriate Footwear for running, climbing, and jumping. Sneakers, sandals, and boots are all appropriate.

The preschool supplies sunscreen and we encourage children to apply at home in the morning (It is also available at the sign in if required) and to reapply at preschool before fruit and lunchtimes themselves. If your child has a special sunscreen, please pack this, and let us know.

If you have any questions regarding our Sun Smart policy this can be found on our website or in the policies folder readily available on site.

## BIRTHDAYS AND CAKES

Birthdays are often a fun and exciting time for Preschool Children. Each birthday is recognised in our Newsletter and families are given the opportunity to share a cake or treat with their preschool friends. We do ask that the cake is supplied and organised by the parents, and you use the 'allergy friendly' cake recipe. Please contact the coordinator to arrange a copy.

## LUNCHBOXES

When packing a lunch box please try to keep it healthy. Fresh fruit or vegetables needs to be supplied for fruit time. Nuts and Chocolates are strongly discouraged for snack options due to our Allergy and Anaphylaxis policy.

Attached are ideas about what you could supply for lunch and for afternoon snack. We understand that some children can be quite fussy when it comes to eating, keep this in mind and pack things you know your child will enjoy. Children are often very hungry at the beginning of the year/during the colder month, so please be mindful of this when packing lunchboxes.

If you have any questions regarding our Healthy Eating and Allergy and Anaphylaxis policy these can be found on our website or in the policies folder readily available on site.

## LUNCH BOX IDEAS

Below we have identified ideas for lunch and afternoon tea that you may like to send your child to Preschool with. Remember your child's lunch box will be stored in the fridge until they need it. ***We are a nut aware site, so please do not send nuts and nut products to Preschool.***

*\*\*These are just some ideas, send your child along with healthy food you know they will happily eat.*

Lunch Ideas	Afternoon Snacks
<ul style="list-style-type: none"><li>• Sandwiches (meat &amp; salad etc)</li><li>• Wraps (meat &amp; salad etc)</li><li>• Cruskits or other brands</li><li>• Rice Crackers</li><li>• Scrolls</li><li>• Rolls (meat &amp; salad etc)</li><li>• Cold Rolls</li><li>• Quiche</li><li>• Vegetable Slice</li><li>• Dip &amp; Veggie Sticks</li><li>• Yoghurt dip &amp; Fruit bits</li><li>• Tina &amp; crackers</li><li>• Risotto</li><li>• Soup</li><li>• Toasties</li><li>• Salads (vegetables, fruit, pasta, rice)</li></ul>	<ul style="list-style-type: none"><li>• Yoghurt</li><li>• Cheese (slices, sticks, cubes)</li><li>• Celery/Carrot sticks</li><li>• Dip &amp; crackers</li><li>• Fruit/Fruit salad</li><li>• Sultanas</li><li>• Milk</li><li>• Biscuits</li><li>• Rice Pudding</li><li>• Slice</li><li>• Sliced Meat</li><li>• Rice Crackers</li><li>• Muesli Bars</li></ul>

## **INFECTIOUS DISEASES**

**Families are asked to provide immunisation evidence (Australian Immunisation Childhood register history statement) to the Preschool.** As of the 7th of August 2020, children will not be able to enrol or attend early childhood services unless all immunisation requirements are met.

Where previously a doctor's letter or the 'Blue Book' was sufficient evidence of a child's immunisation history, in 2020 new legislation was introduced and Early Childhood sites must have a copy of your child's Immunisation History Statement. To access this, you will need to access it through your myGov account.

Please do not send your child to preschool when they are ill or have any infectious diseases, as they spread quickly throughout the preschool. If your child does become infected, please let us know so that we can look for early signs in other children and reduce any spread of the infection.

## **HEALTH CARE PLANS REQUIRED FOR DIAGNOSED MEDICAL CONDITIONS**

If your child requires us to administer medication, you must have Health Care Plan from your doctor which states your child's name, frequency, and size of dosage. A signed and dated permission note from a parent is also required and medication will not be administered without this. We will also ensure together we identify risks and minimisation strategies to ensure safety at all times during their attendance and engagement in experiences.

