



Annual Report 2014



Government of South Australia

Department for Education and
Child Development

Context

Preschool Name:	Hawthorndene Kindergarten	Preschool Number:	4664
Preschool Director:	Cynthia Meredith	Partnership:	Mitcham Hills
Educational Director:	Richard Costi		

Hawthorndene Kindergarten is set in the Adelaide Hills and is an attractive, well maintained centre offering a large open indoor area and a large outdoor play area and vegetable garden.

This centre has a strong commitment to providing a high quality teaching and play based learning environment, and as a Wipe Out Waste (WOW) site, it has a focus on environmental sustainability, as well as other program foci including diversity, literacy and numeracy in play and promoting positive behaviours and dispositions for learning.

The kindergarten is located diagonally across the road from Hawthorndene Primary School and has strong connections which include reception classes joining the kindergarten for weekly play visits, kindergarten attendance each term at the assembly and a regular transition program of visits to the school by kindergarten children. This program allows all children to experience and begin to understand school life. A majority of the children attending this kindergarten continue their schooling at HPS, other families choose from a wide range of other public schools and private schools within the local area.

The children who attended the kindergarten in 2014, primarily came from the largely mono-cultural local community, most children were cared for in two parent homes where at least one parent spoke English as a first language. Some families have other cultural influences in their heritage and this was used to complement the educational program throughout the year. Enrolments through-out the year were high and although a couple of children moved interstate there were new children who took their places in the kindergarten. Monday to Thursday sessions were well attended however many families choose not to use the Friday session as they wanted to participate in other extra curricula options e.g. dance, swimming or just a special day at home when a parent was not in the paid work force.

The staff team consisted of Cynthia Meredith, the director, Louise Montesi, the teacher, under contract for the year and Tess Gibbs, the Early Childhood Worker, (ECW) who was employed in a fulltime role to maintain the staff team above the warranted staff allocation so the shortfall in funding was contributed by the kindergarten finances. Lenka Velisek another Early Childhood Worker was employed using UA funding to provide support during the middle of the day to cover lunch breaks for the staff team and support children with Special Needs as required. Crystal Morphett was employed as a regular TRT's to support the staff team while the director took administration time or attended Preschool Director Association committee meetings.

Highlights

A major improvement to the outdoor learning area in 2014 was the completion of the 'Slide into Nature' project at the end of term 1. The kindergarten had been successful in gaining 2 grants towards the cost in 2013, \$1500 from Natural Resources Management and \$750 from the Mitcham City Council, this was the seeding finance for the project. Some existing materials were reused in the project in keeping with our WOW sustainable environment focus. Two tunnels and new native plants were added which provided a more natural setting for the play, hence the title 'Slide into Nature'. This area has been well used by all the kindergarten children and playgroup children, some referring to it as the 'castle area'. A set of rules has been established with the kindergarten children after they worked together on a risk assessment.

First term: The annual Chinese New Year Visiting Night, was an important evening event and the Funtastics Family Days were well attended and highlighted the children's learning in very positive ways.

Second term: A focus on family history included a family day with emphasis on inviting the children's grandparents. A final children's concert and healthy lunch in the last week provided opportunities to celebrate the children's learning.

Third Term: A focus on Science included a Community Science Night held during National Science Week. The kindergarten received a grant of \$1500 from the National Science Week Committee which enabled the hire of a large pavilion and the involvement of a Cleland Wildlife Park educator and some of their animals. It was held outside of normal working hours and involved volunteers staff and parent volunteers from the kindergarten community as well as teachers from The Australian Maths and Science School and Blackwood High School and students from Hawthorndene Primary school providing a wide variety of Science exhibits. The total attendance was in excess of 300 which included families from the wider community with young children. The term finished with a dramatic performance by the children and a healthy lunch which they prepared.

Fourth Term: Dad's Night drew a 95% attendance of families at kindergarten. Dad's worked together in small groups with their children to create a group model from recycled materials. Families were able to connect and enjoyed watching the children and adults working and learning together. The kindergarten's annual involvement in the Blackwood Christmas Pageant where the kindergarten children were adorned with large cardboard stars which they took home to decorate, was also well attended. The final celebration for the year was an open air concert by the children where everyone could come and celebrate the children's learning and skill development.

These events were documented in our Learning Journal and many parents and visitors took the opportunity to share their comments about the way the children were progressing and the enjoyment of sharing their learning in the journal. Several families took the opportunity to borrow the Learning Journals to spend more time viewing them at home.

Quality Improvement Plan

Quality Area 1: Educational Program and Practice:

Goal 1: The focus in 2014 year was on ensuring that the children were provided with ways to develop relationships quickly so that they could form learning links and gain a sense of belonging to the group. The staff team placed the children in 3 learning groups with each group choosing a name and having special meeting times together to get to know each other's names and work together to achieve specific goals. Staff members rotated around the groups to enable them to develop stronger relationships with the children.

Outcome: A wellbeing survey was conducted near the end of Term 4, the individual interviews with children indicated a strong sense of contentment at kindergarten—all children were able to list at least two friends by name and there were no children consistently indicated as isolates.

Goal 2: To improve the way information was shared with parents about the children's learning progress each child took home their Work Book each term and parents were invited to add their comments and questions about the information when the books were returned.

