

Annual Report

1 March 2018-28 February 2019
Taranaki Free Kindergarten Association (Inc)



Kindergarten Taranaki

Te Putahi Kura Pūhou o Taranaki

*Presented at the
Annual General Meeting
held at TET Stadium, Stratford
Saturday, 24 August 2019
at 11am*

Association Staff

Kindergarten House

Cherie Boyd

Chief Executive

Honorary Solicitor

Nicholsons

Auditor

Staples Rodway

Professional Team

Mandy Coupe

Professional Manager

Liz Clegg

Lois Sibtsen

Debbie Vertongen

Professional Leaders

Shane Cassidy

Pou Ārihi

Finance Team

Steve Smith

Finance Manager

John Sykes

Aira Cooper

Finance Officers

Aira Cooper

Payroll Officer

Aliza Abdul Aziz

Accountant

Operations Team

Dawn Osman

Operations Manager

Kristina Forsberg

Facilities Co-ordinator

Bernadette Bruce

Administration Co-ordinator

Viv Standen

Reliever Co-ordinator

Dave Skurr

Systems Support Co-ordinator

HR Generalist

Astrid Haesli

Governing Board

Lisa Henrickson

Elected October 2016

Natalie Willetts

Elected October 2014

Second term elected October 2016

Desiree Bond

Elected October 2018

Daniel Le Breton

Elected October 2018

Stacey Clough

Elected October 2018

Kylie Kinnell

Elected Staff Board Member

June 2017

Vanessa Masi

Co-opted November 2016

Appointed November 2017

Elected October 2018

Kim Olsen

Elected October 2018

Life Members

Kevin Applegarth

Desiree Atkinson

John McDonald

Christine Mori

Juliet Ormrod

Karen Pullein

Chairperson's Report

This has been an exciting year for the Governing Board of Kindergarten Taranaki. We had four new Board members join our team giving a fresh perspective and bringing diverse knowledge to help support our management team, teaching staff, tamariki and whānau.

We come from across the region with our "heart Kindys" (the place our tamariki attend) being; Orapa, Westown, Merrilands, Frankleigh Park, Avon, Eltham and Hawera. We have a real love and passion for all 24 kindergartens and ensure this is the driving force behind our strategy and direction we set for our Association.

This year we say goodbye to one of our Board members, Natalie Willetts. A Board member for the past six years, she has given so much of her time and energy for her local kindergarten, our Association and her local community. We wish you the very best in your future endeavours, *ka waiho e koe tēnei wahi, engari kei a koe tonu te mahi. Te mana e hoatu ana e koe ki a mātou ka mōhio mātou, ka hoki mai anō.* (You leave this place, but your work remains. The mana you give us we acknowledge and give back in kind.)

We have grown in many areas that I would like to acknowledge. Firstly, in our bicultural journey, we have found our Pou Ārahi, Shane Cassidy, invaluable in building our mihi, waiata, karakia and whakatauki in te reo Māori. Our understanding and capability come from continual effort and support along with our new tool Te Papahou - this new app allows us to learn from our local iwi and kaumatua the stories, songs and greetings according to our region. Secondly, in our financial capability we see the future of Kindergarten Taranaki requires sustainable measures with a focus on meeting the needs of all tamariki across our region. Both those that currently attend one of our services and the coming generations of tamariki having a place that is not just here but thriving for all our communities.

So where to from here?

We will continue to give the parent voice we were voted to provide, ensuring all peoples, communities, languages and cultures are reflecting in our decision making. We will seek professional development and continued support from NZK and other institutes for our governance role. We will also continue to strengthen our partnerships with local iwi and businesses who give valuable resources to our Association and whānau who enrich our kindergartens with their time, energy and beautiful tamariki.

I look forward to another year ahead to be a voice in support of all tamariki and whānau, to working with an amazing Board of parents who continue to show passion for Kindergarten Taranaki.

Ngā mihi nui

Lisa Henricksen

Chief Executive's Report

Hoea te waka – row the waka together

Significant progress has been made against all of the eight strategic objectives and the many plans developed for implementation. In particular, strengthening organisational robustness with the development of the Property Strategy and approval process, deepening meaningful relationships with hapu and iwi, and fostering ākonga to be strong in their identity, language and culture.

The Board supported the Chief Executive to attend a five day live-in programme at the Melbourne University Business School on 'Leading for Strategic Success'.

The government's Education Summit was attended by both the Board Chair and Chief Executive, and many staff attended the Ministry of Education consultation on the 10 year Strategic Plan for Early Childhood Education, plus provided feedback on the review of Tomorrow's Schools, 'Our Schooling Futures; stronger together'.

In February Cyclone Gita negatively impacted on all 24 kindergartens with power and telecommunications outage, tree and sunshade damage, causing closures and disruption for over one thousand tamariki and whānau who attend our kindergartens around the province.

People

Increased specialist knowledge has been provided with the appointment of a Facilities Co-ordinator, Kristina Forsberg, and in-house Accountant, Aliza Azziz (.25), Pou Ārahi, Shane Cassidy (.50) and a Reliever Co-ordinator, Viv Standen (.25). A long serving Professional Leader, Liz Clegg resigned and her replacement Debbie Vertongen brings capability in Te Ao and Te Reo Māori.

Two hui for all staff were held at Taiporohenui marae, Ngati Ruanui, Hawera in July, and a noho marae at Owae, Te Atiawa, Waitara. Both events provided an opportunity to deepen understanding of the history of each iwi, location and mana of tangata whenua and each wharenuia.

Changes in legislation and contracts in regards to Health and Safety (PCBU) and sick leave have been worked through with employees, for their benefit and protection. Succession planning, policy and seminar were provided to staff nearing the end phase of their career.

The staff engagement survey carried out in 2017 provided a number of useful recommendations which are being implemented, one being an improvement to communications.

Professional Learning

Professional development has intensified under the direction of the Professional Manager, Mandy Coupe. Te Pumaomao Nationhood building extensive programme has been delivered three times, with around 60 participants attending the two day noho marae at Parihaka, plus the follow up seminar to present their plan for implementation. Recommended waiata and karakia sessions have been provided on a regular basis in both north and south Taranaki. Shane Cassidy of Ngati Te Whiti and Te Atiawa, and Puhi and Phil Nuku of Ngati Ruanui have lead these sessions, and supported staff at hui. Whaene Raewyn Ashby has supported kapa haka for tamariki in kindergartens in both north and south kindergartens. An extensive programme of professional learning and development was offered including a hui at Whakahurangi Marae, supporting Enviroschools kaupapa, and increasing professional practice with assessment planning and evaluation, appraisal and internal review. Incredible Years Autism trial project was offered by Ministry of Education facilitators and attended by staff from all kindergartens.

First aid training, Kindergarten Administrator upskilling re desk files, Digital Workplace conference, and food handling certificates were attended by staff members.

Community of Learners - Kāhui Ako (a collaboration of pathways to support learners), are engaged in by teachers at Inglewood, Koru, Central, Avon, Eltham, Koromiko, Tawhiti, Hawera and Patea.

Property

Progress has been made in developing the Property Strategy and approval process, developing 5 year property plans based on thorough property condition assessments for every kindergarten. Five kindergartens offer a food service, funded via Ministry of Education Equity funding, employing a part-time cook.

Progress

Occupancy continues to grow and remain high. Kindergartens have been encouraged to enrol 32 tamariki, in 30 child kindergartens, plus five increased their enrolments to 40 children. Five kindergartens extended the number of days they were open for service by including an additional week during the traditional term break.

Professional learning service contracts have been provided by the Head Teacher at Koru, Seraya

Hughes, to three non-kindergarten Early Childhood Education services. This has extended to include Professional Learning and Development seminars.

Community Engagement

Children's Day was celebrated at Hollard Gardens with 700 people attending. This community event involved a number of other charities and organisations all working together to recognise and value children provided a great opportunity to promote kindergarten in partnership with the Regional Council.

Research was carried out into the concept of Intergenerational funding to address the expense of property improvements with assistance from two very respected finance and property professionals.

Systems Improvements

The introduction of Staff Sync in 2016, a phone app to enable jobs to be posted and allocated to relievers within minutes, has improved efficiency and accuracy to ensure all kindergartens remain fully staffed at all times.

