



Northern Auckland Free Kindergartens
Association Incorporated
t/a
Kaitiaki Kindergartens



Annual Report
2022



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Entity Information

Northern Auckland Free Kindergarten Association Incorporated (Trading as Kaitiaki Kindergartens)

Nature of Business:	Registered Charity
Registered Office:	44c Anzac Road, Browns Bay, Auckland, 0630
Postal Address:	PO Box 35223, Browns Bay, Auckland 0735
Telephone:	09 479 5869
Website:	www.kaitiakikindergartens.org.nz
Email:	info@kaitiakindergartens.org.nz
Charity Registration Number:	CC22455
Date of Incorporation:	16 June 1955 - Society Number 221675
Auditors:	RSM Hayes Audit
Solicitors:	Davenport Law, Albany, Auckland

2022 Board of Trustees:

Paul Geden—President

Nicole Thompson—Vice President

Grant Mitcheson—Board Member


Alexia Mesnage—Board Member

John Lewis—Board Member

Ivor Peksa—Board Member

Tui Skelton—Board Member—Teacher Representative (resigned)

Stacey Sainty—Board Member—Teacher Representative



A Word from Our President and 2IC General Manager

President's Report

Tēna Koutou Katoa - ngā mihi mahana kia koutou,

Overview – Tirohanga

As I sit down to write this year's report, I have the fear that I may be repeating myself, because we have been talking about what a challenging environment we have had over the last few years. Well that simply has not changed, and even though we had less impact from COVID this last year has not meant no impact.

We have continued to manage the Association in a responsible manner, both fiscally and operationally, but the year has had its challenges, successes, and changes. What always impresses me is the capacity for managing through the most challenging situations right across our Association, from our teaching teams to our support team, everyone has stood up and helped each of our communities through tough times.

Collaboration - Mahi Ngātahi

The continued collaborative approach across the Kindergarten movement has meant we have the opportunity to hear about what happens in other communities around the country, what has worked and what has not. It has allowed us to learn alongside others and share our story a little wider.

Within our Association we continue to learn together, bringing teams together at times to foster the continued professional development that we hold so dear in kindergarten.

Kindergartens Aotearoa

It would be fair to say that there has been limited progress here with one of the foundation members stepping back from the progress towards Kindergartens Aotearoa. This year will mark an important turning point for Kindergartens Aotearoa as we move towards the evolution of a single Association across Kindergarten. These foundation steps will be laid out in the coming few months and we will be looking to share these with you as they become available.

Acknowledgements - Hei mihi

I would like again, to take this opportunity to thank the current board. I want to thank Nicole, our Vice President for always being available, especially helping at short notice. To our Board Members Alexia, Grant, Ivor and John, a huge thank you for the great discussions and hard work on the board. I also want to acknowledge the work of Bruce McLachlan on our board. Bruce is the current Chair of Auckland Kindergarten Association and was co-opted to our board for a period of time. A special thanks to Tui our previous Teacher's representative on the board who made a huge difference and impact on the board and to Stacey who has taken on this role with Tui leaving to manage her own business. Having a settled and consistent board over the last few years has been a great help to the Association in having consistent and knowledgeable people to support the ongoing effort of governance and strategic direction.

The management team have had a year of challenge and change, with the General Manager leaving the education sector. This has added pressure on the team, who have all stepped up and done a great job again this year. To the team, Alison, Angela, Wendy, Deborah, Lily and Dianne, your continued hard work and commitment across all our centres is always appreciated.

The AGM is always a time I use to reflect. We have had great financial stewardship again this year, which means we have choices about how we can look to grow the Association in the coming year, both within our current services and looking at new service opportunities. It is that forward thinking community focus that will ensure the long-term sustainability of our Association.

Ngā mihi nui

Paul Geden, Board President

Northern Auckland Free Kindergarten Association Incorporated
t/a Kaitiaki Kindergartens

A Word from Our President and 2IC General Manager

2IC General Manager Report

Kia ora koutou

My sincere thanks and appreciation go out to all our teaching teams, support staff, administrators and my colleagues at support office for another year of showing their unwavering commitment, manawaroa, manaakitanga and aroha to our tamariki, whānau and communities during another year of managing our Association through the ups and downs of the covid pandemic. Despite this we have achieved a very successful year which is evident in our Annual Report.

Our teachers continue their professional learning journeys using our guiding documents to stimulate their reflective practice along with sourcing face to face and online learning courses, which included:

- Te Ara Poutama, Indicators of Quality for Early Childhood Education and the National Education and Learning Priorities (NELPS) – all teams have assessed their practice and looked for ways to improve.
- Te Whatu Pokeka, Kaupapa Māori Assessment of Learning Framework was facilitated by Arvay Armstrong-Reid with 5 kindergarten teams. This is an extensive programme that requires considerable commitment to implement.
- Leadership Bootcamp for all our service leaders with Sue Kurtovich.
- Incredible Years for Teachers programme - 6 teachers completed this course.
- Attending Kahui Ako hui.

Congratulations to Cushla Vague, Whangaparaoa Kindergarten, for completing her Master's in Early Childhood Education and we wish Angela Cooke, Orewa Beach Kindergarten, well for her studies towards a Master's.

Throughout our Annual Report, there are stories and photographs of the wonderful events, excursions and learning opportunities that have been held during 2022. While we continued to be cautious around large gatherings, we wanted to bring everyone back together and there were some very successful whānau and community engagements, such as the Heritage Day, Kapa Haka Festival, Market Days, rebuilding of community cupboards and visits to our local senior citizens to sing carols at Christmas time.

We have said farewell to both teachers and support staff over the year but as we've experienced previously, most teachers remain with us on our relievers list, so they've never gone very far and are always warmly welcomed back.