Outcome: Many anecdotal comments by parents supporting this initiative—the children have also been very responsible in caring for their work book at home—some families have asked to take books home to show to visiting relatives from interstate or overseas which indicates the value they place on this documentation.

Goal 3: A stronger emphasis on children developing independence and responsibility was introduced. Children were supported to pack up their own belongings and establish a going home routine as well as take responsibility for bringing a hat or wearing appropriate clothing for the season.

Outcome: All children are now able to complete all their routines with minimal supervision including those children who attend OSHC in the mornings and it has been reported anecdotally by the school teachers from Hawthorndene PS that the children have transitioned well and have quickly adapted to the pack up routines keeping track of their possessions more effectively than children who transitioned in 2013.

Goal 4: Children show concentrated engagement in their own choice of activities and interactions with peers are sustained and develop complex outcomes.

Outcome: The program for each day remained flexible to allow sustained play scenarios to develop. Many children have shown greater interest in using literacy and numeracy within their play spontaneously. Refer 2014 Learning Journal camouflage creepers/ measuring with unifix cubes.

Goal 5: The staff team reflected more regularly on the children's Individual Learning Plans looking closely at how each child was accessing the curriculum and how they were adding their own ideas.

Outcome: The staff team have reflected their ideas for programming in the Learning Journal for parents and the children have been involved in the planning by reflecting in the Learning Journal, parents have written comments in the LJ and brought extra ideas and topics as they felt these were of interest to their own children e.g. visit of the paramedics/grandparent visited to share experiences of other cultures/ dance program. The staff team have been able to have informal conversations with the early years teachers from local schools to reflect on the children's learning styles and interests.

Quality Area 3: Physical Environment:

Goal 1: Ensure that we develop quality relationships between adults and children which will promote multimodal literacy and numeracy learning in all areas of the curriculum to appeal to a broad range of children's interests for life in the 21st century. All children will be engaged in experiences that support literacy and numeracy development.

Outcome: An interactive board was installed in 2014 and the staff team are continuing to build their skills with this equipment. It has allowed the staff team to transcribe the children's ideas about their learning at group time as they share them with their peers, provided opportunities to research areas of interest from the internet and share them on the large screen. Literacy and numeracy learning in large and small groups has become more accessible. Celebrations of the children's lives are made more interesting with the large screen photos which the children can control by swiping forward. With the introduction of wifi to preschools the opportunities will be broadened.

Goal 2: The kindergarten will continue to expand its 'Wipe Out Waste' program to encourage parents and educators from other services to become more active in environmental sustainability and the education of the community.

Outcome: Our ongoing WOW program has continued at the kindergarten and the children have been routinely involved with education about the worm farm and regular recycling of other materials. More work in this area to increase the use of recycled containers for lunches is needed in 2015.

Goal 3: Each child will develop ongoing skills and understanding in recycling, reusing and reducing their own footprint in their environment.

Outcome: Documentation of WOW practices and the children's understanding of these practices has been regularly recorded in the Learning Journals each term. The 'organiser' of the day ensures that the food scraps are disposed of either in the worm farm or the 'bokasi' bin.

Quality Area 5: Respectful and Equitable Relationships:

Goal 1: Each child will recognise who they are as part of their family culture and develop confidence in themselves as a learner.

Outcome: Birthday celebrations—‘around the sun’—have been held regularly as children celebrate their birthday and life history. All of the children attending in 2014 took part in this ceremony. The teachers have made changes to how many children are involved to support better attentiveness of those involved.

Goal 2: All children show improvements in their self -regulation skills.

Outcome: All children attending the kindergarten in 2014 were able to articulate what is appropriate behaviour in different situations with reference to ‘rider behaviour’. The staff team has had conversations with parents to encourage the use of these terms at home to support improved behaviour which was effective.

QA 6 Collaborative partnerships with families and communities

Goal 1: Systems will be in place to ensure regular communication with the kindergarten community.

Outcome: The website has been updated. Newsletters have regularly been emailed to families as well as reminder emails for specific events. This strategy resulted in 95% attendance of families at most of the community events held in 2014.

Goal 2: Ensure that this kindergarten meets the state requirements for attendance.

Outcome: The children greeted the ‘organiser’ by name in response to the roll call and then data was collected on how many children were present and how many more were needed to have full attendance. We celebrated when full attendance occurred which was quite often. All absences were accounted for by parents at least after the occurrence and on most occasions before or during the absence.

Goal 3: Strengthen existing systems of developing relationships between school children and kindergarten children.

Outcome: Visits by reception children occurred weekly weather permitting. Evidence of shared learning between reception children and kindy children was collected photographically and anecdotally. Professional conversations did occur however due to inclement weather and sickness of staff ongoing research was not established but should be developed in 2015. ‘Reflect Respect Relate’ data of children’s involvement in the learning environment showed that both groups had made improvements in their access of the learning facilities this was also supported by the anecdotal evidence recorded by the staff team in the Individual Learning Plans for each child.

Quality Area 7: Leadership and Service Management:

Goal: To have documented Performance Development (PD) plans for all staff which show commitment to strengthening the QIP plans.

Outcome: All staff have PD plans and have supported the implementation of the QIP plan. The staff team attended some combined training in Numeracy and Maths and this was used in the planning for children’s learning throughout the year as well as Early Childhood Leadership Workshops with a variety of topics which impact on the education of preschool children.