Te Papahou, a phone app developed with Te Reo o Taranaki Trust and Te Pūtahi Kura Pūhou o Taranaki (Kindergarten Taranaki). This assists in the accurate use of karakia, waiata and kupu (prayers, songs and words) was launched in January. The launch of this taonga of language treasures was significant enough for two members of the Teaching Council of Aotearoa to fly up to attend the launch and Kotahitanga All Staff hui at Owae marae.

New Zealand Kindergartens Inc

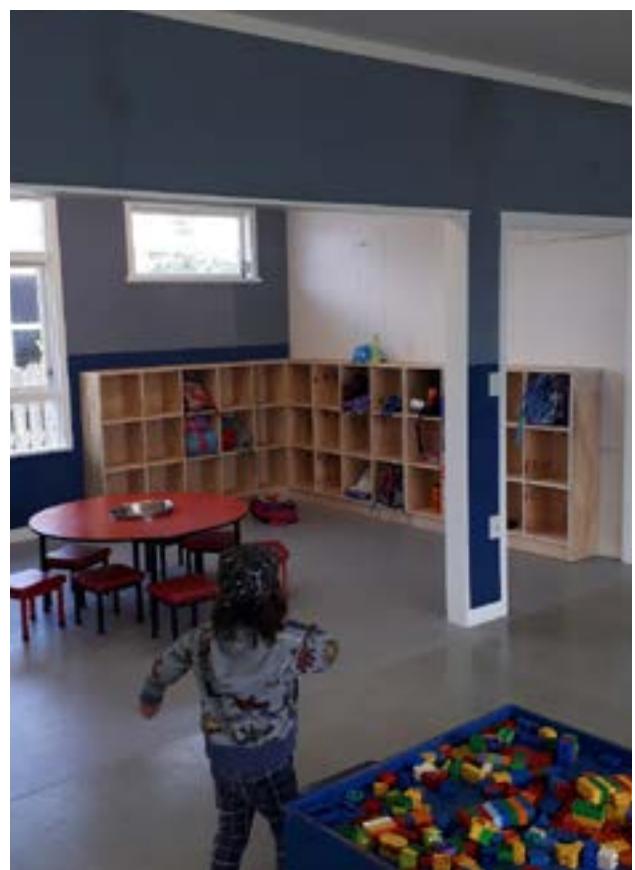
Progress in establishing 'One organisation' was voted against by 13 to 12, at the conference in September. Since then two working groups have been established, supported by the national body, to progress the concept of Associations working more closely together, and for centralising shared services. Kindergarten Taranaki has representation on both working groups; Tiki Atu (moving forward) is attended by the Board Chair, Lisa Henricksen, and 'Centralised Services' attended by the Chief Executive. Strengthening the Kindergarten movement is the newly articulated vision of NZK.

He waka eke noa – we are all in this together!

Cherie Boyd
Chief Executive

Property Development

| | |
|-------------------|--|
| Brooklands | Replaced guttering, removed the magnolia tree that was pushing the retaining wall over, external paint |
| Eltham | Renovation of utility spaces – renovated children's bathroom, new accessible toilet, new laundry, relocated the kitchen & created a new kai area |
| Fitzroy | Veranda Heating |
| Inglewood | Installation of heat pumps in the activity space |
| Kahikatea | Renovation of children's bathroom |
| Kaitake | Extended the building into the veranda space to create a new room |
| Merrilands | External paint, created an office for the Administrator |
| Orapa | Upgraded kitchen appliances |
| Pukekura | Major tree felling along retaining wall |
| Tawhiti | Replaced office window & significant cladding repairs |
| Westown | Renovation of sleep area – painted walls, ceiling, upgraded carpet |



Avon

Our children, many of whom have been attending for upwards of three years are a very productive and enterprising group. They know each other well and often can be seen, and heard, working collaboratively in very complex play scenarios: rugby (in all forms), soccer, road building and repairing, dirt bike racing, kapahaka, dancing, "mums, dads and baby" dramatic play, cooking in the mud kitchen, linking arms (All Black style) to sing our National Anthem, and loud renditions of 'Poi E" and "Tutira mai nga iwi," among other things.

Caring for our environment is very important to us. We have our worm farm, compost bins and gather our leaves for mulching. Growing, harvesting, preparing and eating food is a large part of daily kindergarten life as is "real work". That's when we are involved in activities that happen in real life situations/jobs our family carry out. The children building our new mud kitchen is an example of this... we dug, cut, measured, sawed and hammered... then after all our work....ta dah!... our new mud kitchen.

We have been very lucky to have a core of children who have been great role models and friends for our newer and younger children.

To enhance the children's experiences we have two regular weekly visitors; Diann Jeffaires with dancing and movement and whaene Raewyn who comes with her guitar and gentleness and sings kapahaka songs with us.

We have regular visits to our local school and they in turn visit us. To resource our "real work" we often don our "high vis" jackets and head off to our local ITM and buy what we need.

Our local Salvation Army Officer, Simon, brings in two big loads of bread, buns and goodies each week for us to put on our "blessings table" in the foyer. These, along with other whānau and community contributions are then available for anyone from our kindergarten or local community to take as they wish. We know that through this many needs have been met in our kindergarten community as well as in our neighborhood.



Bell Block Pohutukawa

It is hard to believe that Kindergarten Taranaki is almost five years old. Being part of this "Learning Organisation" has provided us, over the last year, with many opportunities for aspirational professional learning and development. Something creative for everyone. We were fortunate to visit and share learning at a number of Taranaki Marae. Taranaki has a history rich and varied that we as kaiako endeavor to translate into legends and stories for our tamariki to enjoy.

Two kaiako were also able to attend a very comprehensive learning opportunity through Incredible Years relating to autism. This course provided valuable insight and strategies for teaching and learning with our tamariki.

We also embraced the Extended Year 2018. We increased our teaching terms by an additional week and this appears to be meeting the needs of our whānau and their tamariki. We were also able to utilise the expertise of our newly employed Kindergarten Taranaki Pou Ārahi Māori specialist learning support team member. Matua Shane Cassidy guides us through our tikanga, policy writing, karakia and waiata. Matua Shane also ensures our correct use of Taranaki dialect in our daily use of te reo Māori.

In December 2018 we had the Education Review Office complete their external evaluation of our education and care delivery to Tamariki and their Whānau at our kindergarten. This is our opportunity to showcase our curriculum delivery. The outcomes were very positive indeed.

An excerpt from the report reads - "Whanaungatanga and respectful relationships are highly valued between teachers, children, parents and whanau. A warm, inclusive atmosphere is supportive of tamariki wellbeing and learning. The culture, language and identity of tamariki are made visible and celebrated. Te ao Maori is strongly promoted, valued and well established in kindergarten practices. Māori expertise and whanau input guides implementation of te reo nga tikanga Māori. Tamariki meaningfully engage in culturally responsive learning experiences. Waiata Māori are popular and valued by the tamariki. Tamariki Māori lead these with pride. Mana whenua landmarks and stories enrich tamariki learning as they become narrators retelling the purakau [the local stories]."



Brooklands

Ka rere te mihi nei ki a koutou, te whānau o Te Kura Mokopuna o Brooklands. He kaha rawa atu o koutou manaaki, aroha, wairua ki te whānau, hapori o te Kura Mokopuna nei. Mā whero mā pango ka oti ai te mahi.

There are many things to celebrate over the year, but a few standouts for us were:

Puanga Kapahaka Festival in Whaitara in October. This was a fabulous event to be part of; our tamariki looked amazing and sung with pride and joy thanks to the commitment and encouragement of Whaene Raewyn. Our goal was achieved through community participation. This was a beautiful example of how we honour our commitment to Te Tiriti o Waitangi and celebrate the diversity of language, identity and culture in Aotearoa.

Over the year, we worked very hard with a strong focus on healthy kai and active movement to achieve the Healthy Heart Award. We could not have achieved this without the support of our wonderful whānau and community. We are now more environmentally friendly and sustainable. We all - Reuse, Recycle and Reduce.

Gardening has also been a huge interest with tamariki, planting and harvesting the edible garden boxes, being

involved in the Dalton Sunflower competition and looking after our natural world of insects and how to respect and care for them. Tamariki feed the worm farm and compost regularly, understanding the importance of putting back into our mother earth Papatūānuku.

Our environment is rich with opportunities, it is safe and inclusive for tamariki to grow, challenge, think, research, discover, problem solve, learn resilience, empathy, have fun and to play as a good friend.

