

Annual Report

1 March 2016-28 February 2017
Taranaki Free Kindergarten Association (Inc)



Kindergarten
Taranaki

Te Putahi Kura Pūhou o Taranaki

Presented at the
Annual General Meeting
held at The Rumpus Room, Gill Street, New Plymouth
Saturday, 4 November 2017 at 12 noon

Association Staff
Kindergarten House

Cherie Boyd
Chief Executive

Professional Team

Hilda Colgan

Professional Manager

Liz Clegg

Lois Sibtsen

Professional Leaders

Finance Team

Steve Smith

Finance Manager

John Sykes

Aira Cooper

Finance Officers

Jo Shaw

Payroll Officer

Operations Team

Dawn Osman

Operations Manager

Dennis Wills

Property Officer

Bernadette Bruce

Administration Co-ordinator

Honorary Solicitor

Nic Marinovich

Nicholsons

Accountant

Ross Whitmore

Vanburwray

Auditor

Carolyn Jackson

StaplesRodway

Life Members

Christine Mori

John McDonald

Juliet Ormrod

Karen Pullein

Kevin Applegarth

Governing Board

Jamie Swan

Chairperson

Co-opted May 2013

Elected August 2013

Second term elected October 2014

Third term elected October 2016

Lisa Henricksen

Elected October 2016

Natalie McKinnon

Elected October 2014

Second term elected October 2016

Kara Newsome

Elected October 2016

Rebecca Paris

Elected October 2016

Claire Southee

Elected October 2016

Jan Forsythe

Elected Staff Board Member October 2014

Second term elected October 2016

Vanessa Masi

Co-opted November 2016

CHAIRPERSON'S REPORT

**He taonga nui a
tātou tamariki**
*The greatest treasure
is our children*



In 2016, the Governing Board developed a vision and mission for Kindergarten Taranaki. Our vision is our WHY? While the mission, explains what we DO. This has been a clarifying step in the evolution of Kindergarten Taranaki and has helped the association move forward with strategic planning. The following headers reflect the strategic goals that have been decided by the Governing Board.

Our relationships make us strong

The collaboration between Rumpus Room and Kindergarten Taranaki showed a record turnout for the 2016 Annual General Meeting and we thank each family that attended and helped create a record voting strength of 51 members!

The Governing Board once again, visited each kindergarten to support their annual meeting and election of officers. Board Members take a lot away from meeting all of you and appreciate the diversity within our communities. We all have one thing in common and that is we all fundraise! The Governing Board sees an opportunity for further collaboration, so watch this space as we continue to shape how that could look.

Following each kindergarten's election of officers, 37 whanau attended Committee Training held over three locations across the province. Committee Training is an ever evolving programme and the Governing Board is pleased that it is now

offered in several locations to support the best turnout possible by our committee members.

As part of its ongoing review cycle, the Education Review Office (ERO) returned this year and visits took place at 16 northern kindergartens: Bell Block, Brooklands, Devon, Fitzroy, Frankleigh Park, Inglewood, Kahikatea, Kaitake, Marfell, Merrilands, Ngamotu, Orapa, Pukekura, Puketapu, Waitara Central and Westown. Westown and Fitzroy received confirmation of being revisited in 4 years.

The Governing Board was pleased to support our teachers and kindergartens. We attended both the introduction and closing meetings with ERO and were pleased with the recommendations suggested by ERO.

July 2016 saw our venture with Whanganui and Ruahini Associations formalised with the completion of the company's Constitution. This company is made up of the three Associations and is a strategic initiative to increase Kindergarten Taranaki's contract income. Taranaki Whanganui Ruahini (TWR) is to become a Strengthening Early Learning Opportunities (SELO) provider across the three Association's areas of service.

The Governing Board values all of its prior Board members and this year started work to establish an Alumni Newsletter. We have gathered the Board members over the last ten years from the two former Associations and plan to write a high level update once a year. This alumni group is open to any whanau who are leaving kindergarten but hold a special place for us in your heart. We are happy to add you to our alumni list and you can share in our achievements for years to come.

The New Zealand Kindergartens Inc (NZK) Regional Meeting was attended by the Chairperson and Staff Elected Board Member in Whanganui in May 2016. Over 140 members participated in these clusters identifying the social, cultural, economic, environmental, and political issues and influences that would continue to impact on families and kindergartens in the future.

- Responding to increasing diversity and change in populations
- Responding to the increasing pressures on parents and whanau
- Making kindergarten environments and programmes more sustainable
- Managing the effects of government policies.

In September, members of the Board and Association management attended the NZK 2016 Conference and AGM in Wellington. The theme was 'Kindergarten 2026 and Beyond: where do we want and need to be in 2026 and beyond'. This future-focussed event included a number of substantial reflections and recommendations for Kindergarten for the next 10 years.

We build on our legacy

The Board held its annual Board Professional Learning Day in January at One Burgess Hill, New Plymouth and focussed deeply on strategic risk analysis.

This year saw the Governing Board join Kindergarten Taranaki in Office 365. This cloud based platform has increased our productivity with the ability to collaborate on documents in real time and have shared filing systems. We also moved to generic email addresses so that it is easier to contact the Board and

allows Board members to better distinguish personal emails from Board emails.

We are a growing organisation that embraces diversity

In line with shifting our property focus to kindergarten buildings, the Governing Board approved the sale of our former Kindergarten House on Vivian Street. A small portion of the proceeds went towards a compliant sleep room for Koru Kindergarten, a temporary portable office space for Patea Kindergarten, and slight renovations to Kindergarten House downstairs space to prepare for an additional income stream of sub-leased office and seminar room space.