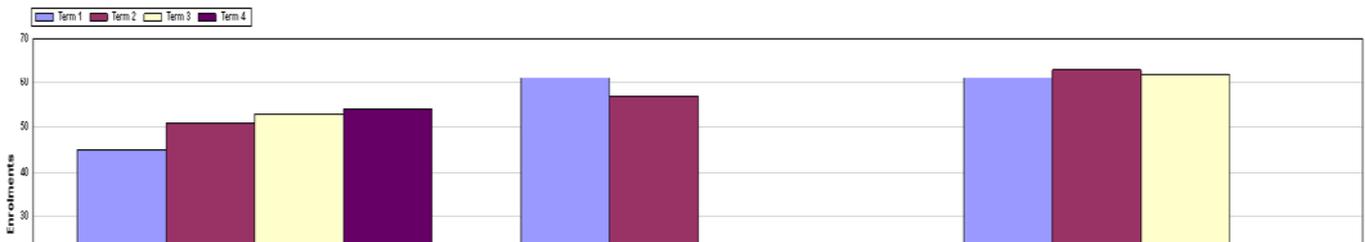
Intervention and Support Programs

All children attending in 2014 had an Individual Learning Plan (ILP) where staff made anecdotal comments about strengths, areas for improvement and motivations. As part of this each child had their own work book which contained collated evidence of their learning progress through work samples, individual and group learning stories, photos and positive behaviour awards. Progress was reported to parents through the children’s workbooks which were taken home each term for parents to view with their children and make written comments which were added to the ILPs. Children were continually monitored by the staff team to ascertain if extra support in particular areas was needed and in some cases the expertise of professional consultants was sought so that their knowledge and experience could be added to the ILP to create an informed support program. Some children with special needs had special programs and support developed for them and others had regular support intervention by the speech pathologist.

