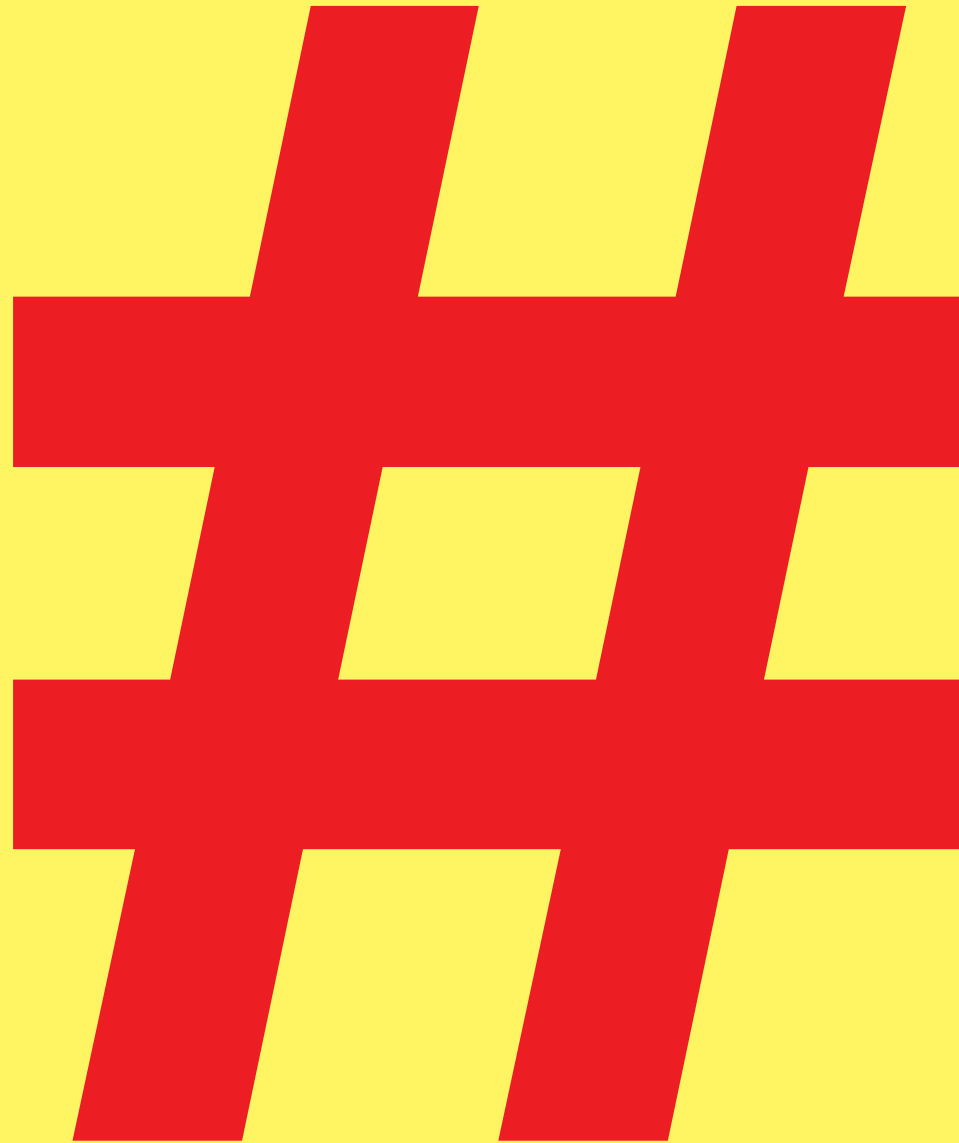


kidsfirst

kindergartens

ANNUAL REPORT 2018





BETTERBECAUSE

CORE PURPOSE STATEMENT

Educating children in their early years

VISION PROPOSITION

Teachers, whānau, neighbourhoods
– children at the heart of amazing learning

**EHARA TAKU TOA I TE TOA
TAKITAHİ ENGARI, HE TOA
TAKITINI.**

**SUCCESS IS NOT THE
WORK OF ONE, BUT THE
WORK OF MANY.**

Excellence

Building on our rich and diverse history to ensure that high quality teaching and learning is delivered through sound management of all resources, ongoing learning, continuous improvement, innovative practice and a commitment to excellence.

Contribution

The contributions, skills and experiences of all our people are recognised and acknowledged in an environment where individual difference and diversity is respected.

Relationships

Positive, respectful relationships at all levels in our organisation contribute to a healthy, safe environment. A partnership with parents is promoted and the relationship that occurs between teachers, children and their families/whānau is recognised as unique.



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Canterbury Westland Kindergarten Association Inc.
MŌ NGĀ TAMARIKI ME NGĀ WHĀNAU O WAITAHA ME
TAI POUTINI

WE ARE BETTERBECAUSE

Kindergarten is special.

Its philosophy of learning through play has long been recognised as the best way for children under five to learn.

While kindergartens have evolved over the years to meet the needs of today's families, they have retained the same principles and values they were originally founded on: providing the opportunity for all children in New Zealand to receive a quality start to their education.

At Kidsfirst Kindergartens, we take pride in bringing the value of a high quality kindergarten experience to as many children/ tamariki as possible. We want to make sure they have a fantastic start to their formal education.

So just what is it about a Kidsfirst kindergarten that makes it #BetterBecause?

We grow lifelong learners. We see every child as an individual and have qualified, experienced teaching teams. We're proud to weave culture into every kindergarten day. And we have great big backyards with plenty of room for learning, exploration, adventure and fun.

Kidsfirst Kindergartens is one of the largest and most respected early childhood networks in the country, with close to 70 kindergartens

and early learning centres on the West Coast, throughout Canterbury and Christchurch, on Banks Peninsula and around Central Otago.

Formerly known as the Canterbury Westland Kindergarten Association - Mō Ngā Tamariki Me Ngā Whānau o Waitaha Me Tai Poutini - Kidsfirst is a long-standing not-for-profit organisation with a turnover that runs into the multi-millions.

While we have undergone some big changes in recent years to give Kidsfirst the strong base necessary to remain a pre-eminent provider of early childhood education, we remain committed to our local communities. For over one hundred years we've had generations of children come to learn, laugh, play, make new friends and new discoveries.

Kidsfirst has always been an innovator. We look forward, while still recognising where we have been, protecting the special attributes of kindergarten that need to be sustained for generations to come. All of the things that make us #BetterBecause.

Titiro whakamuri kokiri whakamua.

***Look back and reflect
so you can move forward.***



With its distinct beauty and unique shaped bill, the huia is one Aotearoa's best-known extinct birds, shown here in puppetry art at Kidsfirst Pitcairn Crescent.



#BETTERBECAUSE

Throughout 2018 we took huge pride in celebrating the ways Kidsfirst kindergartens are #BetterBecause. The little things that were demonstrated in every one of our kindergartens, every day; the important philosophies such as our commitment to putting tamariki first, and the pursuit of the highest quality of education for our youngest learners.

#BetterBecause. recognises the value of our teachers, our people, our families and whānau and our communities.

There are so many reasons why people entrust their children to us at such an important and formative time in their lives.

We take that responsibility to heart.

Tamariki Ki Mua.

Opposite page from left to right, top to bottom: A change of season in one of our wonderful big backyards. Traditional rangoli art part of Diwali celebrations at Phillipstown. Tamariki help build a 'Bishops Box' to share fruit and veges with their Cotswold community. Farm animals visit as part of a spring festival at Hoon Hay. A lion dances through Hawthornden kindergarten for Chinese New Year. Local police drop by Greymouth for a friendly visit. Cupcakes at an Avonhead fundraiser. The BNZ Closed for Good community initiative at Alexandra. Belfast celebrates its twenty-fifth birthday.

CHAIR'S REPORT

Tēnā koutou e ngā iwi,
Ka nui ngā mihi ki a koutou.

I have now had the privilege of being the Chair of the Kidsfirst Board for the past two years and to be a member of the Board for two years prior to that.

Each time I get the opportunity to speak about Kidsfirst, I need always to make reference first and foremost to the fabulous work done by so many in this organisation...

- *of life-changing work our teachers deliver every day engaging with and supporting the development of the tamariki in our services.*
- *of the incredibly committed management and head office team who ensure the infrastructure is in place so teachers are supported to do their jobs.*
- *along with our external support organisations such as Glass Tower, Mortlock McCormack and BDOs who provide guidance, advice and intelligence where ever it is needed.*

I need once again to thank you and acknowledge the huge impact each of you has as part of this wider organisation.

- *I would also like to acknowledge the work of the Kidsfirst Board, who in some cases this year attended Board meetings by phone from far flung places. Their commitment knows no bounds!*

At Kidsfirst, we are fortunate to have such a large whānau around us, with so many who can inspire, motivate and guide us when we need it most.

Last year at this time I was talking about the tremendously challenging decisions we had needed to make to manage an increasingly difficult financial situation.

So, during the past 12 months, we have navigated our way through the implementation of these decisions. The changes we made were absolutely necessary to ensure Kidsfirst was a sustainable organisation into the future.

While we all know that we live in a world of constant change and development, this does not lessen the impact on those most affected. For the tamariki, staff and communities who have seen the closure of their services, there has been much hurt and grief. Changes to kindergarten fees have also seen families changing hours and times and teaching teams have stepped up to support the need to ensure places in their services are utilised the best they can be. It has been a marathon effort by so many people.

But it is now exciting to see the initial results in our financial statements and these are looking promising.