Jamie Swan
Chairperson



Back Row: Kara Newsome, Rebecca Paris, Natalie McKinnon, Vanessa Masi
Front Row: Lisa Henrickson, Jamie Swan, Jan Forsythe, Claire Southee

CHIEF EXECUTIVE'S REPORT

Largest Charity in Taranaki

Kindergarten Taranaki (KT) is proud to be the largest charity in Taranaki (turnover \$8,500,000). The solid and positive reputation of all 24 kindergartens and the association continues to grow. At 28 February 2017, 1,140 tamariki attended KT, staffed by 25 Head Teachers and 57.7 full-time equivalent qualified, registered teachers, supported by four management and two professional leaders, 29 administration roles, total number of 153 full-time and part-time employees on the payroll (plus relief teachers).

Kindergarten House on Gill St, NP

Kindergarten House moved to a new, larger facility at 207 Gill Street in April 2016. The spacious, well insulated, open plan upstairs office space enabled more area for workspaces and small meeting rooms for the 11 people who work in the Association office. The downstairs seminar room has the capacity for 30 people to attend a meeting plus a well-appointed kitchen and outside courtyard. Space is available to rent out to generate income.



Property report

Fifty property projects were initiated by kindergartens. Kindergarten Taranaki provided funding, through accumulated funds, to build a new sleep room at Koru Kindergarten, meeting compliance identified by the Education Review Office.

Work commenced on the Kindergarten Taranaki Property Strategy 2027 utilising and external a contractor to support the Operation team on this comprehensive piece of work.

Frankleigh Park and Eltham Kindergartens were painted in the December/January period and Kahikatea had work carried out on the sewerage system. This type of major maintenance is funding through the property budget.

The Property Officer oversaw Eltham Kindergarten's stage two playground redevelopment which was carried out during the April term break.

The Operations team worked with architects Arden Peters on plans for building enhancements at Devon, Eltham, Hawera, Kaitake, Merrilands, Kaitake and Tawhiti Kindergartens, and with Rangiwahia Design for Patea Kindergarten.

A full report and assessment of all trees at each kindergarten was carried out resulting in a number of trees being removed or pruned to maintain their integrity. All kindergarten mirrors were fitted with safety film.

Cleanline Tasman was contracted to be a single preferred provider for washroom consumables providing greater purchasing power coupled with high quality consumables.

Property Developments

| | |
|-----------------------------|---|
| Avon | Replace Tredsafe rope bridge. |
| Brooklands | Stage 1 Autex composition board installed. |
| Devon | Tenders received for Kitchen and kai area. |
| Eltham (see photo below) | Office heat pump. Playground redevelopment build. Sewerage line replaced. Awning replacements. |
| Frankleigh Park | Swing and veranda frontage soft fall install. Dry River bed project progressing. |
| Hawera | Office upgrade. |
| Kahikatea | Major sewerage problem resolved in medium term. Veranda awning replacements Stage 1. |
| Kaitake | Tenders received for veranda project. Storm water revamp in playground. |
| Koromiko | Replacement and refit of shade sails. |
| Koru | Stage 1 Sleep room addition. |
| Merrilands | Mains power problem ongoing – eventual part renewed. |
| Patea | Temporary Office install by Kiwispanz. Two heat pumps installed. |
| Pukekura | Redevelopment of children's bathroom. |
| Puketapu | Tree removal and concrete pad upgrade. |
| Waitara Central | Window replacement in main room. |
| Westown | Wild space pool fence install. Deck and slide area rebuilt. |



All Staff Hui

120 staff attended a professional learning and organisational development day held at TET Stadium in Inglewood, where there were presentations and workshops on tikanga Maori, mindfulness, organisational vision and values in action.

Cultural Framework development

During 2016, the Professional team continued to work with Gregg Parata to further the work begun in 2015 to build the structure for a bicultural framework. The team worked through a process to form the content of the structure. Draft concepts and indicators were developed and introduced to the rest of the management team.

Professional Learning and Development

The Professional team combined with the Whanganui Senior Teachers to develop a set of evaluation indicators to support teachers evaluate their curriculum and internal evaluation. These were introduced to teachers then trialled with 2 kindergartens. Taranaki and Whanganui associations held a combined conference for teachers in Hawera. The theme for the day was 'Children's working theories in action and social competency' facilitated by Keryn Davis.

A collaboration between MoE and KT resulted in the delivery of a special Incredible Years programme for ECE managers and MoE Special Education staff. This was facilitated by Lois Sibtsen and Carmen Vincent from KT. IY concepts support teachers (and whanau) in creating behavioural change and emotional success for tamariki.

Retirement of Professional Manager/Senior Teacher

Hilda Colgan, one of kindergarten's longest serving employees, retired after 45 years of service as a Teacher, Head Teacher, Senior Teacher and Professional Leader. Hilda contributed significant stability during the establishment of Kindergarten Taranaki, as well as mentoring a very large number of teachers and colleagues locally and nationally.

Systems development – GOSH - Office 365

Ongoing planning for the implementation of new software systems resulted in the use of GOSH to support compliance with the new Health and Safety legislation. Office 365 with cloud based storage has improved security and increased capability across the association and into all kindergartens.

Fees assistance process

A fees assistance process has been established to support whanau who are experiencing financial difficulties which could result in their tamariki not being able to attend over the 20 hours funded by Ministry of Education. Requests are made by the Head Teacher and approved by the Chief Executive. As a result, many tamariki attend up to 30 hours per week, where previously this was not affordable or created a burden of debt unlikely to be able to be paid off.



Leadership Development Programme participants at Dawson Falls

Leadership Development Programme

The TSB Community Trust approved funding over two years, for an extensive Leadership Development programme for 12 aspiring leaders. Newly appointed Head Teachers, plus aspiring leaders who have demonstrated leadership capability were selected into the programme involving workshops, coaching, self-review, 360 feedback from colleagues and developing partnerships. It is provided by Staples Rodway HR with the lead facilitator Julie Rowlands contributing her international experience and highly regarded expertise.