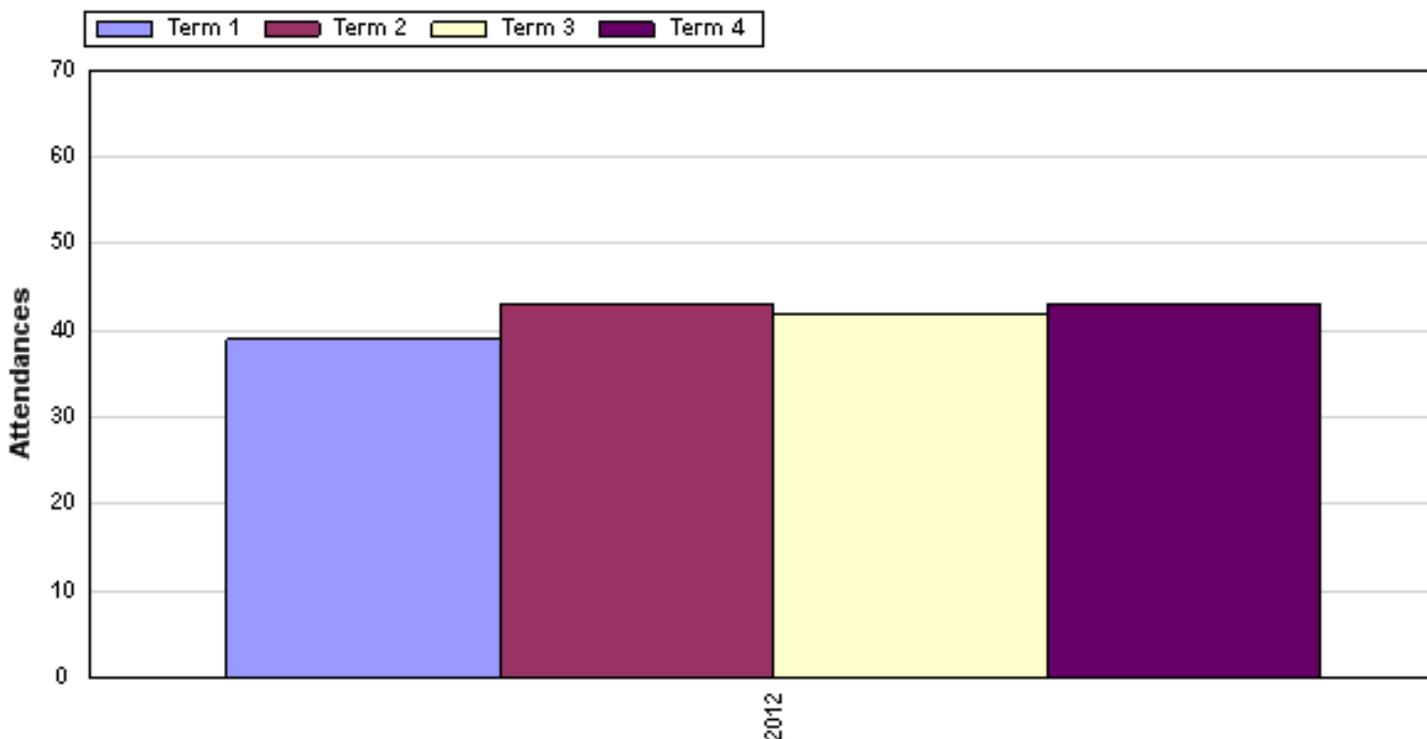
Student Data

Enrolments

Preschool Enrolments And Attendance

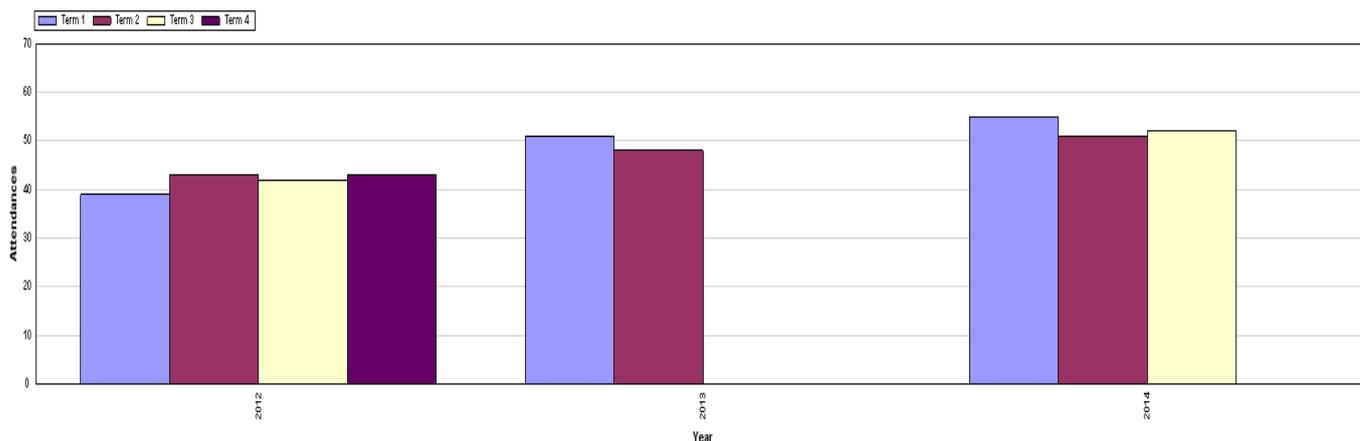


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Attendance

Preschool Enrolments And Attendance



	2012	2012	2012	2012	2013	2013	2014	2014	2014
	1	2	3	4	1	2	1	2	3
Region	89.7	86.8	86.1	86.9	90.1	90.1	91.3	89.8	87.5
DECS	87.4	85.9	84.5	85.5	88.7	88	90	88.9	85.9
<u>Hawthorndene</u>									
Kindergarten	86.7	84.3	79.2	79.6	83.6	84.2	90.2	81	83.9

Analysis

The attendance for the last three years is lower than the region as well as the state average and this does not reflect the commitment that families at this kindergarten show in support of their children’s preschool education. However attendance has been negatively affected by the introduction of 15 hours of preschool which has brought changes to the way kindergarten sessions were offered from 2012. The hours of preschool were configured in two days totalling 13 hours and a shorter two hour session on Fridays. Although the Friday session was well received by about half of the families many other parents informed the staff team that they would not be accessing Friday sessions as they had other activities organised for their children or they preferred to have some time for their children to be at home. On the full days of kindergarten the attendance was very consistent but when Friday attendance was added to the figures this brought the percentage down. The director in consultation with the Governing Council conducted surveys with the incoming families for 2015 researching whether offering two long day sessions would increase the attendance of the children and ensure that all children had access to 15 hours of preschool. The result was overwhelming support for a change to the kindergarten session times and in 2015 two long days have been offered for all children and it is hoped that the true commitment of the Hawthorndene Kindergarten community will be reflected in the attendance percentages in the coming terms.

Feeder Schools

From Preechool	To School	2012	2013	2014
	0104 - Coromandel Valley Primary School - Govt.	3.8		7.0
	0972 - Hawthorndene Primary School - Govt.	79.2	80.0	73.7
	0448 - Upper Start Primary School - Govt.	1.9	2.5	1.8
	0665 - Blackwood Primary School - Govt.		2.5	3.5
	0624 - Belair Primary School - Govt.			1.8
	1226 - Craigbourn Primary School - Govt.			3.5
	8413 - Kirinari Community School Inc - Non-Govt.	1.9		
	8435 - Pilgrim School - Non-Govt.	1.9		
	9096 - St John's Lutheran PS - Highgate - Non-Govt.	1.9		
	8036 - St Peters Lutheran School - Non-Govt.	5.7	7.5	
	9127 - Suneden Special School - Non-Govt.	1.9	2.5	
	9402 - Sunree Christian School - Non-Govt.	1.9		
	8387 - Sunree Christn Schll Mm Campus - Non-Govt.		2.5	3.5
	8091 - Westminster School - Non-Govt.		2.5	
	8266 - Mercedes College - Non-Govt.			5.3
Total		100.1	100.0	100.1