With the opportunity to reflect, making significant changes in any group or organisation will always result in both negative and positive outcomes. While we live in a world where so often we are told that we must change constantly, that nothing can stay static in order to develop or move forward; it can be extremely hard at times to see the long term value or even the immediate benefits.

Sometimes change, particularly in very large organisations, seems to mean just moving to something shiny and new. Getting rid of the old and stepping into a new world.

Sadly the whole shiny and new model, may in fact, serve us less well than earlier models, if we fail to constantly learn from what we know now and from our past.

George Santayana's often quoted comment that **“Those who cannot remember the past are condemned to repeat it.”** is better expressed by A. A. Milne's writing:

“Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it.”

At Kidfirst Kindergartens I am proud that we carry with us such a long history and tradition.

Back in 1911, the Christchurch Creche and Kindergarten Association became an incorporated society and our very first kindergarten, Sunbeam was established. And right from that first year, kindergarten was committed to only employing trained teachers, a fundamental tenet that has remained as an important aspect of the kindergarten philosophy and brand. Kindergarten was well ahead of its time in being committed to trained professional teachers, over 100 years ago.

And yet along with our history, as an organisation we have set our direction firmly toward future thinking and innovative practice. Our culture and our values are not about one moment in time, but about our shared history and understandings of where we have come from as well as joint and diverse aspirations for the future.

The quality of the services we deliver is reflected in our excellent ERO results as well as in the day to day stories from children and families.

The fabulous work being done with our online presence is able to showcase the exciting things that are happening in our services every day as well as celebrating the history of



the many and varied kindergarten communities we have as part of our whānau.

And now, while we still have a way to go to ensure we are a fit and robust entity for the future, we are already beginning to see a positive trend in our financial results, as well as a continued commitment to enterprise, development and quality improvement within our teaching teams.

Kidsfirst can certainly be extremely proud of its ongoing commitment to professional development, and particularly the annual Professional Learning Hui which could rival any international conference for its value to our staff.

And we will continue to move forward, examining the best that research evidence can offer about the nature of learning for our youngest children and how we can support their learning journeys.

On behalf of the Kidsfirst Board, I want to thank you all again for the contribution each of you make, and have made, to this organisation and to the tamariki, families and communities we support.

Kia ora,



Viv Ruth, Board Chair.



From Top: Three centres that closed in 2018. Shown here is the opening of the Aranui Early Learning Centre by the Rt Hon Trevor Mallard, the relocated kindergarten that would be known as Kaiapoi North, temporarily sited on the edge of the domain, and Kidsfirst Hillmorton's children doing the twist, in a fun throwback to the 1960s.



When Kidsfirst Kindergartens returned to its old site on the estuary with The Bays kindergarten, it featured a huge, nature inspired sandpit that captures the essence of its sense of place.

CHIEF executive's REPORT

It would be tempting to look back over the 2018 year and remember only the difficult times. A pall was cast over the year by the closure of three kindergartens and disestablishment of forty support staff positions due to the changing needs of communities, funding constraints and the need for some organisational rationalisation.

The 30 Free Hours fees offer that had been in place for our kindergartens since the 2012 Canterbury Earthquakes and the Pike River tragedy also came to an end in 2018 as we looked to put the network on a stronger financial footing.

In a sector with very tight margins and continually growing competition, closures and pricing changes are a fact of life. However, it is very rare for kindergartens to close or withdraw fees support - we have always found a way to just keep going - subsidising those having a more difficult time with surpluses created by services doing well.

However, the present environment, with its ongoing uncertainties around funding and unchecked licensing of new services, is making it increasingly difficult to do this for kindergartens that show no signs of being independently sustainable in the short-to-medium-term future.

We were sad to close the doors of the Kidsfirst Aranui Early Learning Centre and our Kaiapoi North and Hillmorton kindergartens for the last time at the end of term four.

We have been able to retain very valuable experience and expertise by redeploying almost all of the impacted teaching staff (although we were unable to find a suitable position for one). Tamariki have found places at nearby kindergartens.

Following submissions from parents and the community who were keen to explore alternatives to closure in a

partnership model, the Kidsfirst Kindergartens board made a decision in late 2018 to defer a decision on the closure of the Kidsfirst Kindergartens Glacier Country Early Learning Centre until early 2019.

The sadness of the closures was preceded earlier in the year by the happiness of the opening of Kidsfirst Kindergartens The Bays on the Mt Pleasant Causeway in Christchurch. The new facility was a long time coming after the September 2011 earthquake rendered the original building on the site unsafe. After years of temporary accommodation, it was well worth the wait. The kindergarten opened with strong rolls and waitlists, and this trend continued throughout the year.

Having a stable, sustainable network that is financially strong enough to invest in the high quality of teaching and learning that sits at the heart of Kidsfirst is fundamental to everything. The growth of new commercial services shows no sign of abating, and we need to be in a position to remain competitive, but also have the funds to invest in future development and innovation.

Many of the top 10 trends in education, identified by respected New Zealand consultancy CORE education, seem almost custom-built for kindergarten: a focus on building education around learners rather than institutions, preparing children for a lifetime of learning beyond even school and tertiary education, an emphasis on connection between people and within communities, and collaboration amongst them. These are already strongly represented in the kindergarten philosophy.

Others are less relevant to ECE at first glance – virtual learning, the use of artificial intelligence, use of the ‘cloud’ and block chain technology – but extremely important in



helping the organisation to be future-ready and manage the demands of today more efficiently. None of this comes cheap, and our investment in technology and systems will help us remain competitive into the future.

Our marketing activity took a big leap forward in 2019, as we shifted our focus towards digital channels and a major overhaul of our website. This was also a leap of faith – we knew that our prospective and current parents research and sign up for most things online now, including ECE – but shifting resources from long-established (and up until now high-performing) activity took us a long way from the newspaper, bus back and bus shelter advertising that have been a staple for more than a decade.

The carefully calculated risk paid off. Without increasing our marketing budget, we very quickly had positive results: 30% more children were added to waitlists this year, and enrolments grew 4%. Of course, today's waitlist is likely to be tomorrow's enrolment, so the growth bodes well for our roll numbers over the next few years.

The shift to digital, the wealth of information about our market now available to us, what our prospective parents care about, and their behaviour as customers has created more robust data and a results-driven marketing programme.

Quality of teaching and learning underpins all that we do. Kidsfirst passionately believes in the value of registered, trained teachers and the difference they make in the lives of our children. Prospective parents care as much as we do: our most popular online advertisement this year carried the headline 'Better Because of our Teachers', followed by 'Better Because we are Kindergarten'.

Every year, Kidsfirst proudly hosts a Professional Learning Hui that is attended by our 400+ teachers and others from outside of Kidsfirst. The primary purpose of this two-day event is to ensure our teaching teams are connected to new ideas and thinking and in touch with developments in evidence-based practice. In the spirit of Ako, the Hui is also one of the seminal ways our teaching team live their

commitment to being life-long learners themselves.

The Hui is a significant investment in Kidsfirst's most important asset: our people. While there is no question in our minds about the value of trained, registered teachers, it has been hard to convince funders and policy makers to share our perspective on this on any sustained basis. This makes it hard for us to plan for the future, and finances will always be tight so long as we are not adequately compensated for the additional costs of maintaining a trained, registered workforce.

On that note, this year Kidsfirst joined other kindergarten associations to explore the viability of a centrally managed, national kindergarten association that would bring us all under a single umbrella. The cost savings associated with this would be significant, but the unique character and local needs of regions are just as important. While the decision was made to maintain the status quo for now, Kidsfirst will always be open to exploring new models that help strengthen sustainability and provide a platform for future growth.

My thanks again this year to the Senior Leadership Team, who demonstrated their flexibility, adaptability and ability to continue to deliver business-as-usual activity while working through another year of significant change.

The Kidsfirst Board continues to provide excellent strategic guidance, and I am grateful for their support.

We look forward to the opportunities that 2019 will bring.



Sherryll Wilson, Chief Executive



Children remain the key focus of everything we do. Tamariki, their care-givers, family and whānau are at the very heart of Kidsfirst Kindergartens.



There was a significant move online in terms of promotion and advertising during the year.



Kidsfirst Kindergartens Chief Executive presents a long service award at the All Staff Meeting.



A hot summer spell inspired Kidsfirst Riccarton to learn more about the Māori legend of Te Ra, the sun, with the creation of collage art work.



The construction of our brand new kindergarten, Kidsfirst The Bays, gets underway on the factory floor.



Vibrant Matariki (Māori New Year) celebrations are a bright spot on the mid-winter kindergarten calendar.



Community spirit was alive and well at Kidsfirst Portsmouth St, with regular donations of food on offer for kindergarten families.

Kidsfirst

kindergartens

THE KIDSFIRST BOARD



Above: Kidsfirst Beckenham parent, Ashleigh Schuyl, was one of a number of parents featuring in videos to help Kidsfirst explain some of the ways we are #BetterBecause. We were pleased to welcome Ashleigh to the Kidsfirst Board in 2018.

The Kidsfirst Board, now consists of Board Chair Viv Ruth, Dianne Collier, Janina Konia, Phillip Roth, Erin Elworthy and Ashleigh Schuyl.

It was another challenging year for the Kidsfirst Board who had to grapple with a changing competitive environment and the ongoing repercussions of the past few years, with effects still following on from the earthquakes, always shifting demographics and the sharp realities of running a network of early childhood services in a challenging economy. Grappling with decisions such as whether to close kindergartens is no easy task.

However, this is where the breadth and depth of the experience (and the passion) of our board members come into play. We're so fortunate to have a wide cross-section that represents the many different faces of our stakeholders. We draw on a business perspective, a government, educational slant, a parent and teacher's perspective, and, of course, that all important bicultural lens.