Kei te haere tōnu ngā mihi
Nō reira,
Tēnā koutou,
Tēnā koutou,
Tēnā tātou katoa



Devon

The focus for Internal Evaluation in 2018 was **'Success for Māori Learners'**. Outcomes for tamariki included:

- improved transitioning into kindergarten;
- increased familiarity with waiata and te reo Māori;
- developing connections to atua (Māori gods/guardians), pepeha, whakapapa (genealogy);
- developing awareness of wairua (spirituality) and hauora (health and wellbeing);
- building our identity through new kapahaka uniforms and the kākahu project
- connecting to local places of interest (Herekawae Stream)
- increased use of te reo in portfolios

The kindergarten has positive ongoing **relationships with the local schools**. We had reciprocal visits during the year and held a parent evening about 'Starting School'.

Sadly **our pet turtle, Tahi**, died during the year. We held a special morning tea to celebrate her life with us. We think she was over 40 years old.

Tamariki continue to help care for our **gardens and fruit trees**. Our tamariki are learning about growing nutritious food including pumpkins, silverbeet, parsley and celery.

Highlights for 2018 include:

- The Puanga Festival kapahaka competition - along with some other Early Childhood Centres. We won the under-5's competition.
- Matariki Disco; Twinkle puppet show
- Healthy Heart co-ordinator came to make 'monkey bread'
- Matua Shane visited to bless our new kitchen and kai room at a special luncheon.
- Trikathon & whānau picnic
- Fathers/Special person evening with Playball

Equity funding is used to provide quality resources and experiences including:

- Playball, Zumba, Yoga
- Whaene Raewyn who teaches us:
 - Kapahaka
 - Duffy Books for all tamariki
 - Teacher Aide support

Targeted funding for disadvantage is used to support our tamariki and whānau including:

- Fresh fruit and vegetables for tamariki and whānau. Literacy packs for tamariki
- Speech/language support for identified tamariki

Cath was Acting Head Teacher while Alison was away overseas during Term 3. A new Kindergarten Administrator and Teacher Aide were appointed during the year.



Eltham

At Eltham Kindergarten, kaiako have continued to plan using goals and strands from our curriculum Te Whāriki, and do so alongside the key elements of our philosophy which are based on respect, creativity, persistence, curiosity, confidence, risk-taking, wonderment and awe, thinking and questioning, social competence and humour.

We are on the Enviroschools journey supporting sustainability, learning through and about our natural world affirming and encouraging an appreciation for all living things. Tamariki, whānau and kaiako have thus been involved in the care and maintenance of our gardens and contributing in the care of our environment, thinking about how we can make clean, green choices and learning about respect for our environment, resources and others.

Our commitment to te ao Māori is ongoing with kaiako engaging in weekly te reo courses with local iwi and ongoing professional development. With support from kaiako, Eltham Kindergarten whānau and tamariki have been learning more about their whakapapa, in turn strengthening their language, culture and identity, and gaining more of a sense of belonging. Tamariki have a strengthening knowledge of local waiata, karakia, whakatau and karanga and really enjoy practising leading.

We have had a huge property project in 2018 with the renovation of the children and adult bathrooms, the laundry and the new and improved kitchen and eating area. This has taken a lot of time and commitment from the committee, kaiako and the Association to organise and we would like to acknowledge the hard work everyone has put in to make this possible.

Eltham kindergarten appreciates and respects the relationships we have built with our local community and will continue to strengthen these relationships. We continue to regularly visit and contribute to E-kai community gardens as well as making connections and regularly visiting with our local kōhanga reo and our local library. Tamariki enjoy our ongoing hikoi around our local community. In return our community, local businesses and whānau have offered great support to our kindergarten which we really appreciate.



Paper brick making



Picking our blueberries



Planting potatoes at E-Kai community garden



Welcoming Te Taura Here I Te Ao Kohanga Reo with a hongi.

Fitzroy

As a Kindergarten we worked together developing our knowledge and skills as kaitiaki – care takers, of our back yard and the world. We reduced the plastics we used in the Kindergarten and families seriously reduced the single use plastics going into the children's lunch boxes. The culmination of our interest and study around plastics was the wonderful book Debs made with our children's contributions 'The Tears of Tangaroa'.

Children actively cared for birds and bees making feeding houses for both. They planted seeds and plants in gardens and have used the produce from them for cooking. Parents came into Kindergarten and shared cooking tips of healthy foods from their homes and Sue cooked with children often sharing tasty samples of food cooked with the children. The sharing shelf was well utilised as families brought in their spare produce for others. Families were offered wet bags as a substitute for plastic bags.

Caring for and studying animals took on a whole new meaning when 'Team Smith' – Sue and her husband Gavin made a cage for and brought chicks into

Kindergarten for the children to raise. This was a phenomenal hands on experience many children may never get again. They fed the chickens and cleaned out their cages every day. They cuddled them and learnt about gentle nurturing. And we thought having frogs and catching flies was the coolest thing!

Just when we thought Kindergarten was actually the best place ever, it got even better, when Debs came with Ranger Rabbit. We all loved Ranger and used our chicken raising skills to love and nurture her. We were all very sad when Ranger died in a thunder storm. Now we just adore Duchess our new white rabbit. The children help each other to remember to sit quietly and let her come to them. They use gentle hands to pat her and know which plants to pick and feed to her.

Having many, many loose parts in the block area children made amazing creations which they added to and built on day after day. It was, and still is, the busiest of areas where children's imagination and creativity run wild.



Frankleigh Park

Strong authentic relationships, collaborative work ethic, a sense of fun and humour, enthusiastic kaiako who are caring and inspirational are at the forefront of our environment and Kindergarten. We provide a high quality service that reflects our philosophy and passion for Early Childhood education.

Change and diversity have enabled the kaiako, whānau and our community to strive in a collaborative, and positive journey with vision and passion. We have had many successes which we are proud of. Some of our highlights are:

- Our Enviroschools kaupapa is strong. We have focussed on strengthening our Guiding Principles and making our teaching and learning visible to whānau.
- Children's Christmas Party - a fantastic event that is child focussed.
- Wheel-a-thon fundraiser.
- Quiz night, which involved the wider community. Puke Ariki librarians visiting regularly.
- Termly school visits to Woodleigh School.
- Zappo the Magician show.
- We were successful in gaining funding for Playball Taranaki.
- We were awarded the Heart Foundation Award Pā-Harakeke (Gold) on continuing our Healthy Heart Award journey. An article was published in the Midweek Newspaper.
- We have had Whaene Raewyn Ashby attending weekly in 2019 to support te ao Māori with a te reo programme, based on waiata/poi, karakia and oral stories.
- Anna and Jo attended the Incredible Years Teacher training for Autism in 2018. This was a pilot programme which is now being provided to ECE across Aotearoa
- Staff have attended many Professional Development and Learning opportunities. We have been fortunate to attend a range of courses over a variety of topics. Highlights have been – place based learning with Taranaki Iwi, Kimberley Crisp, te ao Māori, The Incredible Years Autism course and REART.
- Our Head Teacher was interviewed by a local radio station (Access Radio) to discuss the journey of Kindergarten Taranaki and our commitment of kaiako to attend professional development opportunities which focus on strengthening kaiako knowledge of the history of Taranaki to

strengthen Language, Culture and Identity of tamariki we work with.

With the support of the teaching team and committee, we have been able to achieve strategy goals. Our highlight was weather proofing the Whare Rakau, enabling us to utilise this year round, come rain or shine.

This year has been a great success, and we look forward to strengthening our vision and work in the coming year.



Hawera

At Hawera Kindergarten the team has been on an exciting journey, our waka has taken us on this wonderful adventure and given us amazing opportunities to support our teaching practise and learning outcomes for our tamariki. From our visit to Stokes Valley kindergarten we have focused more on loose parts. We have joined the Enviroschools programme and participated in professional development 'Waiata and Karakia' facilitated by Puhi and Phil Nuku.

We returned from Stokes Valley to our kindergarten excited and inspired to implement spaces and experiences for the children to support their imaginative and creative play. We have made small changes to our environment and added open ended and upcycled resources and have noticed that:

- Tamariki come to these spaces with ideas and plans.
- Tamariki use their imaginations to bring their ideas to life and work collaboratively and independently.
- Tamariki have followed their urges and lead their own learning.
- Kaiako have sourced resources in the community and utilised op shops to reuse items that supports sustainable practices.