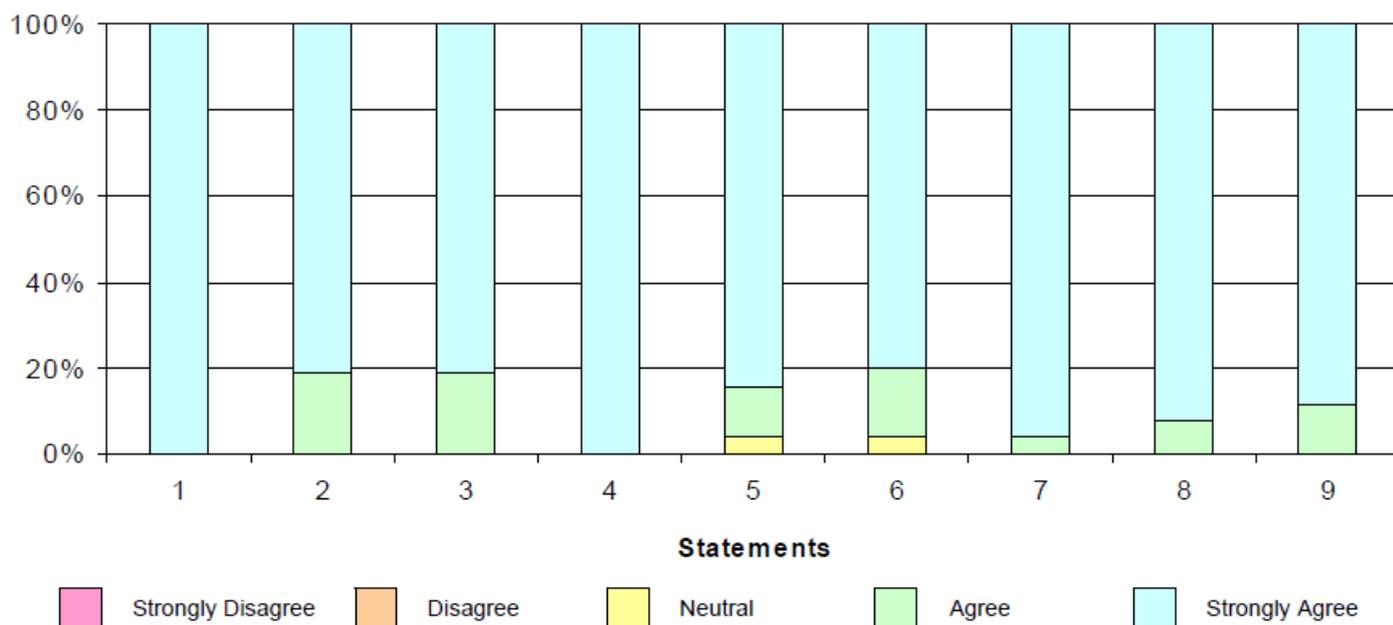
Analysis

The majority of the children progress to Hawthorndene Primary School each year with which the kindergarten continues to develop strong links. These include reciprocal visits by the staff and children to each site, sharing of resources, professional conversations between the leaders, the school staff and kindergarten staff and shared incursions.

Some families choose this kindergarten from further afield they then select schools closer to where they live while other families select non-government schools. I believe that the links with the local school are beneficial for all children in helping them experience a little of life in a larger school environment. With the introduction of same start date for kindergarten in 2014 the staff team were interested to find out how well children transitioned to school and anecdotal comments from parents and Hawthorndene Primary School staff have indicated that the children have transitioned well to school in 2015.