It's all done with a strong vision and a real passion for giving tamariki a fantastic entrance to formal education, promising the best for our youngest learners.

2018

THE YEAR IN REVIEW

More popular than ever.

This year marked a big shift for Kidsfirst's marketing, with the bulk of activity being moved online, to meet the needs of parents looking for, researching and enrolling in, Early Childhood Education.

We want to be easier to find, clearer about what makes us special, and make it easier for people to enrol, waitlist, or just find out more about us.

When it came down to identifying the things that make us unique and special, the list was narrowed to six key things:

Our teachers, our great big backyards, the small size of our kindergartens and the ways that children are encouraged to learn at their own pace, our commitment to biculturalism, the emphasis on life-long learning, and the kindergarten philosophy.

These six ideas formed the basis of all that we did in promoting ourselves in 2018 and that tight focus, along with new ways of reaching prospective parents, really

paid off. There were significant increases in visitor numbers to our website and a rise in both enrolments and waitlisted children. While in 2017, we were consistently adding approximately 100 children a month to the waitlist, four of 2018's months topped the 150 mark.

Our #BetterBecause messages featured on the entrances to malls across Christchurch, in Facebook advertising, on our website, and wherever else we promoted Kidsfirst.

A significant overhaul of our website was well underway this year, and a new mobile-friendly site created to make it easier for those on the go to engage with us.

This was also the year we introduced new Customer Relationship Management software, enabling us to stay in touch more closely with waitlist and current parents alike.



Tamariki at Kidsfirst Ilam celebrated Chinese New Year and the Year of the Dog with photographs of their favourite four-legged friends.



Kidsfirst Belfast embraced Te Ao Māori with additions to their kindergarten environment and a renewed focus on biculturalism.



Three year old Dillon, followed in his Dad (Alan's) footsteps when he walked through the gates of Kidsfirst Shirley, the very same kindergarten Alan had attended as a child.



RIP Poppy. The sunny yellow cockatiel was a much loved pet and an important part of the kindergarten whānau, at Kidsfirst Selwyn Street.

BETTER BECAUSE

For the 2018 year we took on a new focus. One that celebrated why Kidsfirst Kindergartens are #BetterBecause.

Our kindergartens are spread near and far, in neighbourhoods across our regions, providing quality early childhood education to thousands and thousands of children from myriad cultures.

What's common about all Kidsfirst kindergartens and early learning centres, is our commitment to the best learning opportunities, and to building a strong educational foundation for all tamariki.

Across the spectrum, you'll see these similarities in our close to 70 kindergartens and early learning centres – whether it's in Central Otago, the West Coast, Banks Peninsula or the greater Christchurch area – our commitment to quality, and to whānau remain the same.

Whichever kindergarten it is, in whichever region we operate in, we strive to provide accessible, affordable, high quality early childhood education. We believe that every child deserves the opportunity to experience kindergarten and all of the wonderful

learning opportunities, the nurturing environments, encouragement for positive social interactions, and the qualified, supportive teachers that come with it.

Why are we #BetterBecause?

We grow lifelong learners. The kindergarten years are a crucial time in early childhood development. Building on a child's ideas and theories, with encouragement from interested, attentive adults who foster a sense of excitement and wonderment - all spark a love of learning that can stay with a child for a lifetime.

We understand kindergarten is special. We know the value in the kindergarten philosophy that children under five learn best through play. It's a way to encourage creativity and curiosity in tamariki and to turn every activity into an inspiring learning opportunity.

Of our wonderful great big backyards. Being connected to nature and physically active from an early age has never been more important. Our great, big backyards allow children to run, climb, get wet and explore, helping to enhance their social, physical, cognitive and emotional wellbeing along the way.

Our fantastic teaching teams. We are committed to having 100% qualified and registered early childhood teachers and this makes a real difference for our young learners. Their expertise and experience, coupled with inspired ideas and creativity bring lots of new and positive experiences for all tamariki across the network.

We weave culture into every day. We embrace the diverse cultures of our kindergarten whānau and the learning that brings to all of us. By weaving our unique histories, stories, waiata and language into every kindergarten day, we support all tamariki to grow strong in their identity, culture and language and to enjoy the cultural prosperity that derives from our dual heritage.

Every child is an individual to us. Kidsfirst Kindergartens are bigger and smaller in all the right ways. Our qualified and experienced teachers work with small groups of children to expand and develop their language, numeracy and social skills but to also recognise each as an individual with their own special interests, that can be turned into inspired learning opportunities.



There's always fun to be had with a roller and some paint, as these tamariki prove - making fantastic artwork at kindy.



Measuring, pouring and examining concepts about science and quantities are all part of the learning that happens quietly every day around our kindergartens.

SMALLER IS BETTER

Kindergarten is special, with so much value to be gained from the experience in these crucial early developmental years. We support the kindergarten philosophy of learning through play - helping tamariki to feel they belong to a place where discovery, exploration and inspired learning is valued as “real work.”

We believe smaller is better for smaller learners. At Kidsfirst, every kindergarten has its own unique feel and atmosphere. Some of our kindergartens are bigger than others. Some are more established, dating back to the early days of last century, while others are brand new – but each programme at every kindergarten reflects current pedagogical thinking.

We have kindergartens where the focus is on sustainability and the role of our tamariki as kaitiaki (guardians of our environment). Elsewhere technology may be a showcase. However, between them all, there is a consistency of high quality education you can rely on and an assurance that goes along with the Kidsfirst Kindergartens name.

Shared attributes aside, the dynamics of each teaching team, the physical location and history of the kindergarten (remembering that some are over 100 years old) and the community that surrounds them, makes every one special – as do the generations of families who come through our gates.

Children build relationships with other children and adults, practice sharing and co-operation with others, problem-solve, persist and learn not to give up. They become independent (but not afraid to ask for help), develop language, literacy and numeracy skills, and become culturally aware and confident – all through the magic of play.



Our trained teachers support children to take a lead in their own learning journey through innovation, inquiry and hands-on learning and discovery.



Children thrive on being able to meet and enjoy the company of other tamariki their own age at kindergarten, very often they will continue on to primary school together.

every CHILD IS SPECIAL TO US

Every child is unique and so is the way they learn.

Whatever it is that sparks the imagination of children our teachers are quick to run with it and make the most of every learning opportunity. They want to inspire children to wonder, learn and to extend discovery through enquiry and wonderment.

At Kidsfirst we get to know our children and families better so we can pace a child's programme to suit their interests, their developmental stage, and take into account whatever else is happening in their busy little lives.

A child could be inspired to learn through books, technology or arts and crafts, getting active outside in the fresh air or tending to the garden. Perhaps it's learning about science that flicks the switch or finding a passion for music, drama or cooking. At other times it's the excitement of welcoming family, friends or visitors from the community that ignites new learning.

"There was always an air of excitement every time our lovely Grandfriends (from the local Bishop Selwyn Retirement Village) were spotted on the footpath," says Kidsfirst Selwyn Street teacher, Lisa Foraker.

Visiting to share waiata, stories and kai, word of their arrival would always spread quickly through the kindergarten. As a way of welcome, children were encouraged to walk their Grandfriends inside and help them find a seat.

Kidsfirst Hornby tamariki were once again this year involved in the "Duffy Books in Homes" initiative. Run through the Alan Duff Charitable Foundation the programme aims to inspire a love of reading in children and distributes free books for tamariki to take home and enjoy.

"Children especially looked forward to Book Week with the chance to dress up as their favourite characters," said head teacher, Bernadette Dawson, "inspiring lots of imaginative, dramatic play along the way."

Other children enjoy learning best when they're outside in our Great Big Backyards.

When asked what was needed for a precious seed to grow big and strong, Kidsfirst Hawea tamariki decided, "A patch of good soil, some sunshine (Rā), water or rain (ua) and – of course – aroha/love!"

This year they gave lots of extra loving care to sunflower and bean seeds in preparation for a garden project in a newly developed part of the kindergarten's outdoor area.

Hoon Hay celebrated the arrival of the new season with a festival and a visit from some friendly farm animals. "The children took turns to have pony rides, feed the calf and goat, to gently pat the animals or brush their coats," said head teacher, Zdenka Reading.

Getting involved with our local community is what kindergarten is all about. We work closely with parents, whānau and our wider community to broaden childrens' horizons and expand neighbourhood connections.

Kidsfirst Alexandra was delighted to be selected by their local BNZ team as a beneficiary of the 2018 Closed for Good initiative, that sees bank staff head out of the office for a day to lend a hand or share some sound advice in their communities. Sharing Penny the Penguin's interactive adventures on an iPad, helped tamariki learn more about the importance of making good choices.