The latter half of the year saw our building repairs and maintenance and capital works in full swing with 2 roof replacements, 5 roof repair and repaints, 2 kindergartens had internal and external paint work done and all the playground safety checks completed.

Kia ora koe ki te tīma katoa mo te mahi uaua. Thank you to all the team for the hard work.

Alison Baxter
2IC General Manager

Kaitiaki Kindergartens



Whakapapa – Our History



Northern Auckland Free Kindergarten Association Incorporated (T/a Kaitiaki Kindergartens)

Whakapapa – Our history

Northern Auckland Free Kindergarten Association Incorporated was first registered as an Incorporated Society on the 16th June 1955. The Association later registered as a not-for-profit entity with the Charities Commission in April 2008.

As an Incorporated Society, our Constitution provides us with guidelines under which we operate. Our Board is voted in by the members, who in turn, provide governance to the management team.

Trading As - Kaitiaki Kindergartens

In 2019 a workshop involving our kindergartens, early learning centre, support office and board members was held to discuss a name change.

It was agreed that our new name should, at a minimum, represent the following things:

Integrity and Trust, Community Connection, Leadership, Evidence based Innovation, Quality, Appeal, Future proofing, Teamwork, Inspiration and Professionalism.

Kaitiaki (Guardian) is a word that has long been used as part of our kaupapa/ethos. It pairs beautifully with our Koru based logo and puts purpose to who we are as an organisation. We are the guardians over the teaching ethos of our facilities and the protectors of the children in our care.

We provide more than just care for the children. We provide knowledge so that future generations might have a better chance of success. Everything we do is to improve the lives of the children on a day to day basis.

Our new name shines through and shows how our roots are connected to the whenua/land and wai/water of Aotearoa.

Torbay Kindergarten was the first of our 14 centres, moving to a purpose built centre on Deep Creek Road, Torbay in 1967. A further seven kindergartens were added during the 70's, three in the 80's and two more in the 2000's. In 2015, a purpose built, full day, early learning centre was established with the same kindergarten principles at Hobsonville Point.

Nine of our centres are on Ministry of Education land, four are on Auckland Council land and one on land owned by the Association.

Timeline

- 1947 — Torbay Kindergarten established
- 1955 — First registered as an Incorporated Society
- A further 12 kindergartens established
- 2015 – Hobsonville Point Early Learning Centre built
- 2019 – Changed our Trading As name to Kaitiaki Kindergartens

Hapori –

Our Communities



Our Kindergartens and Early Learning Centre are located North of Auckland City, from the North Shore, Hibiscus Coast, Warkworth and across to the West.

North Shore

Albany Kindergarten

Taiaotea Kindergarten

Glamorgan Kindergarten

Oaktree Kindergarten

Rangitoto Kindergarten

Torbay Kindergarten

Hibiscus Coast

Orewa Beach Kindergarten

Silverdale Kindergarten

Stanmore Bay Kindergarten

Whangaparaoa Kindergarten

Warkworth

Mahurangi Kindergarten

West Auckland

Parakai Kindergarten

Waimauku Kindergarten

Hobsonville Point Early Learning Centre

Kaitiaki Kindergartens



2022 Summary Financial Report & Auditors Report



NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED

**STATEMENT OF RESPONSIBILITY FOR SUMMARY CONSOLIDATED FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2022**

The Board is responsible on behalf of Northern Auckland Free Kindergarten Association Incorporated for the maintenance of adequate accounting records and the preparation and integrity of the consolidated service performance information and the consolidated financial statements and related information. The independent external auditors, RSM Hayes Audit, have audited the consolidated service performance information and the summary consolidated financial statements and their report appears on page 18.

The Board is also responsible for the systems of internal control. These are designed to provide reasonable but not absolute assurance as to the reliability of the consolidated service performance information and the consolidated financial statements, and to adequately safeguard, verify and maintain accountability for assets, and to prevent and detect material misstatements. Appropriate systems of internal control have been employed to ensure that all transactions have been executed in accordance with authority and correctly processed and accounted for in the financial records. The systems are implemented and monitored by suitably trained personnel with an appropriate segregation of authority and duties. Nothing has come to the attention of the Board to indicate that any material breakdown in the functioning of these controls, procedures and systems has occurred during the year under review.

The consolidated financial statements are prepared on a going concern basis. Nothing has come to the attention of the Board to indicate that the Group will not remain a going concern in the foreseeable future.

In the opinion of the Board, the consolidated service performance information and consolidated financial statements are drawn up so as to present fairly, in all material respects, the group's financial performance, cashflows and service performance for the financial year ended 31 December 2022 and the financial position of the group as at that date.

Signed for and on behalf of the Board:



PAUL GEDEN
PRESIDENT



ALISON BAXTER
2IC GENERAL MANAGER

10 MARCH 2023

Date


10 March 2023

Date

SUMMARY CONSOLIDATED FINANCIAL REPORT
STATEMENT OF FINANCIAL POSITION
NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED
AS AT 31 DECEMBER 2022