Enviroschools

- Tamariki and kaiako have made bees wax wraps to bring their kai to kindergarten in.
- Tamariki are separating waste, recyclable items and food scraps, which goes home with one of our whānau for their chickens, as well as feeding our worms.

Karakia and Waiata

Waiata and Karakia sessions with Puhi and Phil Nuku have given us opportunity to learn local karakia and waiata and weave this into our daily curriculum. This learning has given both tamariki and kaiako the confidence to:

Lead Whāriki time with karakia and waiata.

Share these waiata and karakia with confidence alongside their peers.

Kaiako would like to thank the committee for their hard work and passion, a small team who are committed to the progression of our wonderful kindergarten.

He aha te mea nui o te ao?

He tangata! He tangata! He tangata!

*What is the most important thing in the world?
It is people! It is people! It is people!*



Inglewood

Nau mai, haere mai ki te Kohungahunga o Kōhangamo. This kindergarten is fortunate to have much community support where we all work together to provide the richest learning experiences possible for the tamariki of Kōhangamo.

We welcomed Pheobe Fang, and then Kyla Martley to the full-time long term reliever position. We were privileged to work with both these teachers who brought rich and diverse skills to the teaching role. We also welcomed Linda Allerdice and Lianne Speedy as Education Support Workers

Every year the teachers work on an inquiry designed to improve our knowledge of an area of teaching. Our inquiry question was "To what extent can we remove barriers to Māori children and whānau ability to be accepted and experience success as Māori learners?" We are particularly grateful to the parents and whānau who supported this work.

The teachers participated in a range of professional development including:

- Karakia and waiata workshops
- Epilepsy workshop
- Netsafe PLD (whānau and kaiako)
- Incredible Years - ASD
- Leadership workshops

- Noho marae (Wharekura marae)
- Learning Stories conference
- Assessment with Aroaro Tamati
- ANA Forum
- Hui at Taiporohenui, Whakaahurangi and Owae Marae and Parihaka Pa
- Giftedness as Tamariki Māori
- Te Whāriki hui/webinars
- Mindlab

Opportunities for the children of Inglewood Kindergarten, as a result of the strong relationships built through the Te Kāhui Ako o Kōhangamo, included a visit from the Year 10 Music students at Inglewood High School, Waitoriki Primary School Lamb day, Inglewood Primary School production, and a Pōwhiri at Inglewood High School's Wharenui. We have also been able to meet at, and return to, the local marae. This included a hāngi which schools and early childhood services co-ordinated as a fundraiser for the marae.

We are extremely privileged to be positioned in an area covered by the Taranaki Electricity Trust which makes such a difference to the learning conditions of the tamariki. We are grateful to the ongoing support of the Trust which allowed us to purchase Heat Pumps, shade sails and a new computer.



Kahikatea

Toi tu te kupu
Toi tu te mana
Toi tu te whenua

Tamariki are at the heart and soul of our practice. Teachers and whānau work in partnership to foster children's holistic development. Our programme and environment reflect children's passions, strengths and interests, with a particular focus on virtues, learning dispositions, whānau aspirations and creativity.

Inspired by the Enviroschools Kaupapa we embrace sustainable practices within the natural and living worlds where children develop respect and manaakitanga. Kaiako value the dual cultural heritage of Aotearoa and support children and whānau to become increasingly aware of our culturally diverse community. Our Enviroschools kaupapa is about creating a healthy, peaceful, sustainable world through people, learning and teaching together.

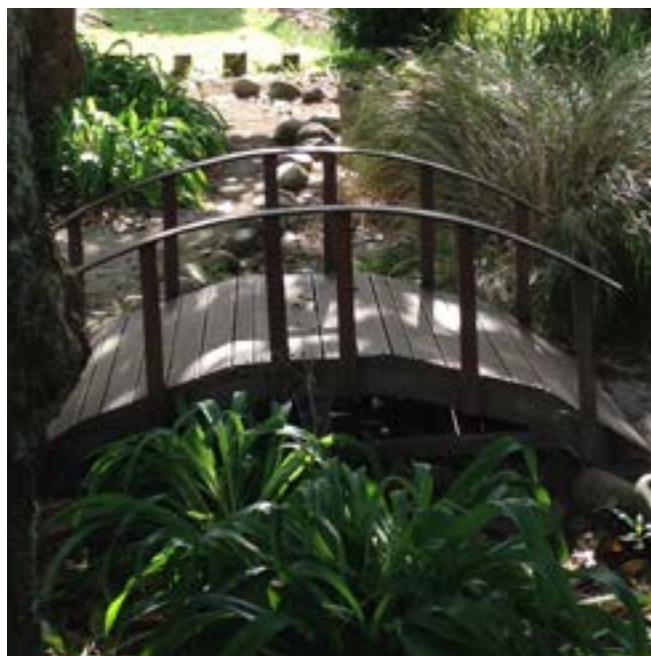
Our kaupapa is reflective of fostering aroha, manaakitanga and kaitiakitanga. Tamariki have become experts on worm farming, composting, harvesting kai, cooking chutneys and jams and caring for themselves and our environment. We have created our very own Care code and 'Bug Hotel'. Exploration through loose parts, insects, native birds, mice, rabbits, along with the seasonal changes enable children to continue to participate in a genuine way from their own unique and creative perspectives. Tamariki enjoy being included in

decision making and action that empowers them to be active environmental citizens. We continue to explore Zero Waste initiatives with children making 'Paper Bricks', 'Bees Wax Wraps', recycling plastic, and using paper and cardboard for mulching in the Lasagne garden by purchasing a paper shredder. We have been minimizing plastic waste and have purchased 'Wet Bags'; for wet clothes! Plastic Bags are out! Children and families supported a community fund raising event at Rhapsody. We also host a workshop through 'Sustainable Taranaki' once a year. This year's workshop was all about 'Bush Craft'.

Te reo me te tikanga Māori was meaningfully integrated throughout the curriculum. We are passionate to foster a growing knowledge and interest in ngā Atua and support kapa haka with Whaene Raewyn.

Our 2018 Internal Evaluation is about enjoying and celebrating the diversity of our communities.

Educa on-line portfolios have provided another level of communication for whānau to access their child's learning journey.



Kaitake

He aroha whakatō
He aroha ka puta mai
If kindness is sown
Then kindness is what
You shall receive

At Kaitake our philosophy focuses on the individual child and being accepting of each other. In alignment with our philosophy whānau are invited and encouraged to spend time at kindergarten. The primary responsibility of kaiako is to facilitate children's learning and development through thoughtful and intentional pedagogy. We have a play based curriculum that is motivating, enjoyable and accessible for all children. We foster children to become culturally competent, encouraging the use of te reo and tikanga Māori. We support diversity of all children as part of promoting an inclusive learning environment.

We value having strong relationships with parents/whānau so the best learning outcomes can be achieved for each individual child. Families/whānau are welcomed into Kindergarten, and are made aware of our philosophy around children's learning.

Going to school is an exciting and challenging time for young children and their families. We strive to make the transition from Kaitake to their school of choice to be a positive and a rewarding experience that sets children on a successful pathway. We

have a partnership with local schools which allows transition to be a process and not just a visit or two, we give the schools valuable information which assists the child to settle into school allowing them to confidently continue on their learning journey

In 2018 the number of children that attend Kaitake kindergarten changed from 30 to 40. This was trialled and continued for the year, we were able to maintain our roll at 40. As a result this change has become permanent, with the addition of a permanent Teacher.

We have a very progressive and productive committee, and Kaiako and committee work collaboratively to provide the best learning environment for our tamariki. This year has been exciting as our building alterations have been completed and we now have our new 'Pīwakawaka' room. This has been an ongoing project for many years involving endless number of fundraisers, the efforts of the committee and past committees has seen this project come to fruition.

Our internal evaluation last year was – "How well does teaching and learning promote positive learning outcomes for our diverse learners". From this review all children have a robust individual learning plan including whānau and tamariki voice.



Koromiko

Manaaki whenua. Manaaki tangata. Haere whakamua."

"Care for the land. Care for the people. Go forward."

At Koromiko kindergarten we have been busy learning how to be kind and helpful friends, how to be respectful of animals and insects and how to look after our environment. We have discovered what fun we can have while exploring lots of amazing new and interesting things.