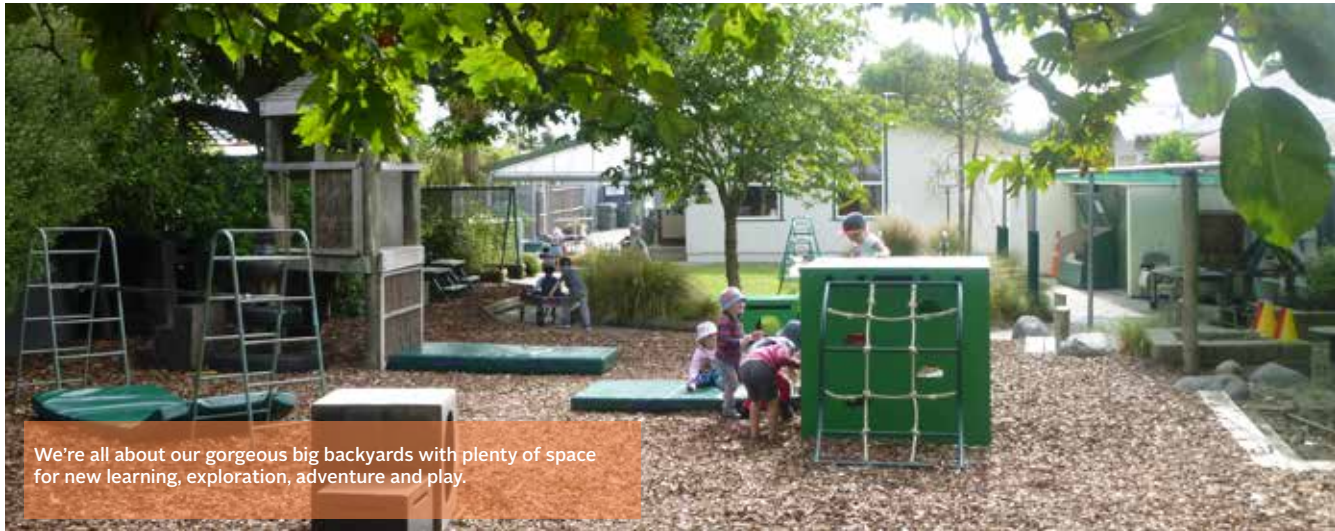
Meanwhile, the children at Kidsfirst Greymouth were excited to have a surprise visit from some local Greymouth Police. "They were parked outside kindy so we invited them in to say hello," said teacher, Lauren Wells. "Wow! What a cool experience for children to have a turn sitting in their car!"



When ex-tropical cyclone Gita threatened to bring bad weather to Canterbury, Kidsfirst Mt Pleasant decided to ride out the storm cooking waffles together.



Many of our kindergartens are a part of the fantastic Duffy Books in Homes initiative - providing free books for tamariki to take home and enjoy.



We're all about our gorgeous big backyards with plenty of space for new learning, exploration, adventure and play.

OUR BIG BACKYARDS



Tamariki at Kidsfirst Bush Street tend to their new planter boxes, built with materials kindly donated from their local Bunnings in Rangiora.

Throughout 2018 we took huge pride in celebrating our Great Big Backyards with plenty of room to move, investigate, explore and develop. We wanted people to know that this is one of the many reasons a Kidsfirst Kindergarten or early learning centre is #BetterBecause.

When we asked teachers around the network to share just what it was about their outdoor area they love the most we got some fantastic responses.

"Lots of green, native plantings and interesting nooks and crannies to play in," is how Lynne Godden, teacher at Central Otago's Kidsfirst Wakatipu described their big backyard. "It's an amazing environment, especially with our stunning, mountain backdrop. Not to mention the different colourful coats of nature throughout the four seasons."

"We have so much space to practice all kinds of sports such as tennis, hockey, soccer and rugby," said Kidsfirst Ilam head teacher, Christine Putt. "Our large sandpit allows for lots of exploration with water or making muddy puddles. We enjoy

established trees for natural shade, to swing from or climb on."

Sarah Scrase, head teacher at Kidsfirst Riccarton talked about how it's really important to be able to offer a big backyard at their kindergarten. "It's quite a built-up, urban area around here so not all children get the opportunity for space to play in a natural environment at home." There's also a great garden to learn how to plant, grow, harvest and cook healthy fruit and vegetables.

Kidsfirst Wales Street has a wonderfully, spacious outdoor environment with chances for children to explore, play, be creative and dramatic or peaceful and quiet. "The boulder river with its natural feel and flowing water remains a favourite spot, especially on hot days," said head teacher June King.

A beautiful swing that looks out over their big backyard is a fantastic feature at Kidsfirst Mairehau. Teacher Raelene Forde says, "This is further enhanced by a mural on our fence showing our place-based environment and that encourages lots of exploration. The bike track is lined with native plantings and lavender bushes that tamariki love to stop and smell or pick and give to each other. "And we grow kale and silver beet to feed our guinea pig Jelly Bean - who has become quite discerning, now only eating fresh not wilted offerings!"

By design, Kidsfirst outdoor environments have always been large and well-resourced areas with spaces for adventure or play, and quiet spaces for reflection.

One of our newest centre's Kidsfirst Diamond Harbour over on Banks Peninsula has a panoramic view of the Port Hills from their playground, providing all-important opportunities for exploration and challenge, with the chance to play and inspire the imagination.

Kidsfirst Woolley Street head teacher, Jolene Hemmingsen says, "We love our outdoor environment, it's spacious and inviting with amazing big trees that capture the changing seasons and provide shelter from the sun when required."



Making a splash and soaking up some summer fun in Kidsfirst Hawthornden's big backyard.



Sometimes our adventures extend beyond the kindergarten gates. Kidsfirst Belfast enjoy a walk at a local nature reserve.



To reflect the farming lifestyle of many of the tamariki at Kidsfirst Maniototo, the community got together to build their very own kindergarten musterer's hut.

"We have an amazing space where children learn to be Kaitiaki (guardians of the earth) and how to care for the garden, protect the bird and bug life that live alongside us and use the area as a source of kai by growing vegetables and fruits."

A pile of logs under the trees at Kidsfirst Parklands encouraged lots of bugs and made a fantastic natural zone for children to discover and explore. "As children found each little creature, they learnt more about the world around them," says teacher, Helen Smith.

The turangawaewae garden and butterfly whare provided wonderful places for tamariki to explore nature at Kidsfirst Lincoln. "Cherry trees and a climbing tree (planted to commemorate important dates and people and creating lovely links to the kindergarten's past) provide beautiful markers for all of the seasons and are well-known features our big backyard," said head teacher, Joyce McHerron.

Kidsfirst Karoro teacher Tim Eden-Calcott, added, "As an enviroschool, learning to be responsible for all living things helps us to care for our place now and in the future. From exploring bugs in our garden, to tending the vegetable garden or gathering fruit from our trees - our big backyard is an incredible place to be."



Helping to inspire a love for the great outdoors was this glacier guide duo, who visited Kidsfirst Glacier Country to give tamariki a demonstration of their work.



Kidsfirst Cotswold's big backyard features a climbing tree, free range hens and a rabbit, a mud kitchen and (shown here) a secret path by the herb garden.



We're proud to help nurture the next generation of gardeners. Alongside sunflowers, many kindergartens also grow bee and butterfly friendly flowers, fruit and vegetables.



Tamariki often enjoyed climbing adventures amongst the many different trees in the Domain right next door to Kidsfirst Kaiapoi North.



Children play in a camouflage tent at Kidsfirst Hei Hei, part of some military equipment brought along to kindergarten by a Sergeant on a special visit from the local Burnham army camp.



Tamariki watch fascinated as their frogs capture a fly or two at Kidsfirst Maniototo.



Children at Kidsfirst Papanui showed a real flair for the performing arts during their fun and interactive weekly drama sessions.

WE INSPIRE LIFELONG LEARNING

Helping children grow into confident, contributing, independent beings with a strong sense of curiosity and interest in the world around them is a big part of what kindergarten is all about.

Having everyday experiences that build on a child's ideas and receiving encouragement from interested, attentive adults who foster a sense of excitement and wonderment - these things spark a love of learning in a child that can stay with them for a lifetime.

Research confirms what kindergarten has known for generations: children learn best when they are following their

own interests, at their own pace, and having fun in the process. Our teachers are always on the look out for new ways to inspire learning.

Kidsfirst MacFarlane Park and Kidsfirst Hokitika tamariki were among over 11,000 children nationwide who got growing in the Daltons Sunflowers in Kindergartens competition. It added extra fun to a project with an emphasis firmly on learning and created opportunities to help spark a lifelong love of gardening.

A group of Kidsfirst Sunbeam tamariki, interested in creativity, visited Te Puna o Waiwhetū/the Christchurch Art Gallery,

to see the Yellow Moon exhibition and artist Tony de Lautour's unique take on geometric abstraction.

"Tamariki were intrigued by the squiggles, shapes, lines and slopes of de Latour's displays of paintings, sculptures and ceramics," said head teacher, Neroli Gardner. "There was just as much value in the walk from the bus exchange to the gallery with striking street art and impressive new architecture to view along the way."



Kidsfirst West Rolleston looked forward to visits from the Selwyn Community Library bus with the chance to jump on board and choose from a fantastic selection of books.



Kidsfirst Ngaire Larcombe tamariki during a kapa haka performance for whānau and friends at kindergarten.

THE WAY WE WEAVE CULTURE INTO EVERY DAY

We welcome the opportunity to explore and share in different cultural traditions with our families at kindergarten. Often we find that what is a familiar family experience for one child, is completely new and fascinating to another.

New Zealand's bicultural heritage is explored through the many unique ways our kindergartens and early learning centres weave Te Ao Māori/the Māori World into learning. The value of our dual heritage is vital for tamarki to understand and connect to. It gives them a sense of grounding, a sense of pride, a sense of belonging to Aotearoa New Zealand.

Te Whare Tama, 'the child's house,' was the name given to a new carved whare at Kidsfirst Belfast. Community Matua (Māori elder) Teoti Jardine led a blessing and special naming ceremony for the whare, with extended kindergarten whānau invited to share waiata, a hongi and kai.

"A whare always has a name," says Teoti. "It may be the name of an ancestor or a figure from Māori mythology. 'Te Whare Tama,' means that each child here, can feel a sense of ownership and guardianship over their whare."