	2022	2021
Current assets		
Cash and cash equivalents	3,264,379	3,662,062
Short term investments	4,189,220	3,257,151
Receivables from exchange transactions	31,078	7,498
Receivables from non-exchange transactions	52,770	14,537
Prepayments	40,922	29,734
Amounts due from related parties	-	-
	<u>7,578,369</u>	<u>6,970,982</u>
Non-current assets		
Property plant and equipment	6,075,265	6,228,060
	<u>6,075,265</u>	<u>6,228,060</u>
TOTAL ASSETS	13,653,634	13,199,042
LIABILITIES		
Current liabilities		
Payables (from exchange transactions)	346,106	396,805
Payables (from non- exchange transactions)	1,439,941	1,412,259
Employee benefits	460,450	503,085
Provision for cyclical maintenance	142,332	213,615
	<u>2,388,829</u>	<u>2,525,764</u>
Non-current liabilities		
Provision for cyclical maintenance	318,801	324,196
	<u>318,801</u>	<u>324,196</u>
TOTAL LIABILITIES	2,707,630	2,849,960
TOTAL NET ASSETS	10,946,004	10,349,082
Net assets		
Accumulated comprehensive revenue and expense	10,946,004	10,349,082
Revaluation reserve	-	-
Total net assets attribution	10,946,004	10,349,082

For and on behalf of the Board:


 Paul Geden
 President

Date 10 MARCH 2023


 Alison Baxter
 2IC General Manager

Date 10 MARCH 2023

SUMMARY CONSOLIDATED FINANCIAL REPORT

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED

FOR THE YEAR ENDED 31 DECEMBER 2022

	2022	2021
Revenue from exchange transactions	738,127	514,459
Revenue from non-exchange transactions	9,114,552	9,386,287
	9,852,680	9,900,746
Expenses		
Employee costs	7,979,829	7,707,189
Distribution to Kindergartens	-	-
Office Administration	915,314	779,088
Depreciation	342,879	304,544
Cyclical maintenance expense	(76,678)	207,726
Other operating expenses	199,811	217,347
Total expenses	9,361,155	9,215,894
Finance income	105,397	35,054
Finance costs	-	-
Net finance costs	105,397	35,054
Net surplus for the year	596,921	719,906
Total comprehensive revenue and expense for the year	596,921	854,867

SUMMARY CONSOLIDATED FINANCIAL REPORT

STATEMENT OF CHANGES IN NET ASSETS/EQUITY

NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED

FOR THE YEAR ENDED 31 DECEMBER 2022

	Accumulated comprehensive revenue and expense	Total
Group		
Opening balance 1 January 2021	9,629,177	9,629,177
Surplus for the period	719,906	719,906
Other comprehensive revenue and expense	-	-
Total consolidated comprehensive revenue and expense	719,906	719,906
Closing equity 31 December 2021	10,349,082	10,349,082
Surplus for the period	596,921	596,921
Other comprehensive revenue and expense	-	-
Total consolidated comprehensive revenue and expense	596,921	596,921
Closing equity 31 December 2022	10,946,004	10,946,004

SUMMARY CONSOLIDATED FINANCIAL REPORT

STATEMENT OF CASHFLOWS

NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED FOR THE YEAR ENDED 31 DECEMBER 2022

	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Ministry of Education funding	8,603,886	8,859,614
Receipts from parent donations	421,382	311,530
Receipts from fundraising activities	70,864	85,614
Receipts from other non-exchange transactions	(9,022)	33,222
Receipts from parent fees	738,127	514,459
Interest received	105,397	35,054
Payments to employees	(8,022,464)	(7,597,644)
Payments to suppliers	<u>(1,183,700)</u>	<u>(745,756)</u>
Net cash inflow/(outflow) from operating activities	724,470	1,496,093
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of short term investments	(932,069)	(426,983)
Purchase of property, plant and equipment	<u>(190,084)</u>	<u>(104,783)</u>
Net cash inflow/(outflow) from investing activities	(1,122,153)	(531,766)
Net increase/(decrease) in cash and cash equivalents	(397,683)	964,327
Cash and cash equivalents at 1 January	3,662,062	2,697,735
Cash and cash equivalents at 31 December	<u>3,264,379</u>	<u>3,662,062</u>

SUMMARY CONSOLIDATED FINANCIAL REPORT
NOTES TO THE SUMMARY CONSOLIDATED FINANCIAL REPORT
NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED
FOR THE YEAR ENDED 31 DECEMBER 2022

1. REPORTING ENTITY

Northern Auckland Free Kindergarten Association Incorporation (the "Group") is a non-profit organisation registered under the Incorporated Societies Act 1908. The Association and its controlled entities are public benefit entities for the purposes of financial reporting in accordance with the Financial Reporting Act 2013.

The summary consolidated summary financial report was authorised for issue by the Board on the date indicated on page 10.

2. BASIS OF PREPARATION

a) Statement of compliance

The consolidated financial report has been prepared in accordance with the Charities Act 2005 which requires compliance with generally accepted accounting practice in New Zealand ("NZ GAAP").

As the primary objective of the Group is to provide goods or services for community and social benefit, rather than for making a financial return, the Group are public benefit entities for the purpose of financial reporting.

The Group is a registered charity in New Zealand. The financial statements comply with Public Benefit Entity Accounting Standards Reduced Disclosure Regime ("PBE Standards RDR") as appropriate for Tier 2 not-for-profit public benefit entities.

The financial statements of the Group have been prepared in accordance with Tier 2 PBE Standards and disclosure concessions have been applied. The Group is eligible to report in accordance with Tier 2 PBE Standards because it does not have public accountability and it is not large.

This consolidated summary financial report have been extracted from the full Financial Report dated 31 December 2022. The consolidated summary financial report only contains information relating to the group. They cannot be expected to provide as complete an understanding as provided by the full consolidated financial report.

b) Measurement basis

The consolidated financial statements have been prepared on the historical cost basis.

c) Functional and presentation currency

The consolidated financial statements are presented in New Zealand Dollars (\$), which is the functional and presentation currency. All values are rounded to the nearest dollar unless otherwise stated.

There has been no change in the functional currency of the Group during the year.

d) Changes in accounting policy

The Group has adopted PBE IPSAS 41 Financial Instruments in the current financial year.