Cherie Boyd
Chief Executive

AVON

At Avon there has been a high number of boys on the roll with lots of boisterous play happening and wet days were loud! The teachers provided for lots of boisterous play, by purchased large building planks and putting out the call to our community for “loose parts”. Tyres, drift wood, beer crates, small cable reels are objects that the children could move around providing opportunities to develop skills in building, balance, loading, lifting, stabilising, co-operating and turn taking. Along with the trolleys, ropes and tie downs, all these objects have become treasured items for outside play and offer unlimited opportunities for the children to work at activities that fulfill their own creative needs.



An interest in gardening and sustainability has involved children in weeding, planting, harvesting, preparing and eating the food. This also includes learning about composting, the worm farm and recycling which many the children take special active interest in.



During the year a wide range of visitors and days of interest have included “Levity Beet” the musician, “CJ the Clown” “Zapo the magician,” “Coach Mike” “Santa,” the drama group from the Special Needs Unit at the High School, “Yellow Day” “Healthy Heart day” our own mini Olympics which were masses of fun, and an amazing bus trip to “Fern Brook Farm”, plus walks in our neighborhood to check out the lambs and to practice our road safety.

The enrolment of girls has increased to balance the numbers. Interests have grown to include music and dancing, literacy, large indoor constructions, the use of glue guns, carpentry, block, farm and animal play. We have seen many children develop deep friendships with others, develop skills to negotiate and take turns, inquire about, and stay engaged in their interests for sustained periods, helping children to succeed in all walks of life.

BELL BLOCK

A feature of our Kindergarten during the past year has been the increase in the number of younger children attending. They attend with confidence, and are competent, capable learners who are a real asset to our Kindergarten. The older children are supportive and helpful and use their coaching and peer mentoring skills to full advantage.



The teaching team continues its mahi with the Papa Tikanga with the Open Wananga. We are supported by our local hapu and iwi who generously share their knowledge and wisdom to enable us to connect with our area and learn the local legends to teach to our tamariki.



BROOKLANDS

Te Whāriki is at the heart of our teaching practice. We support our tamariki to learn and develop through all strands of the curriculum: well-being, belonging, contribution, communication and exploration.

Our emergent planning reflects how children learn best through play. We do this by supporting and extending *their* interests and passions. We notice, recognise, respond, and evaluate children's learning/ successes and achievements.

In August 2016 we introduced Individual Planning which focusses on each child. In consultation with whānau, the teaching team, and the child, plans are specifically and carefully designed for each child. Through individual planning we set goals and aspirations that are specific to each child's current learning needs.



It is with great gratitude, pride and excitement that we announce that property improvements during 2016 have happened because of the support from our committee, community organisations, grants, whānau, administrator, teaching team, Association and Equity funding. We have been able to complete the front entrance rock garden, coloured Autex composition walls have been installed, and a wide range of new learning resources purchased (including large outdoor gross motor equipment).



DEVON

Whaea Raewyn visited regularly during the year supporting our bi-cultural programme and teaching waiata, poi and haka. Our tamariki are becoming more familiar and confident with te reo Māori and tikanga.

Tamariki have been learning about how to grow nutritious food. We planted a range of 'Little Gardens' donated by families from a local supermarket. Tamariki have enjoyed tasting raw produce such as carrots, broad beans, cucumber, corn on the cob, sunflower seed and strawberries all grown in our kindergarten garden. It's always great to cook with produce grown in our own garden. Cooking activities have enabled tamariki to try a wide range of foods like silverbeet frittata, rhubarb ice blocks, broad bean dip, spinach and feta scones, lettuce sandwiches, 'bubble and squeak' fried leftovers. Our tamariki have enjoyed learning about where food comes from and trying new foods and tastes.



ELTHAM

At Eltham Kindergarten the teachers have continued to plan using the goals and strands of Te Whāriki in harmony with the key elements in our philosophy which are:

Respect, Creativity, Persistence, Curiosity, Confidence and Risk-taking, Wonderment and Awe, Thinking and Questioning, Social Competence and Humour.

These elements are woven through the children's learning stories. The photos capture the children's learning. They are a celebration of the child's accomplishments and their progress over their time at kindergarten. The children enjoy revisiting their learning in the portfolios. Throughout our kindergarten year we have offered many opportunities for our tamāriki to capture, extend and excite their interests and build on their ever developing skills and knowledge through our daily programme.



Learning through and about our Natural World encourages an appreciation for all the living creatures from big to small. Children are developing their working theories of the world around them. Life cycle of the frog and butterfly supports children to understand their own growth and development over time. Children have also been involved in the care of the garden tubs, planting and taking care of the vegetables grown at kindergarten then being able to enjoy the fruits of their labours. This also supports children connecting with the life cycle of plants.



We celebrate Te Ao Maori traditions and celebrate Puanga included weaving kites, baking, and the importance of celebrating being with our families.

At Eltham Kindergarten we held special events such as Disco's, Wacky hair day, Pyjama day, Teddy bears picnic day, Daffodil day, Grandparents day and Fathers night. We attend Americarna, the Christmas Parade and have visits from Coach Mike who demonstrates different gross motor skills with a sporting theme, Zappo the clown for fun day, and Billy from Eltham Library who comes in to read to our tamāriki and inspire a love of literacy.

FITZROY

Our children are learning how to learn, through play. They have gathered recycled materials using them in construction and creatively producing wondrous art works. The group collaboration on the stunning beaded light shade took place over weeks as children and, some parents, were drawn to this creative project. They have experimented with light and shadow, working with the overhead projector and the light table making exciting discoveries. The children were enthralled by and appreciated the wonder of nature as they studied the life cycle of frogs and caterpillars.



Children's developing physical skills were enhanced by music and movement being offered by teachers first thing in the morning during Terms 2 and 3. Along with the obvious enjoyment of children participating in these sessions, our children are developing their spatial awareness, their listening skills, ability to self-regulate, and ability to follow instructions. Many of these music sessions have children crossing the midline in their bodies; these sessions ensure both sides of their brain are engaged and switched on. An innovative addition to our music and movement programme was Yoga which was offered by a parent of the Kindergarten.