Involving tamariki in the creation of art or murals to show the story of a Māori legend makes it easier for them to remember and make use of the language. Kidsfirst Wales Street created a series of beautifully hand painted panels to tell the creation story for the North Island of New Zealand, Te Ika A Maui (The Fish of Maui).

"Maui is a super hero at kindergarten," said head teacher, June King. "Partly due to the many ways tamariki learnt about him in our programme and also through story-telling, art and drama. For Matariki (Māori New Year) last year, tamariki acted out the legend of Te Ika A Maui and took pride in playing their roles."

Matariki celebrations are truly unique to our country and as an organisation that is 100% New Zealand owned, we embrace opportunities to celebrate with tamariki in as many distinct ways as possible.

There are so many ways to celebrate; Creating hand-painted stars, toasting marshmallows over a cosy campfire, making kites, or hearty vegetable soup, reading Matariki stories, learning new haka or waiata (song), sharing kai or a disco evening are just some of them.

We understand the value of sharing different cultural traditions at kindergarten. The diversity of families across the Kidsfirst network is incredible.

Kidsfirst Phillipstown embraced their melting pot of culture and ethnicities at kindergarten with a celebration of Diwali, the biggest and brightest festival on the Hindu calendar. Tamariki created colourful tea light lanterns and had their hands painted with decorative henna.

"Such a unique learning experience adds so much richness and depth to our learning environment and helps our tamariki to become more well-rounded, inclusive individuals who respect the beauty of being different," says Teacher, Bindu Naik.

Chinese New Year is a time for new beginnings and a fresh start, with the celebrated colour red representing good luck and prosperity. To help celebrate and learn more about some of the traditions around this special event, Kidsfirst Wakatipu parents made wontons and dumplings to share together at kindergarten.

We really value and appreciate families sharing special cultural events with us, giving tamariki opportunities to try new things and help make connections with the wider world.

Ūkaipōtanga - taking strength from where we come from, who we are and what we have around us.



Local carver, Tairoa Flanagan spoke at Kidsfirst Hawthornden's ceremony to welcome their new carved taonga (treasure) at kindergarten.



Kidsfirst Phillipstown's global village continued to take shape when a Pacific Island fale joined the kindergarten's Māori whare and colonial cottage.

OUR TeACHING TeAMS

Kindergarten teachers are some of children’s earliest role models outside of family and make all the difference to how they learn and grows important social skills over these crucial developmental years.

At Kidsfirst, we’re proud to have professionally trained, 100% qualified teachers, backed by the support of a large and active umbrella organisation with an ongoing commitment to professional development.

Teaching teams are trained to not only expand and develop children’s language, numeracy and social skills but to also recognise each child as an individual, with their own special interests that can be turned into learning opportunities.

You can see the difference that our emphasis on strong values, our commitment to ongoing education for our teachers, and providing excellence in teaching and learning makes in our consistently positive education review results from The New Zealand Education Review Office (ERO).

Inspiring a lifelong love of learning and helping to build inquisitive, confident learners, ready and eager to continue on their primary school journey, is what it’s all about for our teachers. Across Kidsfirst Kindergartens, we strive to be a truly inspirational and positive influence - right from the start.

Kidsfirst Lincoln teachers/kaiako are always on the lookout for positive ways to help encourage kaitiakitanga, the guardianship and sustainability of our natural world.

Throughout the winter months, tamariki kept a watchful eye on the number of birds visiting the kindergarten’s big backyard as part of their involvement with the nationwide New Zealand Bird Survey.

“We made a hide-out in our garden for children to sit in,” explained teacher, Ingrid Livingstone. “And used photographs on clipboards to help tamariki identify a wide variety of local birdlife.”

Kidsfirst Karoro head teacher, Raelene Johnson, talked about the positive influence colleague, Tim Eden-Calcott brings to their West Coast kindergarten teaching team. “Tim’s great. He adds a different dimension of fun for the children. He’s into promoting STEM (Science, Technology, Engineering, Mathematics), is passionate about the natural environment and spends lots of time outdoors on activities such as construction, building and gardening with the children.”

To celebrate their continued friendship with Asahi Kindergarten, in Kurashiki, Japan, Kidsfirst Sunbeam visited the Kurashiki Sister City Gardens at the Halswell Quarry to see the spring cherry blossom in full bloom. They also held a dress up day and coin trail to fundraise in support of Asahi Kindergarten, after the region was devastated by floods and landslides in July. “We were able to donate over \$120 towards the Christchurch City Council’s Sister City Flood Appeal and in recognition of the special kindergarten partnership we have with them,” said head teacher, Neroli Gardner.

It’s gratifying that our parents recognise the value of our teachers and will often share positive comments on Facebook to show their appreciation. A Kidsfirst Riccarton parent described teachers as, “the heart and soul of the place, the glue of our community and true superstars that are such assets to the Kidsfirst family.”



Our annual Kidsfirst Professional Learning Hui is an opportunity for all staff to get together, share ideas, engage in professional development and discuss more about the latest thinking in ECE.



Our professional, 100% qualified and registered teachers are committed to providing excellence in teaching and learning, helping to make a real difference in the lives of our young learners.



Our teachers expertly weave New Zealand’s world-renowned bicultural early childhood curriculum, Te Whāriki into every kindergarten day. Pictured here, a kapa haka performance at Kidsfirst Ngaire Larcombe.



Helen Peters, Kidsfirst Beckenham, recipient of an ASG National Excellence in Teaching Award (NEiTA) at the official ceremony hosted by Education Minister Hon. Chris Hipkins, in Wellington.

AT OUR HEART AWARDS

The At Our Heart Awards reflect the core values of Kidsfirst Kindergartens. Awards were presented at the Annual General Meeting held in May, 2018

INSPIRING - Joint Winner Kidsfirst Hawthornden.

The Kidsfirst Hawthornden teaching team worked really hard to involve whānau in children's learning. They completed comprehensive research into Trisessment (including the voice of whānau, children and parents) and put their findings into practice at kindergarten, with great results.

INSPIRING - Joint Winner Kidsfirst Ōpawa St Martins.

The team at Kidsfirst Ōpawa St Martins transformed the way they engaged with their kindergarten community, helping to create an environment where Pasifika culture was even more enhanced, welcomed, celebrated and embraced.

ENGAGED – Maxine Apes.

Teacher, Maxine Apes continued to tirelessly promote biculturalism. It's an aspect of early childhood education that is an incredibly important focus for us. A leader and an advocate for her community, Maxine spent hours outside of work learning Te Reo, and then sharing her ever-expanding knowledge and skills with her team.

PASSIONATE – Kathy Harford.

Teacher, Kathy Harford was recognised for her positive outlook and can-do attitude. Over the year, she continued to work at two Kidsfirst kindergartens and enhanced participation and roll numbers at both. She was eager to ensure whānau were aware of kindergarten and the rich experiences and opportunities tamariki can have there.

PASSIONATE COMMENDATION

- Kidsfirst MacFarlane Park.

The enterprising Kidsfirst MacFarlane Park teaching team got together with Mitre 10 and Trees for Canterbury to help spruce up their big backyard and grew the tallest sunflower in the Daltons Sunflowers in Kindergartens project. Teachers and children were often seen out and about exploring in their community (in their cool high-vis vests) or were spotted tending to their local community garden.

WHĀNAU – Kidsfirst Templeton.

Kidsfirst Templeton was recognised as a kindergarten that was passionate, diverse and supportive, with a culture where tamariki were valued, celebrated and affirmed for who they are and what they bring to their learning. Teachers worked with parents and children to make decisions, that resulted in a clear vision and total ownership of learning and helped each child to achieve their personal best.

PROUD – Kidsfirst Halswell.




The Kidsfirst Halswell team were proud to make a positive difference for whānau at their kindergarten. When they noticed an increase in Chinese families enrolling, teachers signed up for Mandarin evening classes in an effort to be able to engage more with the changing demographic of their local community. This helped foster and strengthen inclusive relationships with all of their families and ensured more of a sense of belonging and engagement for everyone at kindergarten.

Top to bottom left to right:
MacFarlane Park with their Passionate Award;
Kidsfirst Phillipstown's Kathy Harford; an Inspiring win for Kidsfirst Ōpawa St Martins; Kidsfirst Templeton with the Whānau award;
2017 photography contest winners Kidsfirst Broomfield and Kidsfirst Hawthornden who took one of the Inspiring awards back to kindy.



REPORT CARD AGAINST 2018 ANNUAL PLAN

Relationships, Values, Culture: At the heart of who we are, what we do and how we do it.