This standard replaces the provisions of PBE IPSAS 29 Financial Instruments: Recognition and Measurement that relate to the recognition, classification and measurement of financial assets and financial liabilities; derecognition of financial instruments; impairment of financial assets and hedge accounting.

There were no material changes in recognition or measurement required upon adoption of PBE IPSAS 41.

There has been no other changes in accounting policies.

e) Future Plans

The Board, on behalf of its members, is in discussions with Kindergartens Aotearoa on becoming one of their foundation members. There are currently ongoing discussions with the other foundation members to identify a transitional structure to establish Kindergartens Aotearoa. The board has a remit from members to dissolve the Association if at least one other foundation member joins Kindergartens Aotearoa at the same time as Kaitiaki Kindergartens. This remit exists only until 30th September 2023. There is no other Association that has a remit from their members. While the plan to become one of Kindergartens Aotearoa founding members was approved by its members, the condition has not been fulfilled yet. The Kindergartens Aotearoa's form, structure including operation functions have also not been formalised. Based on the developments to date, the Board believes it is appropriate to continue to adopt the going concern assumption when preparing these consolidated financial statements.

3 GROUP INFORMANTON

The consolidated financial statements of the Group include the following subsidiaries of the Association:

Name	Principle activities	Country of incorporation	Equity interest	
			2022	2021
Kindergartens	Early childhood education	New Zealand	100%	100%
Hobsonville Point Early Learning Centre	Early childhood education	New Zealand	100%	100%

The reporting date of the Association and all subsidiaries is 31 December.

There are no significant restrictions on the ability of the subsidiaries to transfer funds to the Association in the form of cash distributions or to repay loans or advances.

4. RELATED PARTY TRANSACTIONS

The following table provides the total amount of transactions that have been entered into with related parties for the relevant financial year.

	2022	2021
Transactions		
Payments to Board members	11,511	12,764
Kindergartens & ELCs * (Distributions)	16,500	20,500
Payments to contractors (family members of key management personnel)	85,799	64,200
Payments received from Auckland Kindergarten Association (key management personnel in common)	9,306	6,638
	<u>123,116</u>	<u>104,102</u>

* ELCs is Early Learning Centres

Terms and conditions of transactions with related parties

Outstanding balances at the year-end are unsecured and interest free and settlement occurs in cash. There have been no guarantees provided or received for any related party receivables or payables. For the year ended 31st December 2022, the Group has not recorded any impairment of receivables relating to amounts owed by related parties (2021: \$Nil). This assessment is undertaken each financial year through examining the financial position of the related party and the market in which the related party operates.

Compensation of key management personnel

Key management personnel of the Association and Group include the General Manager, Executive Leadership Team, and Board members. The total remuneration of key management personnel and the number of individuals, on a full-time equivalent (FTE) basis, receiving remuneration from the Group are:

	2022	2021
Executive Leadership Team (4.2 FTEs)	461,815	460,712
Board members (0.3 FTEs)	<u>11,511</u>	<u>12,764</u>
Total remuneration (4.5 FTEs)	<u>473,325</u>	<u>473,476</u>

Key management personnel did not receive remuneration or compensation other than in their capacity as key management personnel. (2021: \$0).

The Group did not provide any compensation at non-arm's length terms to close family members of key management personnel during the year (2021: nil). The Group also did not provide any loans to key management personnel or their close family members.

5. POST BALANCE DATE EVENT

Taiaotea Kindergarten, Browns Bay, was significantly impacted by the weather event on the 27th January 2023. The service was closed due to the black water flooding throughout the entire property. Considering the damage caused and the time it will take to 'make right' we expect that the kindergarten is likely to reopen for children by the end of May 2023. The estimated cost of repairs for the building and playground is \$285,000 and the resources at an estimated \$190,000. These events do not affect the amounts recognised for assets at 31 December 2022 at the kindergarten.



Report of the Independent Auditor On the Summary Consolidated Financial Report

To the members of
Northern Auckland Free Kindergarten
Association Incorporated

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023
T +64 (9) 367 1656
www.rsmnz.co.nz

Opinion

The summary consolidated financial report, which comprise the summary consolidated statement of financial position as at 31 December 2022, summary consolidated statement of comprehensive revenue and expense, summary consolidated statement of changes in net assets/equity, summary consolidated statement of cash flows, and summary consolidated service performance information for the year then ended, and related notes, are derived from the audited consolidated general purpose financial report (hereinafter referred to as audited consolidated financial report) of Northern Auckland Free Kindergarten Association Incorporated for the year ended 31 December 2022.

In our opinion, the accompanying summary consolidated financial report is consistent, in all material respects, with the audited consolidated financial report, in accordance with PBE FRS 43: *Summary Financial Statements* issued by the New Zealand Accounting Standards Board.

Summary consolidated financial report

The summary consolidated financial report does not contain all the disclosures required by Public Benefit Entity Standards Reduced Disclosure Regime ("PBE Standards RDR"). Reading the summary consolidated financial report and the auditor's report thereon, therefore, is not a substitute for reading the audited consolidated financial report and the auditor's report thereon. The summary consolidated financial report and the audited consolidated financial report do not reflect the effects of events that occurred subsequent to the date of our report on the audited consolidated financial report.

The audited consolidated financial report and our report thereon

We expressed a qualified audit opinion on the audited consolidated financial report in our report dated 10 March 2023. The basis for our qualified opinion was that the Group's reported income includes parent donations and fundraising income of \$492,246 (2021: \$397,145). Controls over parent donations and fundraising income prior to the cash received being recorded in the group's accounting records is limited and there were 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. Our audit opinion on the Group's consolidated financial statements for the year ended 31 December 2021 was also qualified in this respect.