FRANKLEIGH PARK

In May, 2016 the Changes for Sustainability project was implemented and our kindergarten now offers enrolment for 2- 6 year olds. Our major self- review evaluated the effectiveness of our practices in teaching younger children who were now part of our programme, in particular, the communication and exploration needs which ERO had identified as indicators of a highly responsive programme for under 3's. Teachers wanted to ensure all children benefitted from this teaching and were challenged to ensure that the high quality programme continued with the additional needs of the younger children.



As the year progressed, relationships strengthened, children were supported with routines and teachers discovered younger children were very capable and confident. A mind-set shift saw teachers using care moments such as toileting and kai routines as opportunity for rich learning and strong relationship building. The teaching of pro-social behaviour with special emphasis on strengthening the relationships between older and younger children including the Maori concepts of *ako* and *tuakana teina* have contributed to the quality of the programme.



HAWERA

Philosophy reviewed to be: “Hawera Kindergarten is a place where

- children and adults learn together through building positive, respectful, caring relationships with each other and within our beautiful natural outdoor environment – *hononga whakaute*
- we strive to ensure that our Māori heritage, tikanga and te reo is acknowledged and visible – *whakaae tikanga*
- we celebrate and reflect the merging of colourful personalities, cultures, values and beliefs – *whakanui kanorau*.

It is for the children and families that we are here – the relationships that are formed, the learning that we do together, the opportunities to support children and encourage them on their learning journey.

We count it a privilege that you entrust us your children at Hawera Kindergarten where we strive to create the best learning environment where they feel valued and acknowledged.

We value your friendship and contribution – thank you.

It is also very special to have children come to our Kindergarten whose whanau have also attended.

Highlights of the programme:

- Positive relationships, *Ngā hononga mauritau*
- Working together, *Mahi tahi*
- Worm farm, *Ngā pāmu noke* – weeding the garden, *ngaki te kari*
- Exploring our environment, bugs and insects, *Ngā pekeke*
- Healthy eating, *Kai hauora* – baking
- Active movement, *kaupapa hohe*, with new equipment
- Social functions, *Mahi pāpori*
our disco, Grandparents day, family barbecue, farm trip, end-of-year cultural celebration meal



We acknowledge the team here – the passion, commitment and support that they bring to ensure that what is important for tamariki and whanau are at the forefront of everything we do.



INGLEWOOD

Our internal evaluation for 2016 on planning and assessment has been guided by the Criteria for Curriculum Implementation, presented to us by our Professional Leader, Lois Sibtsen. This has led to a number of changes to our assessment processes which has resulted in significant improvements in our planning and assessment practices. In Term 4 of 2016 we welcomed the Education Review Office to Inglewood kindergarten, who recognised the improvements we had made to our planning and assessment practices. They judged us to be well-placed to provide early childhood education and our next review is scheduled to be held in three years' time.

One of the exciting pieces of work we have been involved in is the Kāhui Ako o te Kōhanga Moa. All of the Inglewood early childhood services, primary schools, the secondary school and WITT are part of this Community of Learning. Together we have been writing achievement challenges to improve our shared pedagogy, enhance transitions, strengthen whānau partnerships and improve access to services for targeted and priority learners. There will be many benefits for the Inglewood community as a result of all the learning centres working together so closely, including increased strength of relationships, and clearer messaging for whānau about education in Inglewood.



Another particularly noteworthy achievement is our teacher Tania completing her Bachelor of Teaching and Learning. Completing qualifications while working full time is always challenging and we are all proud of Tania's achievement.



KAHIKATEA

At Kahikatea our programme is driven by the Enviroschool kaupapa. *The sustainable garden projects:* Our tamariki have been involved in planting and harvesting (by the moon). We have focussed on developing the worm farm (living world) and compost processes including a new garden bed and bird house provided/donated by whānau. Our Taniwha (our kaitiaki/guardian) continued to provide tamariki with a Te Ao Māori perspective in our outdoor environment and has become a favourite place for children.

Linking sustainable practice in the garden to the food we eat, sparked a review of our food and nutrition policy which has a focus on healthy eating and healthy hearts. Our menus for the children are still a very positively empowering visual and learning tool.

We have continued to focus on social and emotional competencies which was recognised as a strength by ERO in our review this year. We have created a culture where children feel comfortable to let us and their peers know how they are feeling, helping them to develop reciprocal and responsive relationships. Teachers also foster the virtues language which supports this development.

Playball sessions with Coach Mike and Coach Carlin continued to provide opportunities for active movement, team play, building confidence and allowing the body to teach the brain how to think. Physical experiences also helped to develop a children's balance, their senses, intuition, power, coordination and control.

This past year has been a year for art and creativity. We celebrate children's artwork providing many opportunities for tamariki to be creative and expressive. We celebrate the way children's art tells a story and makes important links to home and their families. Kaiako value our dual cultural heritage of Aotearoa and support children and families to become increasingly aware of our culturally diverse community.

At Kahikatea we were again fortunate to have an amazing sustainable community who are committed to supporting the kindergarten wide community and wholeheartedly contribute to our journey.



KAITAKE

Kaitake provides a stimulating curriculum which is based on the children's interests, and their learning is developed around these. Play is an integral part of our curriculum, and our environment promotes sustainability, curiosity, choice, exploration, fun, risk-taking, socialisation, communication to name a few of the skills children acquire while attending here.



There is a strong belief that for the best learning outcomes for the children, teachers build valuable and respectful relationships with the parents/whanau.

We have an ongoing commitment to support the Treaty of Waitangi by implementing Te Ao Maori into our practice throughout the curriculum. All parents/whanau are consulted about their aspirations for their child which we consider regularly when planning for the each child. On leaving kindergarten when going to school each child is gifted a native tree.