We have been working with the local community, inviting people into the kindergarten and going on visits to local places. One of our highlights was to have a ride on the bus to get to Rotokare, a lake close to our kindergarten. While we were there, we had a picnic together, saw a gecko, fed the robins and had a lovely bushwalk.

Our Internal Evaluation this year focussed on improving the way we engage with whānau when planning for positive learning outcomes for children.

We are continuing with our sustainability journey, constantly thinking about the resources we provide for children and the impact this has on their environment.

Children are familiar with recycling, caring for the environment and respecting all living things.

We continue to offer the opportunity for children to engage in "real work" such as; cooking, raking leaves, planting, sowing seeds, watering and caring for the environment.

We have begun weekly Kapa Haka sessions with Whaene Raewyn and the children are really loving singing along to her melodic guitar.

We are blessed with an amazing committee. They are a group of dedicated, passionate people, working together for the common goal of making our kindergarten stronger for all of our children and their families.



Koru

Professional Learning and Development has been a huge drive for us, we have been to a number of Marae around Taranaki to learn about the history and sites of significance. We had the Te Papahou te reo phone app launched in January which has been a huge part of every teachers ongoing learning.

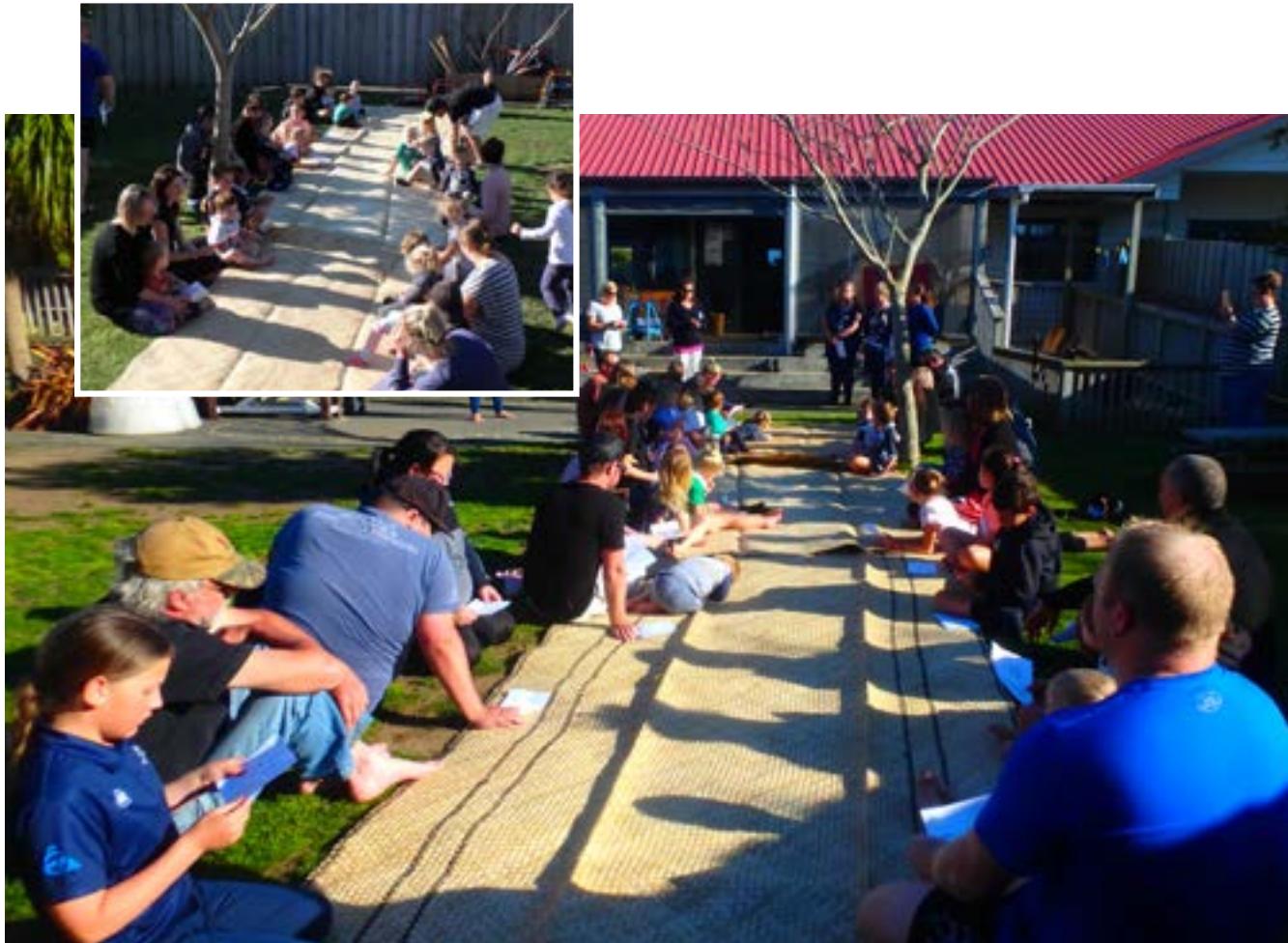
Kāhui Ako has also been another huge learning drive for us. Through the Kāhui Ako, we have met and networked with other early childhood, Primary and High school teachers around the Stratford area. Kāhui Ako has also offered a range of PLD, which is on top for us at Koru.

Internal Evaluation - We have been still focusing on 'Loose Parts' in our environment, which has continued from our 2018 Internal Evaluation. 2019 IE was "How effectively does our knowledge and practice advocate success for Māori akonga?" Teachers attended Karakia and Waiata sessions and these were and still are introduced to our tamariki. We watched the Core Education Webinars, and teachers and support staff enrolled in Level One

Te Reo through Te Wānanga o Aotearoa. We joined Enviroschools and have continued with the kaupapa throughout the year. Farm walks have continued to be a weekly vision as part of our curriculum.

We celebrated Puanga; introduced legends of creation and Maui, we made poutama and we planted new crops in our garden. We ended this celebration with whānau who joined us for lunch. Kaiako attended PLD at Parihaka and from this we held a commemoration evening (Pāhua) on the 5th November where whānau could come and have tea with us and get to experience some of the games the tamariki used to play back in 1881. This was a successful evening.

In the last year, we received a total of \$18,591.00 in Grants. This was through COGS, Pelrous Trust, TSB Operational and TET. Our purchases included 8 IPods, 2 Ipads, and 2 new heat pumps, and operational funding. We thank the individual Grant providers for their help and support in providing these resources for tamariki, kaiako and whānau. We could not survive without their help!



Marfell

We have had another busy year at Te Whare Oranga Marfell Kindergarten.

Te Whāriki forms the basis of our programme and our emergent curriculum reflects tamariki current strengths and interests. Our Philosophy core values are Tamariki, Whanaungatanga, Ako and Tangata Whenuatanga. This year we began exploring the concept of the key teacher/kaitiaki approach, and discovered that Kaitiakitanga is an action that reflects our philosophy core values.

We are well supported by our whānau and they enjoy being present at kindergarten, supporting tamariki on excursions and being encouraged in their roles as parents.

Over and above teaching and learning, we have had many highlights over this year including:

- **Marfell Kindergarten's 50th Birthday** - This was a fabulous celebration involving current and past pupils, as well as current and past Head teachers and Teachers. Kindergarten Taranaki Staff, past and present, attended and it was a super special occasion celebrated with cake for everyone. Our

cake cutters were very carefully selected: our current youngest child at kindergarten Shelby, and Lyn Jones who has been a child, a parent and a long serving employee at Marfell Kindergarten. It was a fabulous community celebration with the local Community School joining us too.

- **Extended Year:** We completed our first year being open in the first week of each term break. This has gone well and whānau appreciate having the option to bring their tamaiti for these extra weeks.
- **Playgroup Recertification:** After three years of successful Playgroup@Marfell, the MoE completed our recertification. Well done to all involved! Playgroup is an asset to our kindergarten and community.
- **Puanga Kapahaka Festival Performance:** This was our 5th year on stage and our tamariki were awesome. Our tamariki performed waiata, poi, haka, and rakau. Whānau were supportive and so very proud of their tamariki. A special thanks to the teaching team and our tutors Matua Clive and Whaea Wharekuka. Tu Meke!



Merrilands

Te Whare ō ngā Puāwai

Strategic Plan Key Feature One: 'A Sense of Belonging'

Strong relationships based on kindness, support and respect are fostered among our learners, whānau, schools and community.