Please note that these medical/health care plans **MUST** be given to the coordinator at the beginning of the preschool session to ensure the safety and wellbeing of your child.

If your child requires regular or permanent medication (for Asthma and Allergies) please ensure that the centre has their own labelled box of medication for your child in the case emergencies. Medication should never be left in children's bags.

Children who require antibiotics also require a health care plan from your doctor before staff can administer this to them. Unless it is stipulated in the health care plan staff are not allowed to administer pain relief to children.

Please also note that educators who do not feel comfortable administering medication are **NOT** compelled to do so and other arrangements will need to be made. Educators that administer medication will communicate this with parents at the time of administration.



## **BUSES**

Preschool children only are approved for bus travel subject to the following conditions:

- Children must reside outside of the Cummins township they are not eligible to travel to relatives houses.
- There must be sufficient space to accommodate the child (This is subject to change should the space become necessary for a school student)
- Children travelling by bus must be enrolled at the school or preschool.
- No alteration to bus routes can be made to facilitate use by preschool children.
- Preschool children should be accompanied to and from the bus by an adult or older child, and you are asked to arrange for an older child to be responsible for the care of the Preschool child during the journey. The children will be walked from the school bus drop off point to the Preschool as a group by Preschool staff.

### **Applying for Bus travel and travel requirements:**

- A bus form will be issued to all children prior to commencement of bus travel.
- Parents will be asked to supply the following information:
  - Name of child and date of birth
  - Address, phone no. and section number
  - Address, phone no. and section number
  - Name of bus route and location of bus
  - Name of older student caring for preschool child
- All pre-entry and preschool children will require a booster seat for bus travel.

Children catching the bus are taken to the bus bay by staff where staff and drivers will ensure they catch the correct bus. Please let the Preschool staff know via phone call or text if any changes occur that affect your child (for example, they will or will not be on the bus or grandparent picking them up etc).

## **HOT WEATHER AND BUSHFIRES**

Due to the likelihood of bushfires and extreme hot weather in Cummins, staff are confident implementing the Bushfire Action Plan. The centre is well air-conditioned and water bottles will be kept cool in the fridge with lunch boxes. The coordinator makes decisions regarding where children play. This also applies during other extreme weather events (lightning, thunder, wind, and storms).

During the event of a Bushfire, parents will be notified and where appropriate able to come and collect their children. Where not possible, children will be kept at the preschool, staff and the coordinator will follow the school's bushfire action plan, which can be found on the school's website or in the policy folder.

## SEESAW

Preschool uses SeeSaw as a form of communication with our parents. It is an App that can be downloaded onto your phone, and you can access children's photos and site-specific information once you have obtained a code from the coordinator.

On the app you will find reminders about events, interesting links, educational ideas, and communication from educators. If you require any help setting this up, please contact us.

## PARENT COMMUNITY

Parental involvement is highly valued at Cummins Preschool. If you have any skills or interests that you would like to share with the children, you are most welcome. Please contact the centre if you wish to visit, volunteer or share.

## PARENT COMMITTEE

All parents are welcome to join the Parent Committee. An Annual General Meeting is held in February. The Parent Committee meets twice a term. Meetings may include guest speakers, working bees, fundraising, and Preschool, Rural Care and School Governing Council reports. There are opportunities to be involved in the Quality Improvement Plan for the centre and to have input into the centre programs. Meetings are advertised in the Preschool and Rural Care Newsletter. All parents/caregivers are welcome to attend.

### 2025 Parent Committee:

<b>President</b>	Georgia Nelligan	<b>School Council Rep</b>	Sherie Watson
<b>V. President</b>	Sherie Watson	<b>Rural Care/Preschool Rep</b>	Dinah Lance
<b>Secretary</b>	Kirsty Breed	<b>Committee Members</b>	Sophie Burge, Amy Jolly,
<b>Finance Manager</b>	Ashley Lawrie		Chelsea Norton, Elise Goldsmith,

*\*\*Parent Committee members will be updated yearly after the AGM in February*

## TRANSITION AND SCHOOL

As we are a school-based Preschool, most children that attend begin their Foundation year at Cummins Area School. Informal transition occurs throughout the year. Meetings are setup for children with special needs that may require a longer transition. During your child's fourth Term or preschool they will begin their formal transition program to school. As well as this program, the Preschool regularly visits the school to ensure all children can confidently navigate through the school and begin to familiarise themselves with staff and other students. If your child will be attending another school, please let staff know.

