2015 was another very busy year for JB Cleland Kindergarten with a continued focus on maintenance and improvement of the kindergarten’s site. In addition to continuing the two annual working bees, successful fundraising over the year enabled considerable expenditure on educational resources and improvements. The development of the outdoor learning environment included; a shade-port over the swings; the ‘retreat’ development included decking, walling, wooden screening, a garden and zip track blinds; the playground improvements included pebbled paths, a mud kitchen, a teepee, terracing hedging, tables, seating, boardwalks, refilling the sandpit and the soft fall area. zip track blinds and decking. Congratulations and thank you to the educators and staff on developing and ensuring our kindergarten curriculum and program catered for the needs of all children.

In addition, thank you to Amanda Mabbett, Governing Council Secretary for completing a full policy review enabling the Governing Council to endorse a suite of greatly improved and bespoke policies.

All the Kindergarten’s programs continued to be under review by the Governing Council this year. It was with much disappointment, but in the latter part of the year, the Governing Council unanimously resolved that the current playgroup program was not financially and administratively sustainable. There is now an opportunity however for the next Council to work closely with the staff to consider the introduction of an alternate playgroup offering.

A similar program of fundraising events to that of previous years was maintained, resulting in an amount of $10,000 being raised in 2015.
Highlights
2015 was once again a busy and exciting year at JB Cleland, with many memorable events and moments through the course of the year. Some of our highlights for 2015 include:

- **Harmony Week**: Children celebrated our cultural diversity and explored the meaning of identity and belonging.
- **Walk to the Olive Grove**: As part of our traditional Easter celebrations we visited the Olive Grove to enjoy games, stories and an Easter egg hunt.
- **Family Sports Day**: One of our major events of the year which helps unite the kindergarten and our broader community.
- **Nature Education Program**: An integral part of our curriculum through the borrowing of native animals supporting the children in developing skills in the areas of observation, research and inquiry while developing a deeper appreciation and knowledge of animals in our environment.
- **Reconciliation Week**: Children participated in various art and craft experiences building an awareness and appreciation for our Aboriginal history. The children enjoyed a visit from Trent Hill, who shared the cultural beliefs and traditions of his people, shared artefacts and showed the children how to create Aboriginal art symbols in sand.
- **Book Week**: Learning experiences surrounding this week included a visit to the Patch Theatre to attend the performance of ‘The Moon’s a Balloon’, enjoying a visit by the librarian from the Burnside Library and introducing the children to the concept of bookmaking.
- **Excursions and Visitors**: Some of our visitors for the year included Karen Gunter from the Yoga Garage; a special music performance by Peter Combe; a visitor from the Nature Education Centre who brought in some native animals that the children could see, handle and learn more about; a visit by firemen from the Metropolitan Fire Service to educate the children about fire safety and the Henny Penny Chick hatching program. In terms of excursions, we had our regular visit to the Patch Theatre and a visit to the Cleland Wildlife Park to see and learn about native animals around us, their behaviours, habitats and survival tactics.

- **Parent participation**: Regular visits by parents to share their culture, skills and expertise while also helping out with activities at kindy and joining us for walks and excursions through the course of the year.
- **Connection with the Community**: Walks around the neighbourhood; regular visits to the Linden Park school playground; continued Buddy Class meetings between students of two Year 6 classes at the Linden Park School and the children at the kindy; regular visits by Rebecca Mumford, our resident gardener, who involved the children in maintaining our vegetable garden and termly visits by the Burnside librarian to share stories with the children.

National Quality Standards – Achievements & Improvements

**Quality Area 1: Educational program and practice**
- Creation of focus groups with a primary educator helped support more comprehensive planning, documentation and reflection of children’s learning.
- Focus groups fostered stronger and more meaningful relationships between children and educators.
- Continued use of talking and thinking posters as an effective means of documentation and assessment.

**Quality Area 2: Children’s health and safety**
- Healthy eating and wellbeing practices incorporated actively in daily curriculum.
- New registers and rosters created to document care and cleaning procedures for equipment and resources.
- Physical enhancements to the outdoor environment (tepee, mud kitchen, creek extensions, outdoor tables and seating) supported additional and varied gross motor exploration.

**Quality Area 3: Physical environment**
- Changes to the organization of the environment – mud kitchen, art studio, lunchtime seating, ensuring increased participation and involvement.
- Sustainable practices such as a worm farm and compost bin were introduced.
- Sunsmart accreditation achieved supporting the ongoing promotion of sun safety awareness and practices.

**Quality Area 4: Staffing arrangements**
- Reflective practice led to purpose-driven professional development undertaken by staff to further enhance the teaching and learning program.
- The Centre’s Statement of Philosophy was reviewed and presented in a more viewer friendly format and shared with all staff and made accessible to families.

**Quality Area 5: Relationships with Children**
- Creation of focus groups; a more comprehensive mid year statement of learning and individual learning plans supported more individualized planning for every child.
- Equitable opportunities presented to every child through differentiated planning, ensuring inclusive practice and support of diverse needs.

**Quality Area 6: Partnerships with families & communities**
- Relevant and consistent information sharing practices through regular newsletters, website updates and an information evening ensured that families had access to kindy happenings at all times.
- Regular photo slideshows, new and improved statements of learning and varied documentation models made children’s learning visible in an immediate and personalized manner.
- Close partnership with the local school through regular visits to the playground and a school assembly in Term 4 helped foster increased support towards children’s continuity of learning and transition to school processes.

**Quality Area 7: Leadership & Service Management**
- Collaborative partnerships through regular leader and teacher meetings with other preschools in the region, supporting the sharing and exchange of pedagogical practices across sites.
- Continued understanding within the staff team of educators belonging to a ‘community of learners’, sharing knowledge and improving practice through professional conversations.
- Additional funding allocated towards the management and co-ordination of increased administrative tasks.