Te Whaariki, the national Early Childhood Curriculum, has been revised this year. The children's learning stories in their portfolios make direct links to Te Whaariki which enables parents/whanau to see the direct links to the Curriculum. Families are invited and encouraged to spend time at the kindergarten, discuss the day with their child, receive feedback from teachers, plan and attend activities and events, support fundraising activities and accompany their child on trips.



KOROMIKO

During the past twelve months we have hosted: - Grandparent and Special Friends day which was part of our Matariki/Puanga celebrations, a visit from an Ambulance Officer, a Fathers' evening, a family picnic for Children's Day, a Christmas celebration picnic and family fun day. We were invited and attended a local School to develop our understanding of learning in a bi-cultural way. The children learnt a new waiata and performed this for the school community. The school children performed for us and we shared a learning session about Rona and the Moon.

We celebrated Matariki/Puanga over the month of June. We did this to coincide with the appearance of the Matariki/Puanga constellation and the Maori New Year. This has become more imbedded in our kindergarten programme and we feel that it was a very successful month. Elements of Maori Tikanga are used daily in our teaching practice, for example: Kaitiakitanga, how do we teach and show guardianship of elements of our kindergarten environment.

In 2016 we have become more involved with the Enviro school project, with teachers attending various professional development opportunities to support this. This is an area that we are all passionate about and the children really enjoy learning about. This year we have introduced a weta hotel for the children to explore and we have upgraded our Willow hut and ponga house.



KORU

What a wonderful year we have had learning and growing together. At Koru our weekly farm walks are still a huge part of our curriculum. Every term we change the day so all children aged 2-6 get to experience this wonderful time in the nature. The tamariki spend about 3-4 hours out on the farm and during this time they explore different parts of the farm, they set up 'camp' where together they make huts, climb branches and also prepare and cook their lunch on a fire they have made. This opportunity also strengthens the children's social/emotional learning as the tamariki have to work together, take turns and share.



Last year we had our new sleep room completed and this has been so beneficial to our Kindergarten. The extra space is great and we are currently using the old sleep room space for our infant area. Our next project is to create an infant area next to our new sleep room. We thank all our grant providers who have helped with this and other resources for our tamariki.

Primary caregiving is still a strength in our Kindergarten so every child and whanau have a specific teacher that support and fulfil their needs. We believe our philosophy reflects best practice for tamariki giving them the time and space for learning. Our outdoor environment is very popular with our huge sandpit, amazing mud pit and our natural climbing playground.



Lastly we thank our whanau for bringing their amazing children to us. Your help and support throughout the year has been greatly appreciated.



MARFELL

Healthy Heart Award was achieved this year and it was a long process. Our tamariki already experience an environment at kindergarten with a strong focus on healthy lifestyles. To continue this mahi more outdoor equipment has been purchased, funded by two grants of \$500 each. Now We are start work to achieve level 4 of Oranga Mokopuna.

Kanikani was a successful fundraising event where teachers and whanau worked together to ensure everyone was safe and had fun. This is our defintion of successful. For us at Marfell its not about how much money we raise, its about how full our hearts are at the end of the night. We all felt apart of something really special at the end of the kanikani, chatting as we laughed and cleaned, as one whānau. Now thats kotahitanga in action!



Puanga Kapahaka Festival 2016 held in Waitara was another success we all attended by bus, with our tamariki shining on the day. Our group was slightly younger than in previous years, with a few two year olds performing. The pride on the faces of our tamariki and whanau made the whole experience even greater. Seeing tamariki experience success as Maori in that fabulous forum was sensational. This was our third year performing and we are the only kindergarten to do so. Its pretty special alright!



The Shoebox Christmas Organisers approached us half way through last year and asked if our tamariki would like to be involved in recieving a shoebox full of gifts just for them, and of course we agreed! It was decided rather than the kindergarten giving them to the tamariki, we would quietly slip them to parents and they could choose how their tamariki recieived them. Many of our whanau told us how very grateful they were for these, as there was little or no money for presents. This reinforced our decision to let whanau decide. Its wonderful knowing that each parent got to be the hero in their child's eye, on the day. Tu Meke! A big ups also to the organisers and the many families and individuals who filled these shoeboxes for tamariki to recieve. These ccame from the wider community of New Plymouth and beyond.

MERRILANDS

Reorganisation of the kindergarten session structure and hours progressed throughout the year, resulting in a greater number of children attending kindergarten for all-day (six hour) sessions. We also have much younger children attending kindergarten, with a drop in the entry age from 2.5 years to two years of age. The changed dynamics have required the teachers to develop new ways of working and we are constantly refining our team practice to ensure we are responsive to all children's needs and interests. We are acutely aware of the importance of developing close nurturing relationships to support our younger children's emotional needs. At the same time we are encouraging independence in the older children, and a sense of tuakana teina, which sees more competent peers modelling and supporting the younger children.

We celebrated Puanga / Matariki, the Māori New Year, in June with cooking and gardening activities, raranga (weaving), and a visit from the Mangorei School Kapa Haka Group, shared kai, waiata and pēpeha, and a community kete of goods for donation to families in our community.

We also celebrated our cultural diversity with the support of our families – events included Diwali, Japanese origami activities, Eid, and the Chinese New Year.

We continue to work to ensure we provide equitable opportunities and a supportive learning environment to ensure all children experience progress and success at kindergarten, irrespective of language, culture, background or ability. Over the year we worked with a number of specialist professionals and para-professionals from the Ministry of Education and District Health Board to adapt our environment to ensure children with specialised education needs were able to access the curriculum and thrive at kindergarten. These included Early Intervention Teachers, Education Support Workers, Speech Language Therapists, Resource Teachers of Vision and New Entrant Teachers, as well as agencies and community organisations such as the Blind Foundation, and CYFs.



The year has been another very busy one at kindergarten in terms of the learning environment and programme. It has involved children and families participating in a wide variety of activities - both child initiated, and teacher/community initiated. By and large, the Emergent Curriculum drives our planning and assessment processes and both individual and group interests were supported and extended.