## GRIEVANCE PROCEDURE

Our staff are here to ensure you and your child enjoy a happy and healthy experience at Cummins Preschool. Should a problem arise that you feel you need to resolve with our staff, then please let us know. Communication is key. The first person to speak to is always the educator. In almost all cases, parents together with the educator will be able to resolve the issue. Should this not be the case and you find yourself unsatisfied with the outcome, please contact the coordinator, who can work with you and the educator to resolve the problem. All grievances will be taken seriously, and our best efforts will always be forthcoming. We follow the Cummins Area School parent grievance procedure.

## POLICIES AND PROCEDURES

All Policies and procedures are available for access and are in the orange folder in the bookshelf between Rural Care and Preschool. If you would like a digital version of specific policies, please contact the coordinator.

### Term Dates

2025		2026	
<b>Term 1</b>	28/01 - 04/07	<b>Term 1</b>	28/01 - 11/04
<b>Term 2</b>	28/04 - 04/07	<b>Term 2</b>	28/4 - 04/07
<b>Term 3</b>	21/07 - 26/09	<b>Term 3</b>	21/07 - 26/09
<b>Term 4</b>	13/10 - 12/12	<b>Term 4</b>	13/10-12/12

## MEET OUR STAFF

### **Mel Degner**

Site Leader Monday – Friday



Nominated Person in charge of Cummins Child Parent Centre. Coordinates management of the service through liaising with the Early Years Coordinator and Rural care and Preschool Lead Teachers and Lead Educators. Mel is the second point of contact for Grievances for families and staff when problems persist. Mel manages the Waitlist, oversees improvements and plans to ensure performance development of employees. Mel ensures our centre meets compliance to the National Early Childhood Education and care regulations and standards.

### **Dinah Lance**

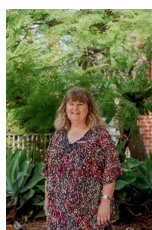
Early Years Coordinator  
Monday – Friday



Dinah is the responsible person in charge of Cummins Child Parent Centre under the direction of the site leader. Dinah is the 1st point of contact for parent and staff queries and concerns (grievance procedure) and is responsible for the day to day operation of the Cummins Child Parent Centre (Preschool and Rural care). Dinah is the Monday, Wednesday and Thursday preschool teacher and assumes the following teacher's roles listed for Preschool. Roles include: Identifying and planning next steps for improvements and plans to ensure performance development of employees and compliance to the National Early Childhood Education and care regulations and standards.

### **Kerry Cabot**

Lead teacher Rural care Tuesday & Thursday



Kerry works collaboratively with the Early years Coordinator, and Preschool Teacher to continually identify and enact quality improvements throughout Cummins Child Parent Centre. Kerry completes management administration tasks, and Educator planning supports, refining intentional teaching practice with Educators to benefit children's learning outcomes. Kerry works as a teacher when needed in Preschool, to provide consistency in our preschool team when the Early Years Coordinator attends leadership days and conferences, to ensure we are informed of the Departments strategy and ways of working in our portfolio.

### **Kerry Bosisto**

Lead teacher,  
Cummins Preschool  
Tuesday–Thursday



Kerry collects, analyses, plans and reports children's data to inform a learning curriculum for children 3–6 years. Kerry liaises with SSOI's to ensure teaching goals are communicated and enacted in the Preschool, plans learning environments in response to collected and analysed data from Preschool children and documents children's experiences to inform families and reports. Kerry safeguards health and safety of children through ensuring policies and procedures are communicated and followed. Kerry works collaboratively with the Early years Coordinator and Rural Care Lead Teacher, to continually identify and enact quality improvements throughout Cummins Child Parent Centre.