We are very proud of the sense of community that we have created both within and beyond our kindergarten community. We have established a strong feeling of interdependence within our community which sustains all of our whānau and promotes a true sense of inclusion. Beyond our immediate community we have built relationships with local iwi, businesses, schools and voluntary organisations such as the Soroptimists, On the House and Take Them a Meal. Our kindergarten programme has provided a number of opportunities for those within our immediate and wider community to be involved and at the same time has fostered the funds of knowledge, passions and cultures of all of our whānau.

Key Feature Two: 'Bicultural and Inclusive'

We celebrate the rich diversity of our community; and our commitment to Te Tiriti o Waitangi supports learning and achievement for all.

We have strengthened relationships with local iwi, have learned more about our local rohe and have embraced the taonga Te Papahou, gifted to us by Te Reo o Taranaki. Our whānau have joined us to celebrate 19 different cultures, languages and

international days of significance as we honour the rich diversity within our community such as our Te Tiriti o Waitangi Whānau picnic.

Key Feature Three: 'Play is valued as learning'

Children's capabilities to communicate, develop friendships and experience a sense of joy for learning are fostered through play within a safe, yet challenging learning environment.

Over the last year we have a much stronger focus on individual planning, children's learning progress has become more visible and the aspirations of whānau more evident. A range of children's interests have been fostered throughout the year with teachers purchasing resources and providing activities and experiences to extend those interests. A number of parents have supported us with repairing and refurbishing existing resources and equipment, and we have had a number of whānau and community organisations donate their time and resources.



Ngāmotu

"Kia u i te whakapono me aroha te tahi ke te tahi"

Hold fast to the truth with respect for each other

This year saw a change of staff and the resignation of long standing Head Teacher, Tammy Wellaway, and Leanne Cameron was appointed as the Head Teacher. It has been a busy year for us here at Ngāmotu Kindergarten, this year has been about building relationships: Whanaungatanga with Whānau, tamariki, Kaiako and agencies within the community, tamariki experienced a range of fun excursions and events.

At Ngāmotu Kindergarten we strive to provide an environment for tamariki to have the best learning outcomes, play is an intergral part of our curriculum. Our passion for sustainability deepened our understanding of the Enviroschools kaupapa and in March 2018 we achieved our bronze award. Our Enviroschools kuapapa is about creating a healthy, sustainable world through people , learning and teaching together. Our tamariki and whānau took an active part in planting, harvesting and maintaning our mara/garden.

Te reo Māori and bi-cultural practices are naturally embedded within our curriculum from passionate kaiako and is visible within our kindergarten.



Orapa

2019 marks a significant anniversary for Orapa Kindergarten in that it has now been 10 years since Orapa Kindergarten adopted the name of the nearby Orapa reef. During former times this was Wiremu Kingi Ngawaka Reef and a bountiful provider of kai moana for tangata whenua. It is now an internationally renowned reef for wind, kite, foil surfers and paddle boarders.

In the same way that Orapa Reef provides nourishment and recreation so too does Orapa Kindergarten aspire to be a place where children become '*competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.*'

Te Whāriki 1996.

Orapa Kindergarten is a place where children's health and wellbeing is recognised as a key contributor to improved learning outcomes. Ministry of Education Equity (MoE) funding continues to enable additional services i.e. food provision and transport both of which reduce barriers to attendance and therefore increase learning opportunities for tamariki. MoE Targeted funding has also enabled the employment of an additional Teacher Aide for programme support over the past six months.

The physical environment is one of the Orapa's greatest assets providing ample space for tamariki to explore an active programme and to challenge themselves physically. With sponsorship from

The Southern Trust' the internationally recognised 'Playball' programme continued, and continues to be offered, on a weekly basis throughout the year. Delivered by competent Coaches 'Playball' supports tamariki to develop social, physical and life skills.

Tamariki are also encouraged to set and achieve their own goals. Athletic events such as high jump or running races challenge children to better themselves as too does equipment such as the trapeze swing which supports children to develop the strength, agility and courage to perform difficult challenges. The recent addition of a Varekai swing which accommodates 4 children, has enabled tamariki to discover ways to extend these skills further while working collaboratively with others. Small group excursions to Anti-Gravity Yoga classes also provided new experiences for tamariki to challenge themselves.

Strengthening partnerships between whānau and teachers remains an ongoing goal as we know that this significantly improves learning outcomes for tamariki. Parent participation in the programme and involvement in annual events i.e. Healthy Heart Day and Whānau Fun Night is always welcomed and appreciated.



Patea

Patea Kindergarten is the furthest South of the Kindergartens under the Kindergarten Taranaki umbrella.

Over the past years our environment has grown and developed, reflecting the wider Patea community. We are very proud of our natural environment, both inside and out, and visitors will often comment on this, noting that there is a calmness within the centre, and our children seem busy and happy.

We have an Open Door Policy, encouraging and welcoming visitors to our centre. We highly value the contribution of whānau, encouraging them to take an active part in their child's learning and development.

Our team work together, encouraging and supporting our children to develop within our environment, to be active learners and thinkers who are able to follow their passions and have their needs met. The aspirations of parents/whānau are acknowledged and respected and contribute to their child's learning plan while with us.

This year we have introduced e-portfolio EDUCA to whānau and are looking forward to positive feedback and contribution from families.

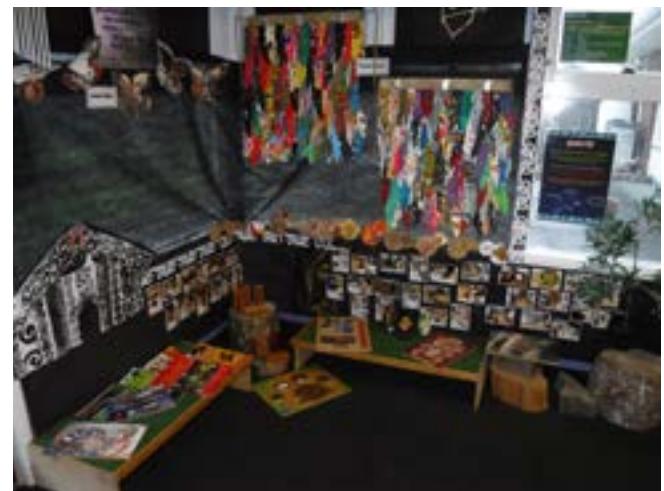
We continue to support our children as they build positive relationships with others, using appropriate language and actions. The team is committed to empowering children to use 'words and not hands' and we all contribute to our 'Respectful Relationships' philosophy. Patea Kindergarten continues to serve a wide area with a diverse range of children. Our rolls remain full and we have a happy, settled group of children attending.

Our wonderful small, but efficient Committee continue to do an amazing job, supporting the teaching team and continuing to fundraise for resources and our Renovation Project.

Patea Kindergarten is a great place and continues to thrive with the contribution, care and commitment that is part of our culture ... everyone is welcome and treated with respect.

**"Mahiai runga I te rangimarie
Me to ngakau mahaki."**

**"With a peaceful mind and
Respectful heart, we will
Always get the best result."**



Pukekura

Teaching And Learning:

- Excursions have included Bushwalks and the Fire Station. Special visitors have been librarians and Mr and Mrs Claus. We welcomed Management Team of Kindergarten Taranaki.
- Playball is a valuable extension. We would like to thank the Lion Foundation for the grant.
- A special mention to the Schurr and Geary families for your generous donations. We would also like to thank our families that have donated cash and gifts over this last year.
- We celebrated Multi Ethnic Shared Kai Luncheon, Easter, Puanga Shared Kai, collecting for the New Plymouth Foodbank, Let's Get Going Cycle Skills, Family Disco, Daffodil Day, Pakistan's National Day, Persian New Year and Shared Kai, Father's Night, End of Year Shared Kai. We also marked Venezuela's National Day.
- Professional Learning: Local History and sites, Whakaahurangi Marae, Taiporohenui Marae, Kaupapa Māori Assessment for Learning, Parihaka Marae and Owae Marae. We also attended numerous Enviroschools Hui. De, Sandy, and Joss renewed our First Aid certificates. We also attended waiata and karakia training. De and Sandy have also attended the Incredible Years Autism Course.

Environment:

- A special thank you to our Gardening Helpers.
- We received a CoGs Grant for operation costs.
- We said a fond farewell to our Professional Leader Liz Clegg.