NGAMOTU

The Education Review Office visited us in November last year and report that

- The teachers are committed to the promotion of te reo me ngā tikanga Māori, and skillfully integrate these into all aspects of the programme.
- The bicultural curriculum is highly reflective of the kindergarten's local context as well as the dual heritage of Aotearoa New Zealand
- Children's and families' sense of belonging within the kindergarten is promoted by teachers' warmth of response. Teachers work alongside children to extend their play and learning.
- A range of useful and thoughtful strategies support children's successful transition into the kindergarten and on to school.
- Children with additional learning needs are identified and supported and their progress is monitored. Teachers liaise with external agencies where appropriate.



Ngamotu Kindergarten provides morning tea and lunch for children every day. This includes foods such as fresh fruit and vegetables, hummus, dahl, tortillas, pasta bake, bean dip, sushi, egg and vegetable fried rice, homemade pizza, bean and potato top bake, roast vegetables.

Teachers ensure every child is nourished and has the opportunity to participate in the routines of morning tea and lunch. Teachers encourage children to be involved in routines around food including gardening, food preparation and eating with their friends.

Every term the children and whanau are invited to attend at least two or three free excursions to support and extend childrens interests. These excursions include visits to the Pukekura Park, The foreshore, Chipmunks, live shows dance and drama, School visits and more. Musicians, magicians, librarians and even visits from the SPCA support and enrich learning also.



ORAPA

Raising learner achievement for Orapa Kindergarten children remains an ongoing focus and one which the teaching team take a holistic approach to. We know that healthy, active children are much better placed, and ready for learning. Therefore we place a strong emphasis on providing an environment where children's physical and emotional wellbeing is supported and promoted via healthy lifestyle messages. Our expansive, well-resourced outdoor environment supports the promotion of physical fitness and large motor development, while healthy food prepared and provided daily to all children meets the NZ Heart Foundation's nutritional guidelines.

Attendance data over the past year would indicate that both the provision of food and the transport service have contributed significantly to increased attendance and enrolments as well as supporting regular and consistent attendance, key to raising learner achievement. The Orapa Kindergarten community remains very appreciative of both these services funded by the Ministry of Education Equity fund.

Collaborative relationships with wider community agencies, i.e. Tui Ora, Oranga Mokopuna, Public Health Nurses and the Heart Foundation have further strengthened and endorsed messages of well-being.

“Skipping September” - Skipping is an excellent activity for brain development, developing numeracy skills, improving coordination and balance, strengthening the heart muscles and fitness, developing healthy bones, promoting healthy competition turn taking and so much more. Congratulations to our tamariki on an amazing achievement and many thanks to our wonderful families and friends who supported our ‘Skipping September’ event and for joining our celebration on ‘Jump-a-thon Day’.



Participation in the Oranga Mokopuna programme has provided many opportunities to develop and extend active movement in the curriculum. These resources have helped extend children's physical skills, increase fitness, as well as promoting social skills and building confidence.



‘Children benefit from a strong focus on active movement and healthy eating.’ From Orapa’s Education Review Office report 19 January 2017

PATEA

Learning and Development at Patea Kindergarten is guided by the curriculum document, Te Whāriki, under the headings of Well-being, Belonging, Contribution, Communication and Exploration. As a team, we place importance on the fact that each child has their individual needs met as we observe and plan for them, recognising each child's difference.

We have recently updated the inside wall mural which is reflective of the wider community and 'where we come from'. This portrays our mountain, river and photos for the children to look out at different landmarks in and around Patea. We also have photos of all of our children and they love to look at themselves and their friends and enjoy viewing photos of things that are familiar to them. This has been a great prompt for conversations about Patea and the child's world.



During the year, there have been observations of some wonderful work and play within our environment. Not only has this been documented in individual Profiles, but we ensure that our 'What's Been Happening?' board is kept up to date and that children can revisit their experiences along with sharing them with whanau.

There was great interest in our Olympic Games day with children participating in a number of Olympic activities and being presented at the end of the day with their own medal. The day was supported by parents/whanau, and we all enjoyed a shared morning tea once the events were completed.



Healthy Eating continues to be a focus, and along with encouraging children to make healthy choices from their lunch boxes, we have made Mini Pizzas, smoothies and a variety of healthy snacks. The garden has produced vegetables with an abundance of lettuce and spinach.

Our annual trip to the Wanganui Boys and Girls Gym was a great success. With most parents coming along to enjoy this day out we had near to a one to one ratio. This provides a perfect opportunity for children to challenge themselves and the use of their gross motor skills, plus enjoying the bus ride and a picnic lunch.

PUKEKURA

TEACHING AND LEARNING:

- Special events included a PJ party with breakfast at kindergarten, Family Disco, Picnic Tea, Father's evening, a Wheel-a-thon and our first ever Multi Ethnic Shared Kai Lunch. Excursions have included the regular Bushwalks.
- We continue to see the delight of the children during these learning experiences of Playball.
- The outdoor equipment continues to be well utilised by the children.
- Staff attended a range of professional development including: Children's Working Theories was the focus of last year's Conference in July; Incredible Years; Educa Introduction; Appraisal/Internal Review Workshops; Leadership Development Programme; Te Ara Reo Māori; and First Aid. We also attended teacher and head teacher hui.



ENVIRONMENT:

- A huge thanks to all those involved in maintenance projects (both large and small) undertaken over the last year. Working together we can achieve so much. A very special thank you to Freddie Cleland for your amazing work to 'fix up' anything and everything that was needed this year (and thank you Anna for facilitating this work).
- The children's bathroom upgrade has now been completed. Thank you again to Nicky Trass and Kyle Arnold for your support and work during this project.
- The carpet in the playroom and office was replaced during the September School Holidays.
- Trees were removed to make way for the retaining wall work to be completed. Other trees were pruned to extend their life by a couple of years.
- New play equipment that has been purchased over the course of the year. Thank you in part goes to the Harcourts Foundation and donations from our whānau.
- Playground developments will continue to progress over the coming year with the teaching team keenly anticipating working with Robin Christie from Childspace in Wellington to help with designing an outdoor learning environment that is as inviting and stimulating as our lovely indoor learning environment.
- We would also like to thank the Management Team at Kindergarten Taranaki for your guidance and support over the last year.