Board of Management's responsibility for the summary consolidated financial report

The Board of Management is responsible on behalf of the entity for the preparation of the summary consolidated financial report in accordance with PBE FRS 43: *Summary Financial Statements*.

Auditor's responsibility

Our responsibility is to express an opinion on whether the summary consolidated financial report is consistent, in all material respects, with the audited consolidated financial report 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, the Northern Auckland Free Kindergarten Association Incorporated.

THE POWER OF BEING UNDERSTOOD
AUDIT | TAX | CONSULTING

RSM Hayes Audit is a member of the RSM network and trades as RSM. RSM is the trading name used by the members of the RSM network. Each member of the RSM network is an independent accounting and consulting firm which practices in its own right. The RSM network is not itself a separate legal entity in any jurisdiction.

Who we report to

This report is made solely to the members, as a body. Our audit has been undertaken so that we might state to the members 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 Group and the members as a body, for our work, for this report, or for the opinions we have formed.



RSM Hayes Audit
Auckland

10 March 2023

Kaitiaki Kindergartens



Summary Consolidated Service Performance





Summary Consolidated Service Performance Information

Note: The 2021

**Performance
Measures are
unaudited.**

Objective

The objective of the Association shall be to:

- Establish, administer and control Constituent Kindergartens, constituent Early Childhood Services and Establishment Committees in the Northern Auckland area.
- To provide and support early childhood education.

Our Strategic Direction reflects our values and lays out our commitment to the documents that govern and guide our practice.

We have identified three main priorities that provide the structure for our mahi.

- Whānau and Community Engagement
- Educational Excellence
- Future Focus

Whānau and Community Engagement				
Enhance community wellbeing by supporting whānau and community Engagement				
Measure	Description	2021*	2022	Section
1	Excursions	0	22	9
	Family gatherings	0	46	
2	Community events attended	0	39	9
	Community events organised	0	43	
*Note: No excursions, family gatherings, community events were run during 2021 due to COVID19 restrictions				
Educational Excellence				
Measure	Description	2021	2022	Section
Enhance teaching services by encouraging teacher development through training				
3	Number of trainings attended by teachers	207	427	10
Enhance teaching quality by ensuring sufficient qualified teachers.				
Qualified teacher ratio:				
4	Qualified teacher ratios	100%	100%	10
	Unqualified Teachers	21%	25%	
Note: We ensure 100% fully qualified teaching staff are in ratio, the unqualified teaching staff are over and above 100% ratio				
5	Education provided to total number of children attending	1332	1418	10
Funded hours of teaching provided to children				
6	Number of 20 Hours ECE	590598	546094	10
7	Number of ECE Subsidised hours	143494	149326	
8	Number of Under 2s hours	15696	15589	
Number of children on the waiting list to receive education				
9	Kindergartens	460	460	10
	Early Learning Centre	318	338	



Summary Consolidated Service Performance Information

Note: The 2021
Performance
Measures are
unaudited.

Educational Excellence (continued)				
Measure	Description	2021	2022	Section
Capacity for children to attend educational services				
10	Licensed Hours			10
	7:00am – 6:00pm	1	1	
	8:00am – 3:45pm	0	1	
	8:30am – 3:30pm	2	2	
	8:30am – 2:30pm	9	8	
	8:45am – 2:45pm	2	2	
Ensuring sufficient staff availability and ratio to children to enhance teaching experience				
11	Under 2s (ECE)	1:3	1:3	10
	2yr—3yr (ECE)	1:6	1:6	
	3yr—5yr (ECE)	1:8	1:8	
	Kindergartens	1:10	1:10	
Note: All of our services have additional support staff and therefore equal or exceed minimum MoE levels				
Our centres are independently reviewed by ERO and we endeavour to achieve Very well placed status for all schools.				
12	ERO status			10
Note: In March 2020 nine services were reviewed, eight received Well Placed and one received Very Well Placed. None of our services have been ERO Reviewed in either 2021 or 2022.				
13	Staff retention	90%	85%	10
Future Focus				
We provide leadership and influence to the Early Learning sector. This has been done in the current year by submissions to the government on topics as per below listing:				
Measure	Description	2021	2022	Section
14	Network proposals	0	1	11
	Requirements for 80% qualified teacher ratios in practice	0	1	
	Possible requirements for person deemed to be Person Responsible.	0	1	

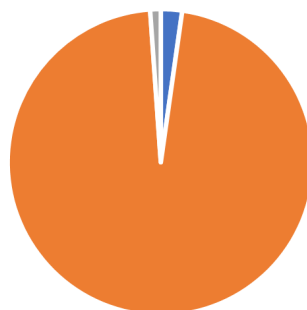
Expense Allocation per Priority

Expense allocation per priority - 2021



- Whānau and Community Engagement
- Educational Excellence
- Future Focus

Expense allocation per priority - 2022



- Whānau and Community Engagement
- Educational Excellence
- Future Focus

Kaitiaki Kindergartens



To tatou kaupapa - Our Purpose

Tuhinga Ārahi - Our Guiding Documents



To tatou kaupapa - Our Objective

(From our Constitution)

The Objective of the
Association shall be to:

- To establish, administer and control Constituent Kindergartens, Constituent Early Childhood Services and Establishment Committees in the Northern Auckland area.
- To provide and support early childhood education.
- To do all such lawful things as are conducive to the attainment of the objects of the Association and the furtherance of early childhood education in New Zealand.