- A TSB Operational Grant was used to cover operational costs.
- Enviroschools kaupapa was introduced over the course of the year. The Sharing Table is a huge success. Enviroschools kaupapa is cultural identity connection and this tied in with our Internal Evaluation.
- We received a Mazda Foundation Grant for 3 new tables.
- We received a Harcourts Foundation Grant for new chairs.

Collaboration:

- The internal evaluation last year strengthened our cultural identity awareness.
- We welcomed Jennifer Hoskin-Leece to the team.
- Thank you Levonne for the amazing job you do in administrating this kindergarten.
- Management plans have been reviewed.
- I would also like to thank Channa Knuckey for her support.
- I also need to thank our team of professional teachers. Sandy, Denise, Jen and Joss you are some of the most inspiring and supportive teachers I've had the privilege of working with.



Puketapu

We have a positive vision and an exciting future ahead. We continue to have children who are engaging with their environment, being curious learners, having **courage** to give things a go and to speak out, to have **confidence** to try new experiences and approach their peers and teachers, to have **compassion** so they learn kindness and helpfulness.

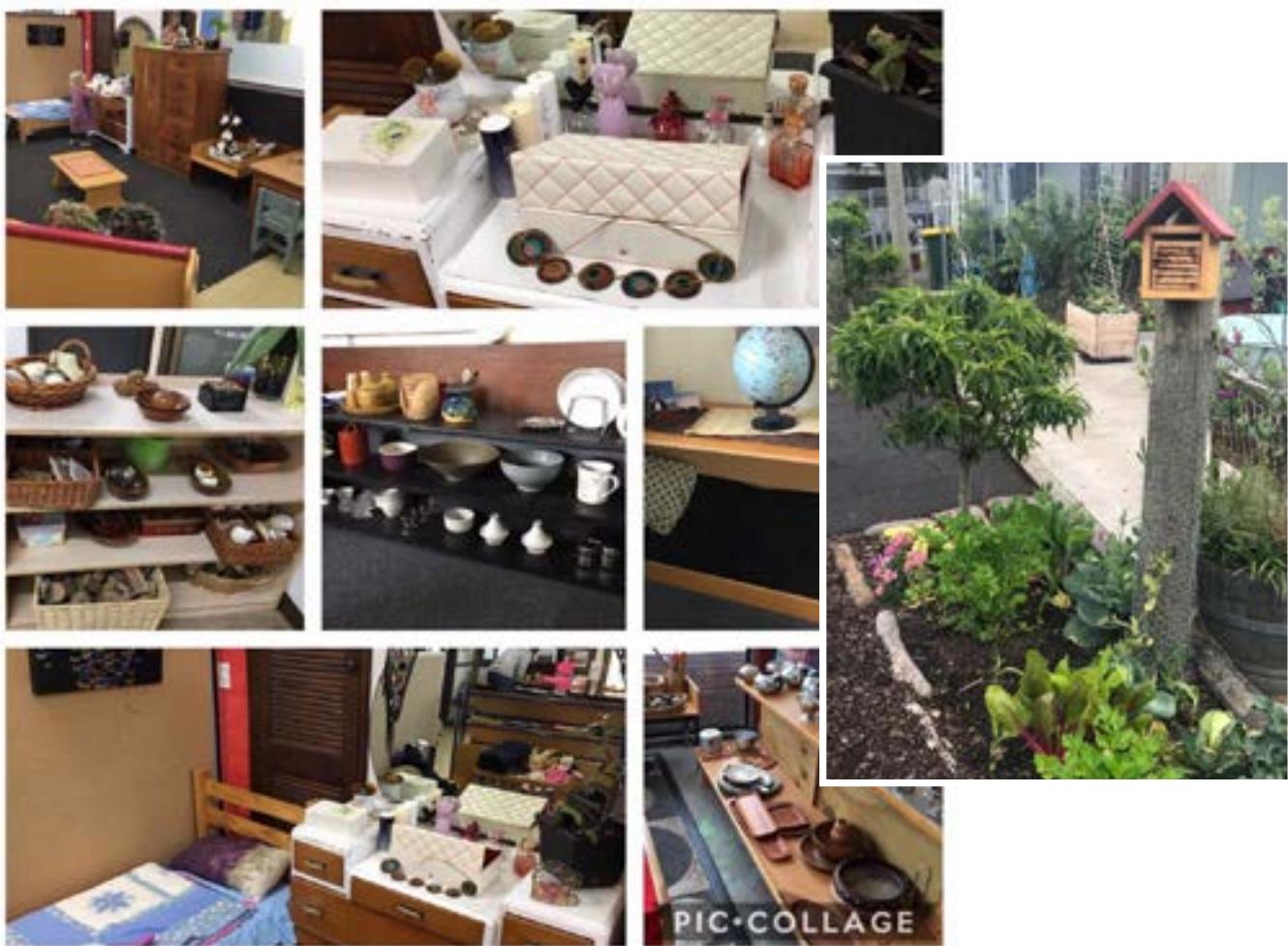
This all aligns nicely with our philosophy: "At Puketapu Kindergarten we aspire to be, **confident, compassionate and courageous** learners; Kia Maia, Kia Hautoa, Kia Pa-Te Aroha".

Every year our environment continues to change to support all our learners, changes that **support, enhance and excite** the children's minds for their learning and development. Our kaiako worked hard to ensure that we have an inclusive and engaging curriculum and environment that allows children to understand who they are as a learner and person; to understand what learning is and how this looks in their mind; for te tamariki to learn about self-regulation

in regards to feelings and hunger. We also strongly support independence, responsibility and 'doing the right thing'. Our tamariki are understanding this well and we can see this throughout the day in many interactions.

The kaiako (teachers) are also continuing their learning journey. We have had a big focus on culture, language and identity, which will continue for as long as it needs too. We are always looking at ways in which we can improve children and whānau sense of belonging here, regardless of where they come from. Over the past year, we have visited many marae, attended waiata (song) sessions, learned about our local areas (which is ongoing) and are now currently attending an extensive full immersion te reo Māori course for 16 weeks. We are extremely busy learning, to support children as best we can.

We are excited and cannot wait to share our learning with you all!



Stratford Central

At Stratford Central Kindergarten we have had a very successful year and it is a huge thanks to the teachers, committee members and the whānau of our Kindergarten. From the last Annual General Meeting we have had an Education Review Office visit where we got well placed and on a three year review cycle. We had great feedback and their next steps were in line with what we had set for ourselves.

We have been on some excursions to the park and local halls to attend 'Rugby Tots' sessions where the children learn ball skills, co-ordination, team morale and have lots of fun doing it. A huge thank you to the parents who help out on these excursions, without them it is not possible.

We have been heavily engaged in Central Kāhui Ako with all education services across Stratford. This has allowed us to build relationships with the schools and provide better transition for the children. From

the Kāhui Ako there has been some professional development such as transition which helps us to unpack how our curriculum and the school curriculum align.

Our current occupancy percentage is 117%. This is due to sustained rolls of 40 and dedicated parents and teachers who make it possible. We have had an increase in two year olds this year which has slightly changed the dynamics of the Kindergarten.

We have been using equity money to pay for a teacher aide throughout the term who works two hours per day, as well as using some money to pay for groups of children to play 'Rugby Tots' on a weekly basis.

A huge thank you to all the work that goes in behind the scenes to fundraise for the Kindergarten and ensuring it runs smoothly.



Tawhiti

Our sitting room

In May 2018 Marie transformed the veranda into a sitting room. It has become an extremely popular place with tamariki, kaiako, and whānau. We have developed this area within the kindergarten that would have a welcoming atmosphere (manaakitanga) with a touch of nostalgia in which tamariki and whānau could sit, relax, korero and have a cup of tea. The children love this area and actually invite whānau, friends and visitors to relax and enjoy some hospitality. Our aspiration was to evoke memories and discussions of grandparents, great grandparents and to make visible the passing of time. Children do not come to kindergarten alone but with a wealth of knowledge, customs, values, beliefs handed down from their ancestors. The sitting room is the vehicle in which the kaiako, tamariki and whānau can strengthen partnerships through kanohi ki te kanohi.

Paper bricks - Summer of 2019

The kaiako and tamariki have been very busy over the summer making paper bricks. To reduce, reuse, recycle and rethink are important parts of our daily programme. Paper comes from trees and trees are important to the Earth. They provide homes for

creatures and help make the air that we breathe. By having a hands on experience of making paper bricks from our shredded paper the tamariki can see the transformation into a new product. With help from Tāwhirimātea and Tama-nui-te-Ra they dry the bricks. The tamariki can take these home and burn in their fire which provides heat for all their whānau.