PUKETAPU

Kaiako are constantly changing and adapting the environment to support the learning interests and ever growing minds of our tamariki. We have changed our kai eating routines where the children are now able to choose when they eat. Creating this change for the tamariki has enabled them to have more sustained play with uninterrupted learning, smaller social interactions with peers at the table, learning how to self-regulate and understand their body's needs. We have noticed that the children are settled and enjoying the change.

We are always striving to give the tamariki a great start to their education and provide them with materials and resources that provoke curiosity where they begin to investigate. Resources such as loose parts which can consist of many things like, sticks, small pieces of wood, spoons, little bowls, lids, jars etc. These items provide open ended play where the child can determine how they are played or created with.

During the year we have had many events and one of these was our very successful Wheel-a-thon. It was wonderful to see the turnout of parents and children participate despite the rain. The children showed confidence, endurance, perseverance and much more. They were determined to get to the finish line even if it meant running or walking on foot rather than biking. An amazing effort by all and we were very proud of every ones contribution.



STRATFORD CENTRAL

A new planning, assessment and evaluation process was introduced throughout the year which has extended our communication with whānau as we work collaboratively supporting children with their individual goals. Clear acknowledgement of whānau aspirations has been documented and communication continues to strengthen through our Key Teacher approach.

Relationships remain the heart of our day-to-day practice and ensure children and whānau gain a true sense of belonging within our environment helping them to learn and grow their skills. We continue to celebrate successes through our “I can” wall, which we have recently shifted so the sheets are at the children’s level. Regular revisiting of children’s portfolios helps children to recognise their ongoing learning and development and share their successes with others.

Our vision is for children to intrinsically want to explore, discover and experience the unusual, unknown, natural environment and to realise this vision we are working to upgrade our outdoor area at the southern end of the Kindergarten. In September we successfully applied to the Taranaki Electricity Trust (TET) and were granted \$14,000.00 to advance the project for which we are most grateful, and thank the TET for their support.



TAWHITI

Water Pump - look at the fun we are having with our new water pump. We are learning more about sustainability by using a recycled barrel. We are also learning about pressure as we push the pump down and the water comes up into our buckets. We have to use our problem solving skills and take turns. This water pump is fun!



A recipe for our Christmas party fun

Ingredients:

- *one bouncy castle and one clown
- *Sausage in bread and angus burgers
- *lots of children, families and teachers
- *sunshine and blue sky

Mix the castle and clown together with the children and this makes for a day of great fun and laughter. Add sausages in bread and angus burgers for a scrumptious lunch. Finally mixing the sunshine, blue sky, families and teachers makes for a wonderful social occasion for everyone.



Gym visit

There was great excitement as we boarded the bus to go to the gym. We had to listen carefully to the rules and then it was time to try out all the equipment - beams, mats, trampoline, bars. We learnt many new skills like warming up to some songs and how to land safely. We did some dancing at the end of the session as well. We loved trying all the different equipment. It was great fun!



Gardening

With gardening we create opportunities for children to engage in the natural environment and learn different processes, e.g. weeding, planting trees and vegetables, harvesting fruit and vegetables and then the very best bit – tasting! Throughout gardening teachers role model for the children and they quickly become confident and competent in the different processes.

WAITARA CENTRAL

Teachers have worked to support our tamariki develop social competence, strong wellbeing and mana. We provide a free play curriculum which allows children to follow their interests, their passions and develop at the level which is right for them. We support, question, listen and work alongside the children. We provide lots of opportunities for real work and learning here. We bake lots and our children love to be part of this in a group or as an individual making a scone for themselves.

We learned new waiata, in preparation of our Matariki celebration hangi hui. This was well attended by our families and such an awesome evening of sharing and celebrating our tamariki, their learning and our kindergarten. We had one of our father's come in during the day and put on the hangi pot for the meat and vegetables. Families brought kai to share and we enjoyed celebrating together. Our tamariki gave a concert for our whanau. These whanau hui have grown our community into a strong group, with knowledge of us being a community working for our tamariki and their families.

The van continues to be a huge asset for us, enabling us to pick up our tamariki who may otherwise not be able to come every day. It works really well with sharing it with Orapa and we keep in touch and work in with each other. We have a close relationship with Orapa - which is great. Together we market our kindergartens in our community from a united front.

We have been part of a research project with Huirangi School over 2015/16. This was about transition to school and ensuring that children got the best opportunities to have success when starting school. We worked closely with Teachers from Huirangi. During this time Teachers here looked closely at how we supported new families and tamariki to transition into kindergarten and then out – and on to school. We reviewed our procedures and information we gave to parents.

We continued to garden and grow vegetables at kindergarten all year with the children learning about planting seeds and growing food and flowers. We develop knowledge of the worm farm and how to look after the worms and learn about composting.

Teachers work to ensure that all children are having a positive and nurturing learning experience here at kindergarten. We use free Play as the vehicle of learning and children can make choices about their day, Te Whāriki curriculum guides our teaching and we love having whanau involvement in the learning and play. Parents are always welcome here.



WESTOWN

Curriculum focus over the year has emphasised social and emotional competence. Teachers have been working hard in consultation with the Ministry of Education and whānau to actively support tamariki with development in these areas. This year, 2017, the Ministry of Education has provided a Kindergarten support worker for 3 hours per day and we have maintained our Teacher Aide at the longer hours to continue to provide support for teachers to support tamariki to develop social and emotional competence. It has been great to see so much success in this area due to the hard work of our team.

We have also been working with the Ministry of Education and whānau on speech and language development for many of our tamariki. Teachers have had some Professional development and have been given many useful tips and tools to help support the development of tamariki speech and language.