Tuhinga Ārahi - Our Guiding Documents

- Our Constitution
- Our Strategic Direction
- Te Tiriti o Waitangi
- The NELPs - the National Education and Learning Priorities
- Licensing Criteria for ECE Services
- Te Whāriki
- Te Ara Poutama - Indicators of Quality for Early Childhood Education: What Matters Most
- Tapasā - Cultural Framework for Kaiako
- Te Whatu Pōkeka - Kaupapa Māori Assessment of Learning Framework

Tā Mātau Korero Mahi - Our Mission Statement

*“Where every child can believe in themselves and achieve
their dreams and aspirations”*

Kaitiaki Kindergartens



Mahere Rautaki - Our Strategic Direction



Kaitiaki
Kindergartens

Strategic Direction 2021 – 2023

He waka eke noa
We're all in this together

Whānau & Community Engagement

- That whānau and community have opportunities to engage with and contribute to their local service
- Our services are seen as an integral part of their local community
- Our communities understand the kindergarten point of difference
- Whānau are engaged as partners in their children's learning

Educational Excellence

- The principles of Te Tiriti o Waitangi (partnership, participation and protection) are demonstrated in our teaching practices
- We enable children to gain a strong foundation for ongoing learning
- High quality teaching and learning is evident in all of our services
- Our teachers have the capability and support to be innovative and responsive to their communities

Future Focus

- We articulate, maintain and promote kindergarten point of difference
- Our services are responsive to the needs of communities
- We provide leadership and influence to the Early Learning sector
- We commit to the Kindergartens Aotearoa Integration Plan

Mahere Rautaki Our Strategic Direction

Our Strategic Direction reflects our values and lays out our commitment to the documents that govern and guide our practice.

We have identified three main priorities that provide the structure for our mahi.

- Whānau and Community Engagement
- Educational Excellence
- Future Focus



Kaitiaki Kindergartens



Whānau Hapori Whakauru - Whānau and Community Engagement

Whānau & Community Engagement

Our Whānau and Community Engagement Strategic Direction Goals were:

- That whānau and community have opportunities to engage with and contribute to their local service
- Our services are seen as an integral part of their local community
- Our communities understand the kindergarten point of difference
- Whānau are engaged as partners in their children's learning

Summary of Whānau & Community Engagement in 2022

Long term outcome	We have effective and efficient engagement with our communities				
Medium Term Outcomes	Whānau and community have opportunities to engage with and contribute to their local service.	Our services are seen as an integral part of their local community.	Our communities understand the kindergarten point of difference.	Whānau are engaged as partners in their children's learning.	
Short term Outcomes	We engage in our communities (events, networks, surveys, etc)	We engage with other community services, eg churches, schools.	We provide opportunities for non-kindergarten families to see and/or use our facilities, where appropriate	We increase our mainstream and social media presence	We undertake whānau satisfaction surveys and act on the results
How we did in 2022	In 2022 our services either held or attended 82 community events.	In 2022 our services engaged with other community services over 242 times. This includes services such as libraries, Health Services, Kahui Ako meetings.	In 2022 our services held 46 family events where non-kindergarten families were invited	All but two of our services have Facebook and /or Instagram accounts and post regularly	No survey was undertaken in 2022. The next one is due in 2023.



Goal 1 - That whānau and community have opportunities to engage with and contribute to their local service

Our Goal for this year was to ensure that each of our kindergartens undertook at least one excursion and at least one family gathering.

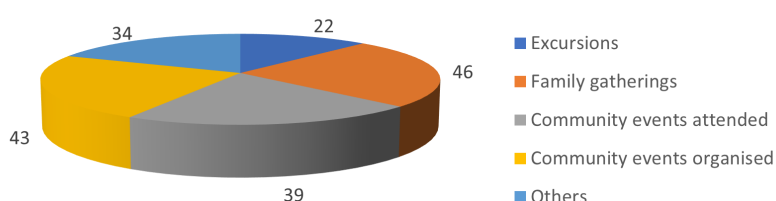
These goals were intentionally low as we did not know the impact that Covid 19 was going to have on the ability, or the appetite of whānau, to engage in this. This is how they performed:

Whānau & Community Engagement

Our Whānau and Community Engagement Strategic Direction Goals were:

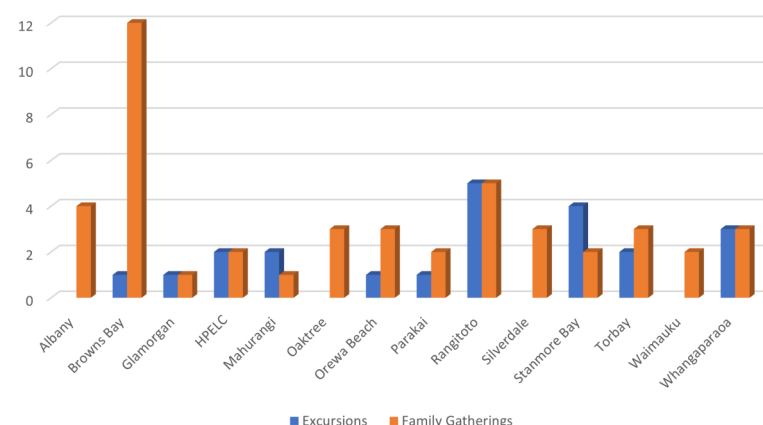
- That whānau and community have opportunities to engage with and contribute to their local service
- Our services are seen as an integral part of their local community
- Our communities understand the kindergarten point of difference
- Whānau are engaged as partners in their children's learning

Whānau and Community Engagement 2022



Service Performance Measure #1

Excursions and Family Gatherings 2022



Our goal for 2023 is to support those services that have yet to fully re-engage after Covid-19. We expect to see significant increase in these numbers for most of our services in 2023.