<p>Strategic Objective 1:</p> <p>To lead the way in educational programmes through a platform of innovation and growth:</p>	<p>• Strategic Objective 2:</p> <p>Continually improve and enhance existing systems and infrastructure supporting our service delivery:</p>	<p>• Treasury [potential borrowing facilities]</p> <p>Financial governing policies were reviewed.</p>
<p>Action: Review how the organisation acknowledges the status of Māori as tangata whenua.</p> <p> Achievements:</p> <ul style="list-style-type: none">• Ngāi Tahu's education vision for its tamariki is clearly understood.• Pouhere Ako Māori appointed to help build bilingual expertise within the organization. <p>Action: Develop the organisation with a focus on growing the principles of equity and excellence throughout teaching and learning.</p> <p> Achievements:</p> <p>Teachers with expertise or developing expertise in specific areas across the network identified.</p> <p>Education Team developed a new way of working to build capability and capacity to ensure current, consistent knowledge and practice.</p> <p>Teaching teams identified who were interested in undertaking/participating in research initiatives. Supported and facilitated teaching teams to apply for research funds and then to implement research.</p>	<p>Action: Embed the new structure of the Education Services Team</p> <p> Achievements:</p> <p>Teaching teams aware of the roles and accountabilities that each co-leader is accountable for and the processes to be followed.</p> <p>Action: Review our financial infrastructure focusing on banking facilities, insurance coverage, finance and investment strategy including reserve funding policy</p> <p> Achievements:</p> <ul style="list-style-type: none">• Insurance and Risk Management Insurance cover reviewed to minimise the adverse impact of losses on the achievement of the organisation's objectives. Confirmed that the Association's business assets are adequately protected from unexpected events.• Finance and Investment The association's finance and investment policies were reviewed seeking comments from the association's lawyer, accounting advisors, and auditor.	<p>Action: Roll out new hardware to teaching staff and train teaching staff in the use of new technologies.</p> <p> Achievements:</p> <p>New hardware and software rolled out to teaching staff and kindergartens and old devices collected.</p> <p>Basic training provided at time of the roll out.</p> <p>Action: Implement ICT Intranet system across the organisation</p> <p> Achievements:</p> <ul style="list-style-type: none">• Intranet launched at time of the roll out of our new ICT hardware.• Education team are using 365 more strategically and are engaging with teaching teams under the 365 collaborative environment. <p>Action: Investigate the feasibility of moving kindergartens and centres telecommunication land line to fibre or SIP.</p> <p> Achievements:</p> <ul style="list-style-type: none">• Taken the opportunity to trial, through data storage, two different options at two of our kindergartens. Both systems are similar however one is more cost

effective than the other.

- Due to the high costs of alarm monitoring and associated call outs central alarm monitoring system has been removed.
- Through investigations the system being used by our Central Otago Kindergartens seems more effective – in that Central Otago kindergartens are not connected through our network service but are using Office 365 as stand alone services.

Action: Ensure head office working space is structured to provide an effective and efficient working environment.

 **Achievements:**

- No work undertaken due to financial considerations.

Action: Review the Association's Payroll System.

 **Achievements:**

- Datacom provided training to ensure understanding of the payroll system basic functions.
- Sick leave allocations/transactions reviewed, including how the system was handling these.
- Deskfile completed for all non-standard processes.
- Review completed to ensure that all data is correct within the system.
- Further training undertaken where gaps in knowledge were found.

Action: Investigate appointing teaching staff to the Association.

 **Achievements:**

- Research completed on the option of appointing staff to the Association instead of individual kindergartens which also identified the positive and negatives

of such an approach.

Strategic Objective 3:

Identify and leverage business opportunities in the education environment to build revenue streams, increase participation; and invest back into our communities.

Action: To increase building strength and enhance the learning environment of ten Kidsfirst services as a result of the Canterbury/Christchurch earthquakes.

 **Achievements:**

- Review completed of the project processes for the strengthening and enhancement work completed at three kindergartens.

Action: Build new services for the communities of Rolleston, The Bays, and the eastern suburbs of Christchurch.

 **Achievements:**

Our new “The Bays Kindergarten” became operational on 25 July 2018. The kindergarten operates all year round and caters for children aged 2 – 6 years of age.

Wainoni conceptual planning occurred but project placed on hold due to financial restraints.

Action: Ensure that the organisation's network provision of kindergartens and early learning centres meets the needs of our communities.

 **Achievements:**

- Analysis completed of the Kidsfirst network of kindergartens that:
- were struggling to maintain their operating numbers
- provided opportunities for growth.

Action: Investigate other revenue streams to support future aspirations.

 **Achievements:**

- Investigated the development of new programmes to increase the availability of a kindergarten option.
- Professional learning opportunities, on a paid basis, were offered to external early childhood services.
- Contestable external contracts through the Ministry of Education [SELO] and community-based early childhood services were sought, awarded and successfully implemented.

Action: Develop and implement a new marketing strategy for 2018 and beyond

 **Achievements:**

- **External Strategy**
New strategy developed to meet market challenges as a result of changes to the operating environment.
- **Internal Strategy**
Strategy and action plan developed and implemented. Teaching teams fully informed of the new marketing strategy and what is expected of them in terms of roles and responsibilities.
- New marketing strategy regularly evaluated.

FINANCIAL PERFORMANCE

The 2018 financial year of Kidsfirst has seen a continued emphasis on addressing the mismatch of revenue and costs of operation.

During the 2018 Year a number of steps have been initiated to address this issue –

1. The decision to close two kindergartens and one early learning centre.
2. The re-introduction of fees from 01 January 2019.
3. The opening of certain kindergartens during school vacations.
4. The disestablishment of kindergartens/early learning centres support staff from 01 January 2019.
5. The disposal of surplus property.
6. The renegotiation of all significant contracts for the supply of services.

The full impact of these will not however be evident until the completion of the 2019 financial year of the Association.

It is pleasing to note that the emphasis placed on cost control through more rigorous management of staffing is evident in the financial performance for 2018. This has seen the percentage of Government Funding consumed by staffing fall from 89.3% in 2017 to 87.7% in 2018 – the first reduction in five years. This rigorous management of staffing has allowed Kidsfirst to maintain its commitment of only employing staff at its kindergartens and early learning centres who are fully certificated early childhood education teachers.

As the Association works through these changes it has been necessary to use investment funds of approximately \$600k to supplement cash flow from operations. Current planning is that the need to use investment funds to supplement operations will not continue beyond the 2019 Year. This is due to the full impact of the decisions outlined above,

together with the anticipated result of funding negotiated with the Ministry of Education following employment negotiations for our teaching staff scheduled during 2019.

A consequence of having to use investment funding to support operations, as well as to refurbish Hornby and Selwyn Street Kindergartens, and build a new facility “The Bays”, is that interest revenue for 2018 was 50% lower than in 2017. Whereas earnings on investments has, in the past, been an important contributor to annual net earnings, it is unlikely that this will be significant in the foreseeable future.

The operating deficit before non-cash items achieved by the Association for 2018 was \$315k, down from a deficit of \$756k in 2017 and, due to the actions taken as outlined above, this is considerably better than the 2018 budget adopted by the Board of the Association.

The Association's investments reduced by \$2.7m during the 2018 year - \$600k of which was used to support operations, while \$2.1m was used for both equipment and building enhancements, and the establishment of the new Bays Kindergarten in Mount Pleasant, Christchurch.

While not impacting operations or cash flow, the equity of the Association was reduced by a further \$660k due to the write down of the value of two kindergarten properties – West Rolleston (new build), and Greymouth (refurbishment) to reflect the Association's policy of stating property at the latest Rateable Valuation.

Looking forward, with the actions outlined earlier in this section now in place, and the continued rigorous management of staffing and other costs, the Board is confident that it will return to earning a net surplus from operations in the foreseeable future. This will further enhance the Association's very strong equity position currently standing at \$32.3m.

Equity Funding

During 2004, the Government of the day introduced an initiative to the Early Childhood Sector as a further step in the Government's commitment to:

- reduce educational disparities between different groups in New Zealand.
- reduce barriers to participation faced by those groups that are under-represented in ECE services.
- support ECE services in raising their level of educational achievement.

This initiative, entitled Equity Funding is still in place today.

Equity Funding is available only to licensed early childhood education services that operate in low socio-economic communities who may have:

- significant numbers of children with special education needs, or
- originate from non-English speaking backgrounds, or
- are based on language and culture other than English.

In addition licensed early childhood education services that operate in isolated areas also qualify for Equity Funding.

In 2018, a total of \$502,000 (an increase of \$62,000 from 2017) was received in Equity Funding on behalf of the **following thirty-four kindergartens/centres;**

Kidsfirst Kindergartens

Alexandra • Linwood • Bromley • MacFarlane Park • Broomfield • McKenzie • Cromwell • Mathers Road • Edmond Smith Street • Maniototo • Frankton • Ngairi Larcombe • Greymouth • Northcote • Hargest Crescent • Nuffield • Hawea • Phillipstown • Hei Hei • Portsmouth Street • Hokitika • Richmond • Hoon Hay • Selwyn Street • Hornby • Terrace • Karoro • Wakatipu

• Kendal Avenue • Wigram • Lady May

Kidsfirst Early Learning Centres:

Aranui • Glacier Country • Niu

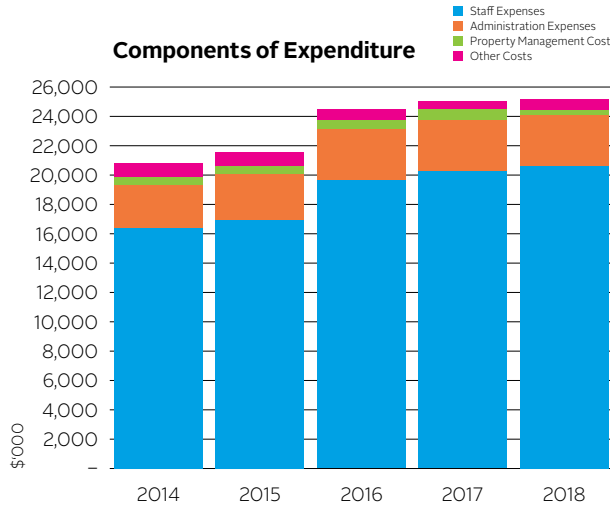
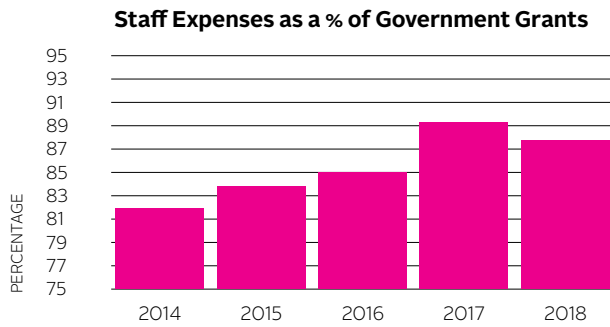
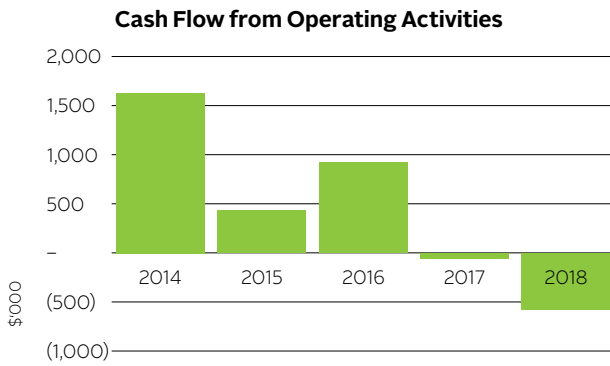
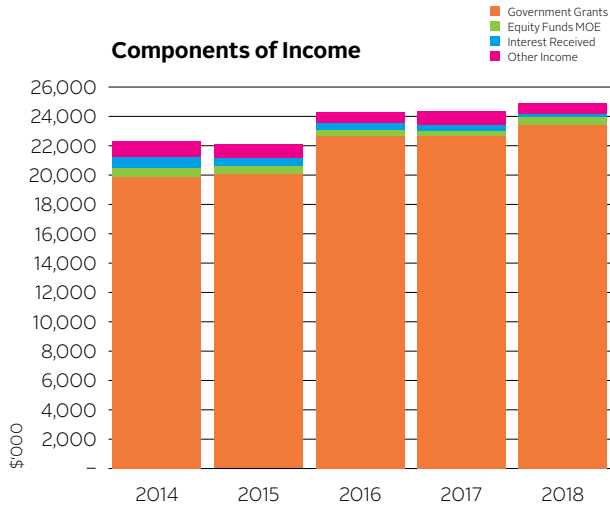
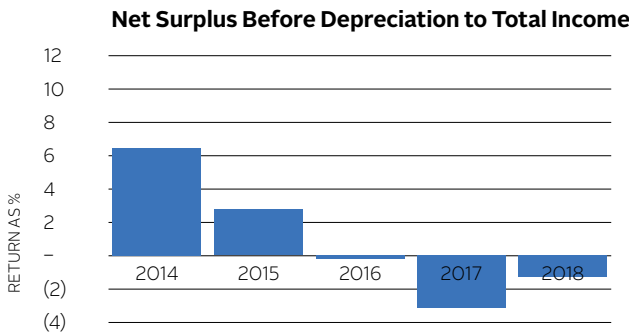
Kidsfirst Kindergartens Wigram had their Equity Funding reinstated by the Ministry of Education in July 2018 following a review that was sought by the Association. In recognising that a number of errors were made in the process, after the kindergarten's building was strengthened and enhanced late 2016, the Ministry paid Equity Funding for Wigram of \$18,688 for the period 23 January – 30 September 2017 in the November 2018 bulk funding drop as well as the 2018 Equity Funding entitlement.

The funding received in 2018 was spent in a variety of ways with equity funding goals in mind. This included:

- specialist assistance in the area of social competency to provide professional development for teaching staff.
- purchase of resources and equipment to promote language development, gross motor skills, sensory experiences, etc.
- increasing tamariki's confidence and knowledge about how to keep their bodies healthy through physically active play.
- improved teacher ratio to create better learning outcomes for individual children and groups of children.
- strengthening connections to school to improve children's transition from kindergarten to school.
- strengthening relationships with priority learners, Pasifika and Māori families to create better learning outcomes for our Ākonga.
- purchasing of new technology aimed to support children to document their own learning.
- promotion and purchase of nutritious food and children's clothing such as children's rain jackets and sunhats.
- purchasing of Māori and Pasifika resources and promoting the acquisition of Te Reo Māori.
- assessing professional development opportunities such as the MoE's Oral Language and Literacy Initiative.
- providing specialised learning experiences outside and within the kindergarten/centre to make connections with our communities and cultures.
- improving the outdoor and indoor environments to enhance children's interests and learning; parents'/whānau and community engagement.
- supporting and extending the learning programme goals through the engagement of visitors and groups.
- encouraging self care, visual awareness of themselves as children so that these skills can be used in the home environment to support whānau to be engaged in their child's learning.
- providing transportation for children to attend our Pasifika centre.
- providing funding assistance to attend our services.
- purchasing of resources and equipment to support our two year olds to have a sense of belonging through exploration.
- providing parent education opportunities and resources.

This funding continues to be invaluable in supporting our kindergartens/centres that serve low socio-economic and isolated communities. As a result, the Association has been able to redirect some of its own financial resources to support kindergartens and centres that do not qualify for Equity Funding but which also face significant challenges.

FINANCIAL OVERVIEW



OUR FINANCIAL PERFORMANCE

	2018 \$'000	2017 \$'000	2016 \$'000	2015 \$'000	2014 \$'000
Financial Performance:					
Government grants	23,412	22,574	22,609	20,125	19,949
Equity funds MOE	502	440	459	416	425
Interest received	200	403	555	696	705
Other income	754	770	697	851	1,185
Total income	24,868	24,187	24,320	22,088	22,264

Staff expenses	20,534	20,160	19,661	16,898	16,348
Administration expenses	3,525	3,520	3,479	3,200	3,006
Property management costs	459	695	606	569	548
Other costs	666	568	616	765	856
Total expenditure	25,183	24,943	24,362	21,434	20,758

Net operating surplus (deficit) before non-cash items	(315)	(756)	(42)	654	1,506
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Non-cash items	(1,106)	(389)	(131)	(189)	(113)
Revaluation of property plant and equipment	39	-	1,936	-	170

Total comprehensive revenue and expenses	(1,383)	(1,145)	1,763	465	1,563
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Financial Position:					
Current assets	9,119	11,795	15,322	15,449	17,488
Propery plant equipment and capital work in progress	30,400	29,272	26,336	20,297	17,996
Total assets	39,519	41,067	41,658	35,745	35,484
Current liabilities	7,216	7,381	6,827	6,513	6,717
Net assets	32,303	33,686	34,831	29,232	28,767
General funds	32,303	33,686	34,831	29,232	28,767

	2018 \$'000	2017 \$'000	2016 \$'000	2015 \$'000	2014 \$'000
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Changes in Net Assets:					
Opening net assets	33,686	34,831	29,232	28,767	27,205
Net surplus (deficit) for the year	(1,422)	(1,145)	(173)	465	1,393
Revaluation of property plant and equipment	39	-	1,936	-	170
Equity recognised on merger	-	-	3,836	-	-
Closing net assets	32,303	33,686	34,831	29,232	28,767

Closing net assets is comprised of:					
Retained earnings	13,892	15,313	16,459	16,632	14,389
Revaluation reserve	9,605	9,566	9,566	7,630	7,669
Kindergarten development reserve	-	-	-	-	1,738
Capital reserve	4,970	4,970	4,970	4,970	4,970
Central Otago reserve	3,836	3,836	3,836	-	-
Closing net assets	32,303	33,686	34,831	29,232	28,767

Cash Flows:					
Cash flows from (applied to) operating activities	(587)	(59)	928	438	1,626
Cash flows from (applied to) investing/financing activities	558	62	(913)	(414)	(2,171)

Net increase/(decrease) in cash held	(29)	3	15	24	(545)
Add opening cash brought forward	96	93	78	56	601
Ending cash carried forward	67	96	93	78	56

Ratios:					
Net operating surplus (deficit) as a % of total income	(1.27)	(3.12)	(0.17)	2.96	6.75
Staff expenses as a % of government grants	87.71	89.31	86.96	83.96	81.95
Property costs plus fixed assets purchased	2,654	4,282	1,328	5,220	872

FULL FINANCIAL STATEMENTS AVAILABLE

This summary financial report has been extracted from the full audited financial statements of the Association for the year ended 31 December 2018. The full financial statements have been prepared in accordance with New Zealand Generally Accepted Accounting Practice (NZ GAAP) and they comply with the Public Benefit Entity International Public Sector Accounting Standards (PBE IPSAS) and other applicable financial reporting standards as appropriate that have been authorised for use by the External Reporting Board for Not-For-Profit entities. For the purpose of complying with NZ GAAP, the Association is a public entity Not-For-Profit entity and is eligible to apply Tier 2 Not-For-Profit PBE IPSAS on the basis that it does not have a public accountability and it is not defined as large.

The Board has elected to report in accordance with Tier 2 Not-For-Profit PBE Accounting Standards and in doing so has taken advantage of all applicable Reduced Disclosure Regime (RDR) disclosure concessions.

The functional and presentation currency is New Zealand Dollars and has been presented to the nearest thousand dollars (\$000's) unless otherwise stated.

The full financial statements were authorised for issue on 07 May 2019 by the Board.

The summarised financial report does not include all of the disclosures provided in the full financial statements and cannot be expected to provide as complete an understanding as provided by the full financial statements, but copies of the full financial statements and the qualified auditor's opinion, dated 07 May 2019, can be obtained from the Chief Executive, Kidsfirst Kindergartens, PO Box 8089, Riccarton, Christchurch 8440 or telephone Kidsfirst's Head Office on 03 338 1303.