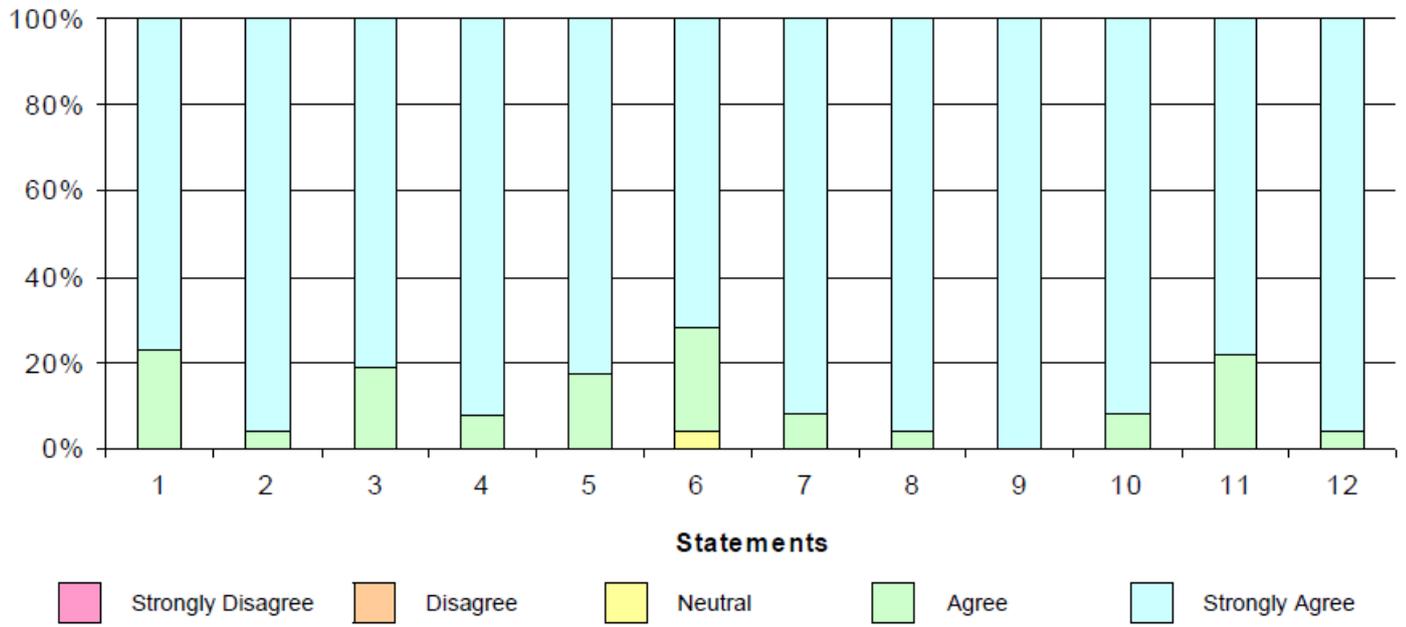
Client Opinion

DECD Parent Opinion Survey 2014
4664 Hawthorndene Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Quality of Teaching and Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	0%	100%	26
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	19%	81%	26
3	This preschool has the expectation that children will learn.	0%	0%	0%	19%	81%	26
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	0%	100%	26
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	4%	12%	85%	26
6	My child's teachers clearly inform me about the learning program.	0%	0%	4%	16%	80%	25
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	4%	96%	26
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	8%	92%	26
9	The preschool has an excellent learning environment.	0%	0%	0%	12%	88%	26

DECD Parent Opinion Survey 2014
4664 Hawthorndene Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Support of Learning



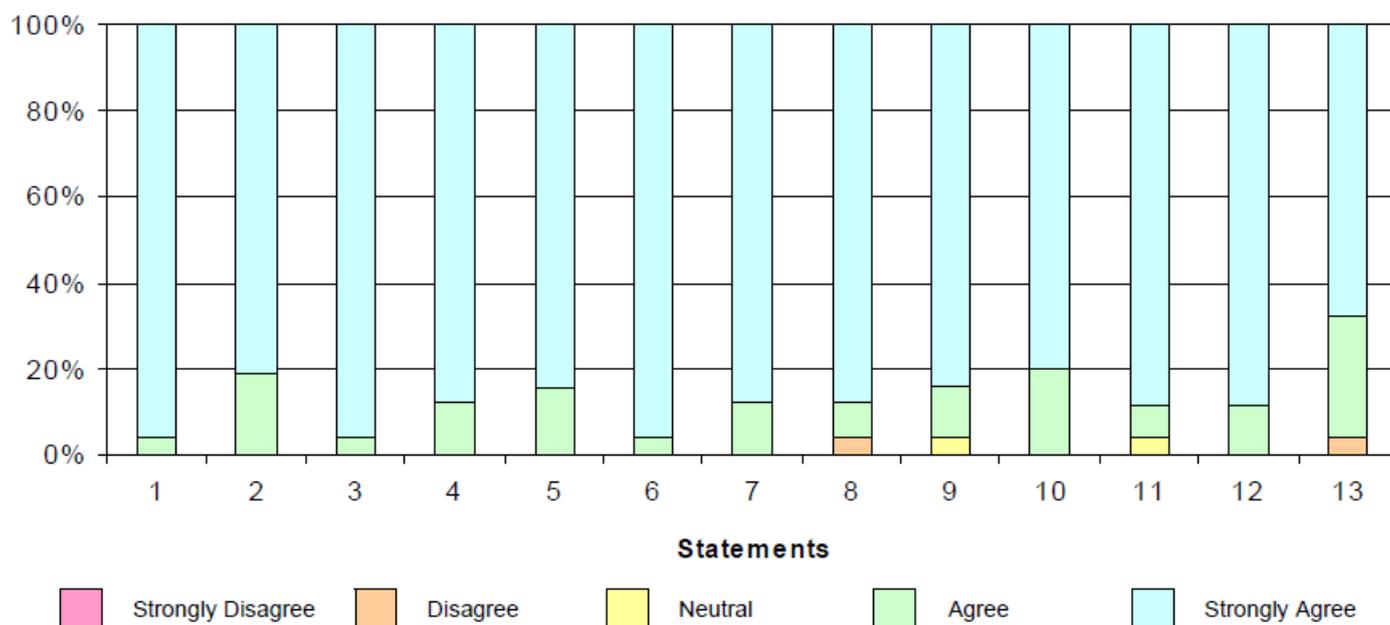
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this preschool.	0%	0%	0%	23%	77%	26
2	My child's teachers provide help and support when it is needed.	0%	0%	0%	4%	96%	26
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	19%	81%	26
4	My child is happy at this preschool this year.	0%	0%	0%	8%	92%	26
5	My child would receive support for any special needs he/she had.	0%	0%	0%	17%	83%	23
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	4%	24%	72%	25
7	Children know how they are expected to behave at preschool.	0%	0%	0%	8%	92%	25
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	4%	96%	26
9	This preschool provides a safe and secure environment.	0%	0%	0%	0%	100%	26
10	Children have enough materials and resources for their learning.	0%	0%	0%	8%	92%	25
11	This preschool has information available about other support agencies within the community.	0%	0%	0%	22%	78%	23
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	4%	96%	26