Tamariki had a strong interest in Māori Myths and legends over the year and this lead to lots of dramatic play based on the characters from the legends. Hatupatu and the Bird Woman was one of the favourites, and when we were asked by Westown School to take part in their yearly production this was the story we chose to re-enact. This was a fabulous experience for our tamariki and we got lots of positive feedback from the community about how wonderful our performance was.





Statement of Comprehensive Revenue and Expense

Taranaki Free Kindergarten Association Incorporated
For the year ended 28 February 2017

| | NOTES | 2017 | 2016 |
|--|-------|------------------|------------------|
| Revenue | | | |
| Government Grants | 3 | 8,192,894 | 7,958,465 |
| Education Fees | | 292,453 | 254,934 |
| Grants | 4 | 197,832 | 225,003 |
| Interest Received | | 69,258 | 106,761 |
| Other Revenue | 5 | 174,616 | 214,573 |
| Total Revenue | | 8,927,054 | 8,759,737 |
| Total Revenue | | 8,927,054 | 8,759,737 |
| Expenses | | | |
| Administration | 6 | 1,229,966 | 1,248,462 |
| Depreciation - Motor Vehicle & Other Equipment | 15 | 27,934 | 21,293 |
| General Expenses | | 94,484 | 117,701 |
| Learning Resources | 7 | 6,604,553 | 6,723,239 |
| MOE Equity Funding | 8 | 244,754 | 209,505 |
| Property | 9 | 482,101 | 429,592 |
| Total Expenses | | 8,683,793 | 8,749,792 |
| Total Surplus for the Year | | 243,261 | 9,945 |
| Other Comprehensive Revenue and Expenses | | | |
| Increase in valuation of Property, Plant and Equipment | | - | 72,582 |
| Total Other Comprehensive Revenue and Expenses | | - | 72,582 |
| Total Comprehensive Revenue and Expenses | | 243,261 | 82,527 |

These financial statements should be read in conjunction with the notes to the financial statements.



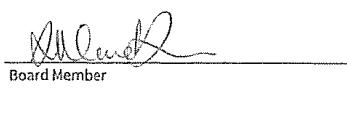
Statement of Financial Position

Taranaki Free Kindergarten Association Incorporated
As at 28 February 2017

| | NOTES | 28 FEB 2017 | 29 FEB 2016 |
|--|-------|-------------|-------------|
| Net Current Assets | | | |
| Current Assets | | | |
| Bank and cash | 10 | 1,563,971 | 1,365,811 |
| Trade receivables from exchange transactions | | 39,053 | 41,595 |
| Prepayments | | 22,459 | 41,053 |
| Investments | 11 | 237,187 | 242,133 |
| Work In Progress | | 43,933 | - |
| GST | | 1,252 | 2,503 |
| Total Current Assets | | 1,907,856 | 1,693,195 |
| Current Liabilities | | | |
| Payables and accrued expenses | | | |
| Trade payables from exchange transactions | | 156,648 | 80,150 |
| Accruals | | 13,393 | 270,122 |
| Total Payables and accrued expenses | | 170,041 | 350,273 |
| Employee Entitlements | | 41,084 | 43,386 |
| Revenue In Advance | | 49,872 | 2,157 |
| Total Current Liabilities | | 260,997 | 395,816 |
| Net Current Assets | | 1,646,859 | 1,297,377 |
| Non-Current Assets | | | |
| Property, Plant and Equipment | 15 | 12,644,903 | 12,751,124 |
| Total Non-Current Assets | | 12,644,903 | 12,751,124 |
| Net Assets | | 14,291,762 | 14,048,501 |
| Equity | | | |
| Equity | | | |
| MOE Equity Funding Reserve | 16 | 224,364 | 211,335 |
| Accumulated Funds | | 6,463,538 | 5,978,856 |
| Revaluation Reserve | | 7,603,860 | 7,059,310 |
| Total Equity | | 14,291,762 | 14,048,501 |
| Total Equity | | 14,291,762 | 14,048,501 |

Signed for and on behalf of the Board of Members who authorised these financial statements for issue on 25 August 2017:


Chairperson


Board Member

These financial statements should be read in conjunction with the notes to the financial statements.



INDEPENDENT AUDITOR'S REPORT

To the Members of Taranaki Free Kindergarten Association Incorporated

Report on the Audit of the Financial Statements

Qualified Opinion

We have audited the financial statements of Taranaki Free Kindergarten Association Incorporated ('the Association') on pages 4 to 25, which comprise the statement of financial position as at 28 February 2017, and the statement of comprehensive revenue and expense, statement of changes in net assets and statement of cash flows for the year then ended, and notes to the financial statements, including significant accounting policies.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section of our report, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at 28 February 2017, and its financial performance and its cash flows for the year then ended in accordance with Public Benefit Entity Standards Reduced Disclosure Regime ('PBE Standards RDR').

Our report is made solely to the Members of Taranaki Free Kindergarten Association Incorporated. Our audit work has been undertaken so that we might state those matters which we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Taranaki Free Kindergarten Association Incorporated and the Members of Taranaki Free Kindergarten Association Incorporated, for our audit work, for this report or for the opinions we have formed.

Basis for Qualified Opinion

There are limited controls in relation to the recognition of net fundraising and donations revenue disclosed in Note 5 of the financial statements of \$122,016 (2016: \$122,046). There are no practical audit procedures to determine the effect of this limited control. In this respect alone we have not obtained all the information and explanations that we have required.

We conducted our audit in accordance with International Standards on Auditing (New Zealand) ('ISAs (NZ)'). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Association in accordance with Professional and Ethical Standard 1 (Revised) *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board and the International Ethics Standards Board for Accountants' *Code of Ethics for Professional Accountants* ('IESBA Code'), and we have fulfilled our other ethical responsibilities in accordance with these requirements and the IESBA Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.





2016 
Kindergarten
Tārānaki

Te Putahi Kura Pūhou o Taranaki