The summary financial report complies with PBE Standards as they relate to summary financial statements.

REPORT OF THE INDEPENDENT AUDITOR ON THE SUMMARY FINANCIAL STATEMENTS

To the Members of Canterbury Westland Kindergarten Association (Inc)

Opinion

The summary financial statements, which under the heading Our Financial Performance comprise the summary statement of financial position as at 31 December 2018, the summary statement of comprehensive revenue and expenses, and summary statement of cash flows for the year then ended, are derived from the audited financial statements of Canterbury Westland Kindergarten Association (Inc) for the year ended 31 December 2018. We expressed a qualified audit opinion on those financial statements in our report dated 07 May 2019.

In our opinion, the accompanying summary financial statements are consistent, in all material respects, with the audited financial statements. However, the summary financial statements are misstated to the equivalent extent as the audited financial statements of Canterbury Westland Kindergarten Association (Inc) for the year ended 31 December 2018.

Other Information

The Board are responsible for the other information. The other information

comprises all the other information in the Annual Report outside the statements that are under the heading Our Financial Performance.

Our opinion on the summary financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the summary financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the summary financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Summary Financial Statements

The summary financial statements do not contain all the disclosures required by Public Benefit Entity International Public Sector Accounting Standards (PBE IPSAS) and other applicable financial reporting standards as appropriate that have been authorised for use by the External Reporting Board for Not-For-Profit entities. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor's report thereon.

The Audited Financial Statements and Our Report Thereon

We expressed a qualified audit opinion on the audited financial statements in our report dated 07 May 2019.

The basis for our qualified audit opinion was that as with other organisations of a similar nature control over income from fundraising and donations prior to being recorded is limited and there are no practical audit procedures to determine the effect of this limited control.

Board's Responsibility for the Summary Financial Statements

The Board is responsible for the preparation of the summary financial statements.

Auditor's Responsibility

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with the audited financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (New Zealand) (ISA (NZ)) 810 (Revised), Engagements to Report on Summary Financial Statements.

Other than in our capacity as auditor we have no relationship with, or interests in, Canterbury Westland Kindergarten Association (Inc).

**INGER TOMLIN AUDIT LIMITED
Christchurch
07 May 2019**



Total number of
children enrolled
2,855

Total number of children
accessing free ECE hours
2,403

Total number of
children on waiting lists
637

Permanent Teaching Staff	163
Long-Term Relieving Teaching Staff	132
Short-Term Relieving Teaching Staff	57
Support Staff	43
Administration Staff	10
Education Service Managers	8
Management Staff	5
Total:	418



Opposite: The Māori legend, Te Ika A Maui, tells the story of how Maui and his brothers fished up the land of Aotearoa, and captured this child's imagination at Kidsfirst Wales Street.

Te Ao Māori is very important to us as an association and continues to be an ongoing focus for Kidsfirst Kindergartens.



Kidsfirst Nuffield tamariki create an art piece of Tangaroa, the Māori mythological god of the sea, for their Sea Week art competition entry.



Our Tongan immersion early learning centre, Kidsfirst Niu highlighted their heritage by dressing in traditional attire for Tongan language week.



Kidsfirst MacFarlane Park kindergarten was transformed into a design studio when tamariki used a sewing machine to create their very own sustainable fabric shopping bags.



Bunnings Rangiora helped Kidsfirst Vickery Street to achieve some of their 'Big Backyard' dreams, involving tamariki in the hands-on gardening project every step of the way.



Growing and harvesting fruit and vegetables at kindergarten helps tamariki to learn more about the garden-to-table philosophy. Kidsfirst Wakatipu made muffins with apples from their tree.

ACKNOWLEDGEMENTS

Canterbury Westland Kindergarten Association Inc. wishes to thank the following for their support in 2018:

All the kindergartens that have assisted by supporting other kindergartens.

All of the volunteers who donate their valuable time to support their local kindergarten.

All the businesses that donated goods and services to support the fundraising initiatives of kindergarten communities.

The Rata Foundation, Central Lakes District Trust, and all other charitable and public trusts for their continuing financial support of our kindergartens.

DIRECTORY

BOARD MEMBERS AS AT 31 DECEMBER 2018

Viv Ruth	BOARD CHAIR
Ashleigh Schuyl	DEPUTY BOARD CHAIR
Phillip Roth	SECONDED BOARD MEMBER
Erin Elworthy	BOARD MEMBER
Dianne Collier	BOARD MEMBER
Janina Collier	BOARD MEMBER

EX OFFICIO
Sherryll Wilson Chief Executive

LIFE MEMBERS CANTERBURY/WESTLAND		
Mrs H Angel	Mrs S Bain	Mrs L Boyd
Mrs M Calder	Mrs M Dawson	Mr J H M Dawson
Mrs S Hunt	Mrs C Jelley	Mrs C Leach
Mrs G Marsden	Dr S Stanley-Bowden	Mrs A Stevenson
Mrs G Tyler-Merrick	Mrs J Whale	

LIFE MEMBERS CENTRAL OTAGO		
Mrs S Boom (deceased)	Mrs L Duggan	Mrs S Fulton
Mrs J Hinton	Mrs S Symons	Mrs A Sutton
Mrs H Whiting		

CHIEF EXECUTIVE
Sherryll Wilson

ACCOUNTING ADVISER
BDO Christchurch Limited

LAWYER
Andrew Logan, Mortlock McCormack Law



We're always so grateful for the support of local businesses. Kidsfirst Bush Street got a helping hand from Bunnings Rangiora to spruce up the kindergarten's outdoor area.

OUR COMMUNITY

Kidsfirst Kindergartens Alexandra
Kidsfirst Kindergartens Avonhead
Kidsfirst Kindergartens Beckenham
Kidsfirst Kindergartens Belfast
Kidsfirst Kindergartens Bromley
Kidsfirst Kindergartens Broomfield
Kidsfirst Kindergartens Burnham
Kidsfirst Kindergartens Bush Street
Kidsfirst Kindergartens Cashmere
Kidsfirst Kindergartens Cotswold Avenue
Kidsfirst Kindergartens Cromwell
Kidsfirst Diamond Harbour Early Learning Centre
Kidsfirst Kindergartens Edmonds Smith Street
Kidsfirst Kindergartens Frankton
Kidsfirst Glacier Country Early Learning Centre
Kidsfirst Kindergartens Greymouth
Kidsfirst Kindergartens Halswell
Kidsfirst Kindergartens Hargest Crescent
Kidsfirst Kindergartens Hawea
Kidsfirst Kindergartens Hawthornden
Kidsfirst Kindergartens Hei Hei
Kidsfirst Kindergartens Hokitika
Kidsfirst Kindergartens Hoon Hay
Kidsfirst Kindergartens Hornby
Kidsfirst Kindergartens Ilam
Kidsfirst Kindergartens Isleworth Road
Kidsfirst Kindergartens Karoro
Kidsfirst Kindergartens Kendal Avenue
Kidsfirst Kindergartens King Street
Kidsfirst Kindergartens Lady May
Kidsfirst Kindergartens Lincoln
Kidsfirst Kindergartens Linwood
Kidsfirst Kindergartens Lyttelton
Kidsfirst Kindergartens MacFarlane Park
Kidsfirst Kindergartens Maniototo

Kidsfirst Kindergartens Mairehau
Kidsfirst Kindergartens Mathers Road
Kidsfirst Kindergartens McKenzie
Kidsfirst Kindergartens Mt Pleasant
Kidsfirst Kindergartens Ngaire Larcombe
Kidsfirst Niu Early Learning Centre
Kidsfirst Kindergartens North New Brighton
Kidsfirst Kindergartens Northcote
Kidsfirst Kindergartens Nuffield
Kidsfirst Kindergartens Opawa St Martins
Kidsfirst Kindergartens Papanui
Kidsfirst Kindergartens Parklands
Kidsfirst Kindergartens Phillipstown
Kidsfirst Kindergartens Pitcairn Crescent
Kidsfirst Kindergartens Portsmouth Street
Kidsfirst Kindergartens Queenspark
Kidsfirst Kindergartens Redwood
Kidsfirst Kindergartens Riccarton
Kidsfirst Kindergartens Richmond
Kidsfirst Kindergartens Rutland Street
Kidsfirst Kindergartens Selwyn Street
Kidsfirst Kindergartens Shirley
Kidsfirst Kindergartens South Brighton
Kidsfirst Kindergartens Sumner
Kidsfirst Kindergartens Sunbeam
Kidsfirst Kindergartens Templeton
Kidsfirst Kindergartens Terrace
Kidsfirst Kindergartens The Bays
Kidsfirst Kindergartens Trengrove
Kidsfirst Kindergartens Vickery Street
Kidsfirst Kindergartens Wakatipu
Kidsfirst Kindergartens Wales Street
Kidsfirst Kindergartens West Rolleston
Kidsfirst Kindergartens Wigram
Kidsfirst Kindergartens Woolley Street

In Memorium:
Margaret de Joux : ex Bush Street Kindergarten teacher.



Kidsfirst Kindergartens is a registered charity under the Charities Act 2005 (registration number CC30259). Kidsfirst is also a provider of the Government's 20 hours ECE.

For additional general information contact
Kidsfirst Kindergartens Head Office,
PO Box 8089 Riccarton, Christchurch 8440
43 Birmingham Drive
Middleton, Christchurch 8024
Phone +64 3 338 1303, Fax +64 3 338 1086
www.kidsfirst.co.nz

kidsfirst

kindergartens

ANNUAL REPORT 2018