DECD Parent Opinion Survey 2014

4664 Hawthorndene Kindergarten

Aggregation of Preschool Survey Responses

Parent Opinion - Relationships and Communication



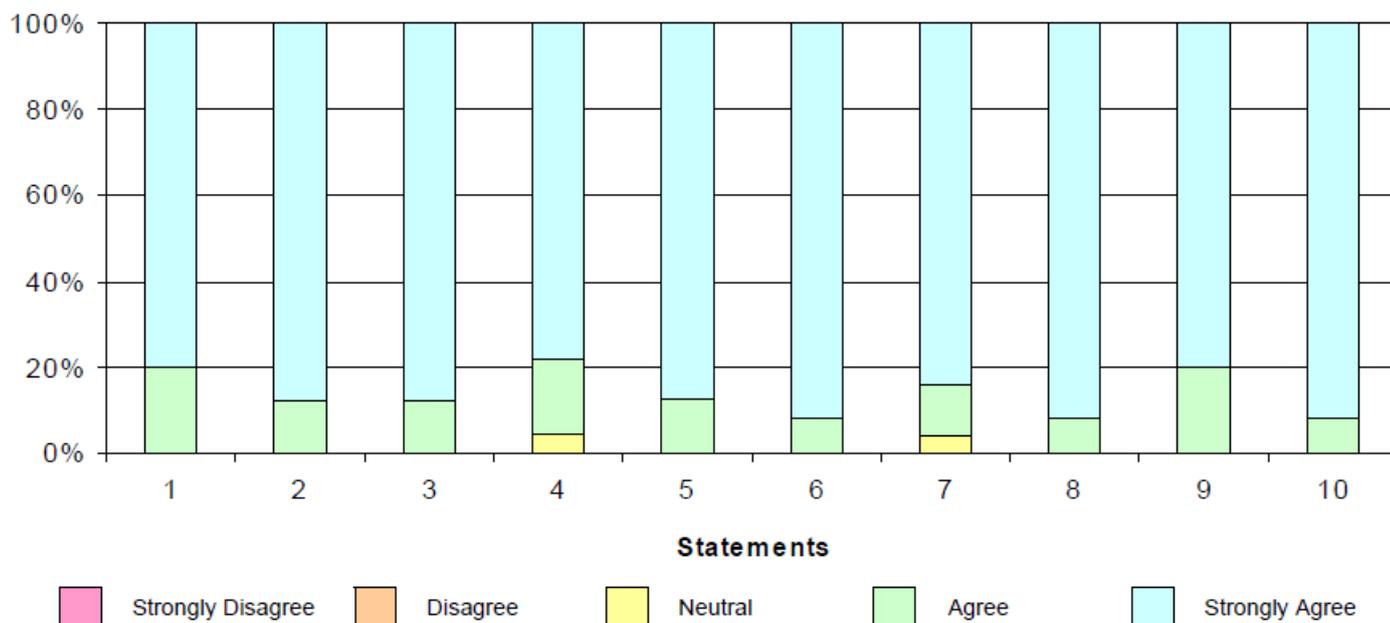
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	0%	4%	96%	26
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	19%	81%	26
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	4%	96%	25
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	0%	12%	88%	25
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	0%	15%	85%	26
6	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	4%	96%	26
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	12%	88%	25
8	I receive helpful information about my child's progress and achievement.	0%	4%	0%	8%	88%	25
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	4%	12%	84%	25
10	I am well informed about preschool activities.	0%	0%	0%	20%	80%	25
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	4%	8%	88%	26
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	12%	88%	26
13	Teachers let me know how well my child is doing.	0%	4%	0%	28%	68%	25

DECD Parent Opinion Survey 2014

4664 Hawthorndene Kindergarten

Aggregation of Preschool Survey Responses

Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	This preschool is well organised this year.	0%	0%	0%	20%	80%	25
2	I have confidence in how the preschool is managed.	0%	0%	0%	12%	88%	25
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	12%	88%	25
4	The preschool seeks parents' opinions about educational programs.	0%	0%	4%	17%	78%	23
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	0%	13%	88%	24
6	The preschool is always looking for ways to improve what it does.	0%	0%	0%	8%	92%	24
7	Parents are invited to participate in decisions about their child's education.	0%	0%	4%	12%	84%	25
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	8%	92%	25
9	The preschool includes parents and community in decision making.	0%	0%	0%	20%	80%	25
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	8%	92%	25

Analysis

The client survey shows a high level of support for the educational program offered at the kindergarten and the work of the staff team in all areas. However one client responded negatively about how much information they received about their child's progress, therefore more effort needs to be made by the staff team to inform all parents of their child's progress and the continuing efforts of the staff team to involve parents in the decision making of the kindergarten will be beneficial.

Community Science Night 2014 Feedback

Feedback was sought via a survey from participants at the close of this annual event which was held during August. The staff team collected feedback questionnaires which gave positive feedback about the night, many comments about how many learning opportunities were offered for the children. All respondents given a choice of 1 to 5 being needing improvement to excellent rated the night some with a 4 most with a 5.

Accountability --- Child Protection Procedures

All volunteers at this sight have had a DCSI clearance which the director has sited and included in the recommended spreadsheet record. All TRT teachers and relief ECW personnel have given documentation to indicate that they have DCSI clearances and appropriate RAN training.

During 2015 RAN training for Volunteers will be conducted at the site by the director and volunteers who wish to work at the site will be required to show that they have attended to this training at a DECD site.

The accountant who regularly does the kindergarten financial books has a DCSI clearance as well.