### **Holly Rowett**

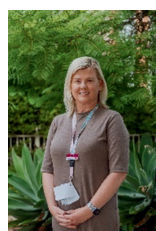
SSOI, Preschool  
Tuesday–Thursday



Holly implements adjustments, individual learning plans and engages children in the Preschool curriculum liaising with specialised support services. Holly collects data from children to support planning.

### **Alicia Laube**

SSOI, Preschool  
Tuesday & Thursday



Alicia implements adjustments, individual learning plans and engages children in the Preschool curriculum, liaising with specialised support services. Alicia collects data from children to support planning.

### **Rianna McLachlan**

ECW2: Rural Care  
Lead Educator  
Monday–Friday



Rianna coordinates enrolments and bookings of Rural care families in collaboration with the Site Leader. Rianna follows directions from the Site Leader and Preschool Coordinator to ensure following of policies and procedures, planning for individual children's play based learning. Rianna reports to the Site leader and Coordinator, promoting a safe and engaging environment for children. Rianna is the responsible person in the absence of the Coordinator or Lead teachers.

**Rebecca Anderson  
(Bec)**

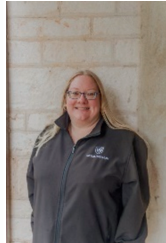
Rural Care Lead  
Educator ECW2  
Monday-Thursday



*Bec is currently supporting the coordination of enrolments and bookings of Rural care families, in collaboration with the Site Leader. Bec follows directions from the Site Leader and Preschool Coordinator to ensure following of policies and procedures. Bec plans for individual children's play based learning, promoting a safe and engaging environment for children. Bec is the responsible person in the absence of the Coordinator or Lead teachers.*

**Taryn Fauser**

Rural Care Educator  
ECW2  
Monday,  
Wednesday &  
Friday



*Taryn has studied and completed her Diploma in Early Education and Care. Taryn follows directions from the Site Leader and Coordinator to ensure following of policies and procedures. Taryn plans for individual children's play based learning, promoting a safe and engaging environment for children. Taryn is the responsible person in the absence of the Coordinator or Lead teachers.*

**Patrice Harkness**

Rural Care Educator  
ECW2  
Tuesday



*Patrice has studied and completed her Diploma in Early Education and Care. Patrice currently works every Tuesday morning at our site. Patrice follows directions from the Site Leader and Coordinator to ensure following of policies and procedures. Patrice plans for individual children's play based learning, promoting a safe and engaging environment for children. Patrice is the responsible person in the absence of the Coordinator or Lead teachers.*

**Kylie Shepperd**

Rural Care Educator  
ECW 2  
Monday,  
Wednesday &  
Friday



*Kylie is nearing completion of her Diploma in Early Education and Care. Kylie follows directions from the Site Leader and Coordinator to ensure following of policies and procedures. Kylie develops individual children's play based learning, promoting a safe and engaging environment for children. Kylie reports to the Site leader and Coordinator and is the responsible person in the absence of the Coordinator or Lead teachers.*

**Britney Whittaker**

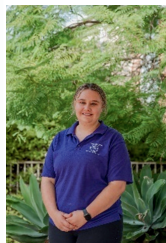
ECW1 Rural Care  
Educator  
Monday - Thursday



*Britney supports the educators and children in Rural care, taking direction from our ECW2's (Diploma trained educators), management, Site leader and Coordinators. Britney ensures connection with children and families, supporting programming and planning, setting up routines and engages in play-based experiences. Britney reports to ECW2 Educators and the Early Years Coordinator.*

**Cheyenne Leslie**

ECW 1: Rural Care  
Educator  
Wednesday - Friday



*Cheyenne completed her traineeship as a Certificate 3 in early education and care educator. Cheyenne's ECW 1 role is to support the Educators and children in Rural care, taking direction from our ECW2's (Diploma trained educators), management, Site leader and Coordinators. Cheyenne ensures connection with children and families, supporting routines and creating play-based experiences in Rural care.*