Whānau & Community Engagement



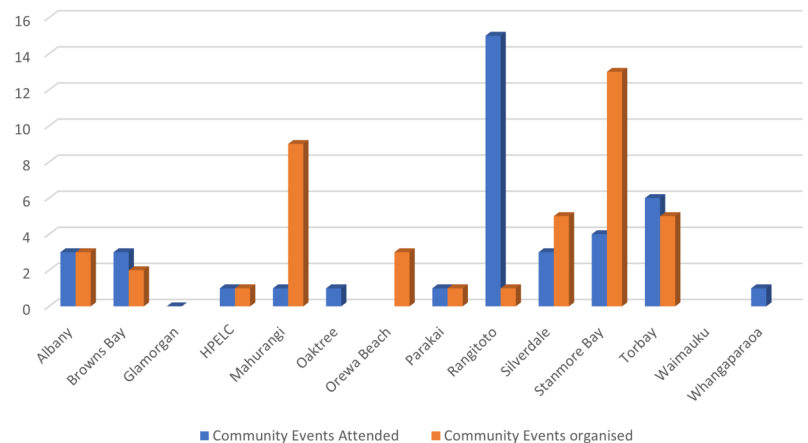
Goal 2 - Our services are seen as an integral part of their local community

Our Goal for this year was to ensure that each of our kindergartens organised at least one community event and attended at least one event organised by the wider community. These goals were intentionally low as we did not know the impact that Covid 19 was going to have on the ability or the appetite of whānau to do this. This is how they did:



Service Performance Measure #2

Community Events 2022



Our goal for 2023 is to support those services that have yet to fully re-engage after Covid-19. We expect to see significant increase in these numbers for most of our services in 2023.

Check out some of the
amazing Community
Engagement stories on the
following pages



As soon as it was safe to do so, our teams revived the community events that have been so foundational to the kindergarten experience for generations of whānau. The beautiful diversity of our communities providing a rich variety of opportunities to get together and explore the connections that we have all missed.



The sense of belonging and wellbeing that these events create was perfectly illustrated at Taiāotea Kindergarten in Browns Bay when they celebrated Heritage Day in September 2022. While traditionally a South African celebration, it perfectly reflects and incorporates the beautiful diversity of our communities.



Many of our kindergartens support their local communities through 'Community Kai Cupboards'. These are places where the community can share any excess kai that they have and are often full with an abundance of fruit and vegetables that have been grown in the kindergartens, and also donated by whānau and the community. The children take great pride in harvesting their produce and taking it to their cupboard to share. We also have some very enterprising children who offer Worm Tea for sale for a gold coin donation.



Rangitoto Kindergarten are well known for providing amazing events for their community and this year's Market Day, was no exception. They were also able to fully share the wonderful fruits (and veggies) of their beautiful community garden. This space has become a favourite place for the tamariki and they are all very confident to show visitors around and explain the different plants . . . Especially those that can be eaten straight from the garden like Lemon Kale, which seems to be a particular favourite with the tamariki.



*Bringing our
community
together*





Whānau & Community

Our Whānau and Community Engagement Strategic Direction Goals were:

- That whānau and community have opportunities to engage with and contribute to their local service
- Our services are seen as an integral part of their local community
- Our communities understand the kindergarten point of difference
- Whānau are engaged as partners in their children's learning



Goal 3 - Our Communities understand the kindergarten point of difference

For many whānau their choice of a kindergarten experience for their child is due to having experienced kindergarten themselves. The majority of our enrolments are via word of mouth recommendations from other parents or whānau.

Kindergartens are using Facebook and other forms of advertising to promote the learning that is possible in their kindergarten and the difference fully-qualified teaching teams can make. The not-for-profit and community focus also appeals to whānau in making the choice of kindergarten for their child.

Goal 4 - Whānau are engaged as partners in their children's learning

The Association funds the use of the internet platform Storypark which is used by all teaching teams to communicate with whānau in a number of ways. Firstly the observations and assessments of their children's learning, as well as communications about events, policies and notices. Whānau are able to respond and feedback information to support kaiako to better know their child and the aspirations they have for them while at the kindergarten.

When children first begin their kindergarten journey a lot of effort is made to build relationships and get to know the child and whānau so that whānau know their insights and aspirations for their child are important to building a picture of their child.

At other times whānau may be asked to contribute to the learning programme by sharing their cultural knowledge or workplace expertise with the children. This supports their own child's learning but also that of all the others.



Whānau & Community Engagement

Our Whānau and Community Engagement Strategic Direction Goals were:

- That whānau and community have opportunities to engage with and contribute to their local service
- Our services are seen as an integral part of their local community
- Our communities understand the kindergarten point of difference
- Whānau are engaged as partners in their children's learning



The gift of giving at Christmas

The tamariki from Stanmore Bay Kindergarten were delighted to return to The Peninsula Club Retirement Village to share the joy and magic of Christmas with the residents by singing a collection of Christmas carols.

Head Teacher Stacey Sainty shared how important it is for the children to learn and recognise that Christmas is not always about receiving gifts, but also giving gifts and sharing this joy with others. The children had worked hard crafting and making a range of colourful decorations and cards for the residents and bravely interacted with the residents while giving their gifts and wishing them a Merry Christmas at the conclusion of the concert. And as with all good celebrations it was complete with a shared morning tea provided by the kindergarten parents. It was the best audience yet, with encore cries and a booking already for next year!



After posting some amazing photographs on Facebook (with permission from whānau and the Peninsula Club), Stanmore Bay has been approached by another facility to visit them in 2023!