Financial Statement

Hawthorndene Kindergarten

*1 Kindergarten Avenue
HAWTHORNDENE SA 5051*

Profit & Loss Statement

January 2014 through December 2014

Income

Global Budget Income	
Early Assistance Grants	\$552.96
Early Intervention Grants	\$900.00
Centre Operating Grant - Fixed	\$3,793.44
Centre Operating Grant - Varia	\$1,695.00
Training & Develop - Grant	\$326.88
Financial & Admin Support	\$2,896.32
Collaborative Planning Allocat	\$1,707.96
Literacy Learning Program	\$2,324.28
DETE Human Resources	\$312,940.51
Admin Leadership Grant	\$6,831.96
Maintenance (Hotline)	\$3,064.56
Electrical Testing	\$90.00
Other Grant Income	
Science Night	\$1,500.00
Centre Income	
Pre-School Fees	\$34,581.00
Excursions & Performances	\$179.70
Fundraising Income	
Fundraising	\$5,957.45
Clothing	\$200.00
Playgroup Income	
Playgroup Fees/Insurance	\$1,175.95
Interest Income	
Bank Interest	\$11.41
Investment Interest	\$974.35
Other Income	
Other Income	\$213.00
Donations	\$285.20
World Vision	\$895.45
Total Income	\$383,097.38

Expenses

Global Budget Expenses	
Staff Training & Development	\$1,954.48
Financial Management	\$1,720.00
DETE - Human Resources	\$311,303.08
Admin/Leadership Grant	\$3,430.71
Maintenance (Hotline)	\$1,648.82
Playground Dev. Slide into Nat	\$13,214.54
Other Grant Expenses	
Science Night	\$1,422.24
Maintenance Funding Expenses	\$4,977.09
Curriculum Expenses	
Curriculum Resources	\$4,263.26
Children's Library Books	\$381.73
Curriculum Play Equipment	\$1,055.93
Furniture & Fittings	\$558.57
Excursions & Performances	\$1,904.54
Administration Expenses	
Administration & Stationery	\$499.37
Printing/Photocopying	\$1,474.99
Postage	\$73.86
Advertising	\$316.36
Governing Council Expenses	\$102.81
Criminal History Screening	\$252.27
Subscriptions	\$300.00
Dep'n for Interactive Board	\$1,049.20

Fundraising Expenses	
Fundraising	\$1,477.48
Clothing	\$177.25
Playgroup Expenses	
Utilities & Centre Maintenance	
Cleaning	\$6,140.33
Electricity & Gas	\$1,287.98
Telephone & Facsimile	\$567.72
Water & Sewerage	\$2,675.95
Centre Maintenance	\$937.18
Grounds & Gardens Maintenance	\$1,172.84
Other Expenses	
Other expenses	\$13.00
World Vision	\$563.00
Total Expenses	\$366,916.58
Net Profit/(Loss)	\$16,180.80

Hawthorndene Kindergarten

1 Kindergarten Avenue
HAWTHORNDENE SA 5051

Balance Sheet

As of December 2014

Assets	
Bank Account	\$32,638.33
SASIF Investment Account	\$82,077.73
Petty Cash	\$200.00
Interactive Screen	\$6,295.00
Prov for Dep'n Interactive Boa	(\$1,049.20)
Total Assets	\$120,161.86
Liabilities	
Global Budget December	\$1,842.45
Slide into Nature Project	\$1,176.36
GST Payable Control	(\$233.20)
Total Liabilities	\$2,785.61
Net Assets	\$117,376.25
Equity	
Equity Account	\$101,195.45
Current Earnings	\$16,180.80
Total Equity	\$117,376.25

Financial Report Comments

The planned purchase of new furniture for the main room did not occur in 2014 due to some new thinking by the staff team around a redesign of the working area for the children. Further investigations about the design and type of furniture which will be most suitable for the current children attending the kindergarten are ongoing and this

accounts for the surplus in 2014. The general surplus in the account will be used in the future to replace out dated storage units in the main area and further improvements to the outdoor learning area.

Comments in closing

It was good to see the addition of the 'Slide into Nature' play space at the end of Term 1 and it has been well used by the children and has provided a great place for imaginative play. The continuing links with the early year teachers at Hawthorndene Primary School are strengthening relationships and understanding of all staff which will add to our strong transition program for all children. Anecdotal reports of the children who have commenced at other schools suggest that the teaching strategies which the kindergarten staff team have implemented during 2014 have been successful for the children's transition. The same start date for children at kindergarten in 2014 was a big change for the staff team but everyone adapted quickly and on reflection all of the staff believe that it has been most successful for the children and has enabled them to learn more about forming relationships, with the advantage of a consistent cohort of children for the whole year.

Once again in 2014 it was valuable to work with the same staff team and have consistent relieving staff who have all worked hard to provide a safe secure environment where the children have diverse opportunities for learning.

It has been a pleasure to work together with the families of this community and in 2014 there has been wonderful support for the curriculum program, with attendance at special learning events, reporting of learning at home, encouraging comments in the Learning Journal, homework posters made with the children, volunteer support for excursions as well as parent/grandparent presenters sharing their talents with the children and staff team.

A special thankyou to our hardworking treasurer Richard Braunsthal for his support with the finances, to Trish Yorke-Simpkin who has been a supportive Chairperson for the last two years, to the other members of the Governing Council who helped in many areas and I look forward to another exciting year of learning for all in 2015.

Cynthia Meredith --Director