Waitara Central

Strategic Planning

Looking toward the future and demand for early childhood education, teachers worked on marketing our Kindergarten and building our rolls to sustain our numbers of children attending. We have full rolls at present and several tamariki on our waiting list now. Our internal evaluation last year was around our Assessment, Planning and Evaluation of our Tamariki's learning in this place. We redesigned the paper work for our children's portfolios - this has been a very positive step, with our Whānau filling out the information and sharing with us things about their child and their family.

Learning Curriculum

Teachers are working with our tamariki to support their social competence, growing confidence, wellbeing and belonging. To have successful outcomes for tamariki we work closely with whānau to understand and honour their family values, hopes and dreams for their child.

We are an Enviroschools kindergarten and teachers support our tamariki with learning about

sustainability and caring for their world. We have worked on recycling our rubbish, composting the weeds, feeding the worms. We are developing ways we can do things differently here and have led to us making our own chemical free products for the washing, and wipes for the bathroom.

Whare Kuka, our kappa haka tutor supported us again last year and we went to the Puanga festival. This was very exciting as we took all the tamariki and whānau who wanted to participate in this exciting event. Our tamariki were so awesome, so beautiful to hear them sing the waiata. This has become part of our ongoing mahi, and we have kappa haka twice a month now so our tamariki are developing a knowledge of Te Reo, but mostly we see their mana is enhanced and they are proud to be part of this valued learning.

Teachers are working alongside our tamariki to support their learning in their interest areas, supporting them to develop skills in problem solving, risk taking, sharing, communicating their thinking and developing their ability to see themselves as confident and capable learners.



Westown

Teaching and Learning / Best Practice / Whakamana

Over the past year teachers have had a strong focus on developing communication. We have worked with tamariki using the Hanen strategies that we learnt last year. We have also worked closely with whānau and outside services to improve outcomes for tamariki with communication difficulties.

As a result of last year's internal evaluation we have made changes to practice, and implemented a key caring approach to transition which overall has improved transitioning of new tamariki. We have also been strengthening our assessment, planning and evaluation to include the collaborative voices of tamariki and whānau. In addition to that we are strengthening our bicultural lens in learning stories.

We performed at the Puanga kapahaka festival supported by whānau and whaea Wharekuka. Thanks to whānau for creating uniforms.

Environment / Growth and Diversity / Inclusion /whakawhāiti

We were very fortunate to have our kopa moe/sleep room area freshly carpeted and painted this year.

Leadership / Organisational Robustness / Aroha

In the last year Leena took on a part-time role as professional leader for Kindergarten Taranaki and Kylie took on the role of acting head teacher during Leena's absence. During the last year our roll has increased to 40. A result of the increase in the roll is the appointment of an additional teacher and we have welcomed Kyla to our teaching team.

Relationships/Collaborative Relationships / Whanaungatanga

Successful relationships with the Food Bank, Soroptimist International, and Worley Parsons continues to support our kindergarten through supporting our kai programme and also with food parcels, providing items that will support families, and Duffy Books sponsorship.

Teachers and our Tuakana continue to participate in Westown Wednesday transition to school programme at Westown School. We participated in the Westown Gala day by providing a messy play station and a small group of our tamariki performed kapahaka.

We thank the Committee for their continued support with fundraising and events.



Taranaki Free Kindergarten Association Incorporated

**STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE
FOR THE YEAR ENDED 28 FEBRUARY 2019**

| | Notes | 2019 | 2018 |
|---|-------|---------------------|--------------------|
| | | \$ | \$ |
| Government Grants | 3 | 9,241,944 | 8,736,183 |
| Education Fees | | 318,185 | 269,358 |
| Grants | 4 | 279,113 | 262,434 |
| Interest Received | | 67,977 | 67,180 |
| Other Revenue | 5 | 179,882 | 198,624 |
| Total Revenue | | 10,087,101 | 9,533,789 |
| Administration Expenses | 6 | (1,264,100) | (1,167,696) |
| Depreciation Expenses | | (121,280) | (116,472) |
| General Expenses | | (111,019) | (99,212) |
| Learning Resources | 7 | (7,536,230) | (6,966,082) |
| MOE Equity Funding | 8 | (326,303) | (276,232) |
| MOE Targeted Funding for Disadvantage | | (13,493) | - |
| Property Expenses | 9 | (647,014) | (597,059) |
| Health and Safety Expenses | | (5,163) | (7,329) |
| Total Expenses | | (10,024,602) | (9,230,082) |
| Surplus/(deficit) for the year | | 62,499 | 303,707 |
| Other comprehensive revenue and expense | | | |
| Revaluation of Land and Buildings | 10 | 308,227 | - |
| Total other comprehensive revenue and expense | | 308,227 | - |
| Comprehensive revenue and expense for the period | | 370,726 | 303,707 |



Taranaki Free Kindergarten Association Incorporated

**STATEMENT OF FINANCIAL POSITION
AS AT 28 FEBRUARY 2019**

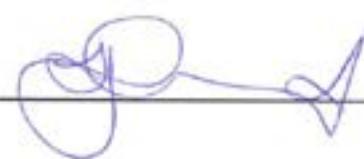
| | Notes | 2019 | 2018 |
|---|-------|-------------------|-------------------|
| | | \$ | \$ |
| ASSETS | | | |
| Current assets | | | |
| Cash and bank | | 1,543,639 | 1,437,538 |
| Trade receivables from exchange transactions | | 12,841 | 131,463 |
| Investments | | 454,782 | 455,006 |
| Work in progress | | 19,496 | 32,180 |
| GST | | 26,822 | 33,361 |
| Total current assets | | 2,057,580 | 2,089,550 |
| Non-current assets | | | |
| Property, plant & equipment | 10 | 13,219,370 | 12,754,331 |
| Total non-current assets | | 13,219,370 | 12,754,331 |
| TOTAL ASSETS | | 15,276,950 | 14,843,881 |
| Current liabilities | | | |
| Trade payables and exchange transactions | | 135,846 | 146,461 |
| Accruals | | 86,483 | 45,331 |
| Revenue in advance | | 26,000 | 17,729 |
| Employee entitlements | | 62,425 | 38,890 |
| Total current liabilities | | 310,754 | 248,411 |
| TOTAL LIABILITIES | | 310,754 | 248,411 |
| NET ASSETS | | 14,966,196 | 14,595,470 |
| Accumulated funds | | 6,805,732 | 6,798,650 |
| MoE equity funding reserve | 11 | 191,436 | 192,960 |
| MoE targeted funding for disadvantage reserve | 12 | 56,941 | - |
| Revaluation reserve | | 7,912,087 | 7,603,860 |
| TOTAL EQUITY | | 14,966,196 | 14,595,470 |

For and on behalf of the Board of Members:

Chairperson



Board Member



Dated: 30 July 2019



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 18, which comprise the statement of financial position as at 28 February 2019, and the statement of comprehensive revenue and expense, statement of changes in equity 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 2019, 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 the Association. Our audit work has been undertaken so that we might state to the Members of the Association those matters 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 the Members of the Association as a body, for our audit work, for our 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 \$98,660 (2018: \$111,010). 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.

Other than in our capacity as auditor, our firm carries out other assignments for Taranaki Free Kindergarten Association Incorporated in the area of accounting assistance for presentation of financial statements, IT services and HR advisory services. The provision of these other services has not impaired our independence.

Responsibilities of the Board of Members for the Financial Statements

The Board of Members are responsible on behalf of the Association for the preparation and fair presentation of the financial statements in accordance with PBE Standards RDR, and for such internal control as the Board of Members determine is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Members are responsible on behalf of the Association for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Board of Members either intend to liquidate the Association or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (NZ) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of the auditor's responsibilities for the audit of the financial statements is located at the External Reporting Board's website at:

<https://xrb.govt.nz/standards-for-assurance-practitioners/auditors-responsibilities/audit-report-8/>

Baker Tilly Staples Rodway

BAKER TILLY STAPLES RODWAY AUDIT LIMITED

New Plymouth, New Zealand

30 July 2019

Notes

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Kotahitanga Hui, Owae Marae, Waitara, 2 January 2019
Photograph by Tania Niwa