Kaitiaki Kindergartens



**Kairangi Mātauranga—Educational
Excellence**

Educational Excellence

- The principles of Te Tiriti o Waitangi (partnership, participation and protection) are demonstrated in our teaching practices
- We enable children to gain a strong foundation for ongoing learning
- High quality teaching and learning is evident in all of our services
- Our teachers have the capability and support to be innovative and responsive to their communities

Summary of our Educational Excellence Achievements in 2022

Long term outcomes	High quality teaching and learning is evident in all of our services						
Medium Term Outcomes	Centres are practicing culturally appropriate pedagogy	We enable children to gain a strong foundation for ongoing learning	High quality teaching and learning is evident in all of our services.	Our teachers have the capability and support to be innovative and responsive to their communities			
Short term Outcomes	The principles of Te Tiriti o Waitangi (partnership, participation and protection) are demonstrated in our teaching practices.	We see Successful Transition to school for all of our tamariki	We share children's learning and progress with their families	We have regular, and structured, PPL visits with documented actions and outcomes	We value fully qualified teachers and other Kindergarten Staff	We provide regular and appropriate PD for our kaiako.	Ongoing improvement on our internal Evaluation
How we did in 2022	Our commitment to te Tiriti o Waitangi was reinforced by the development of our relationship with Te Herenga Waka o Orewa. This commitment will support our services to ensure their practice is authentic.	During 2022 our services had 14 visits from teachers from other schools. They also visited local schools with children 60 times.	Teams regularly shared the tamariki's learning and progress with parents and whānau via kanohe te kanohe – face to face conversations, regular learning stories posted to 'Storypark' and also printed and shared in the tamariki's individual portfolio.	Each term, the teams received at least one formal visit from their professional practice leader (PPL) and a number of informal 'drop ins'. PPLs also visited to offer specific support when needed and attend kindergarten events.	During 2022 all our teachers were fully qualified and certified. As well as this, most services had an additional part time teacher support team member to assist in the busy times. All services also have a part-time administrator. During 2022 our teachers undertook 427 teacher days of Professional Development.	Following on from previous support for internal evaluation from external agencies, the PPLs provided targeted professional development workshops unpacking Ngā Aronga Whai Hua, the latest resource developed by the Education Review Office (ERO) to continue to strengthen the teams understanding and use of the internal evaluation process.	

Educational Excellence

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TE HERENGA
WAKA O OREWA



During 2022 our kindergartens have been continuing to develop our Educational Excellence in a number of ways:

Goal 1 - The principles of Te Tiriti o Waitangi (partnership, participation and protection) are demonstrated in our teaching practices

Mahi ā-rua – Bicultural practice

Te ao Māori and te reo are evidenced in our services' daily teaching practice and in all the displays, documentation and communications with whānau. Kaiako are constantly working on improving their te reo through professional development as well as mentoring from others. Five of our kindergartens have been involved in a comprehensive professional learning and development programme through the Ministry of Education that uses Te Whatu Pokeka, a Māori dispositional assessment framework. This programme was undertaken by another kindergarten in 2021 and their enthusiasm for it has spread.

Most kindergartens use the resource Tātaiako to support their understanding of key cultural competencies needed for teaching.

Kaumātua – Cultural guidance

A very important and valuable connection has been established between the Te Herenga Waka o Orewa Marae in Silverdale and the Association. Kereama Nathan has written a Powhiri Guide to assist us in the correct way to welcome our manuhiri/visitors to our whare.

At our Association's Annual Conference in July 2022 Kereama and his whānau led the mihi whakatau that welcomed and transitioned all our new staff from manuhiri to tangata whenua. Their kind and accepting manner put everyone at ease, and it was an experience that everyone enjoyed and we will continue to nurture this relationship.

Both Kereama and Daryn assisted the board and management team at our Annual Conference .

Educational Excellence

- The principles of Te Tiriti o Waitangi (partnership, participation and protection) are demonstrated in our teaching practices
- We enable children to gain a strong foundation for ongoing learning
- High quality teaching and learning is evident in all of our services
- Our teachers have the capability and support to be innovative and responsive to their communities



Goal 2 - We enable children to gain a strong foundation for ongoing learning

Through intentional teaching, alongside a child-centred approach, children build a strong identity as a learner. While self-directed play is supported and resourced kaiako also plan related learning opportunities. Each kindergarten has its own specific routines for the day and many include early literacy and mathematics activities for children to engage with.

Having a strong identity as a learner is a key disposition that kaiako look for in children and endeavour to foster. Courage and curiosity, trust, perseverance, confidence to express an idea and taking responsibility are dispositions that form the framework for assessing children's learning. While these connect to Te Whāriki, the early childhood curriculum, kaiako are also using ERO documents, Te Whatu Pokeka and other resources to evaluate their own teaching.

Te Ara Poutama - includes indicators of quality for early childhood education and draws together research and evaluation evidence about effective practice in early childhood education contexts that promote valued learning outcomes for children in Aotearoa New Zealand.

During 2022, all our teams have continued to use this important document as a framework to reflect on the quality of their practice. Insights gained through this collaborative annual evaluation informs decisions around professional development (PD) provision and helps teams to identify areas for further growth through the internal evaluation process.

In addition to our Annual Conference, the Association is committed to providing regular and targeted professional development throughout the year and each term break, the second week is dedicated to our teams engaging in PD and professional time. This year this time has been



Educational Excellence

- The principles of Te Tiriti o Waitangi (partnership, participation and protection) are demonstrated in our teaching practices
- We enable children to gain a strong foundation for ongoing learning
- High quality teaching and learning is evident in all of our services
- Our teachers have the capability and support to be innovative and responsive to their communities



Goal 3 - High quality teaching and learning is evident in all of our services

The Association is committed to ensuring that staff continue to learn and grow within their teaching practices. All qualified teachers are first aid qualified which is renewed every two years. All teachers also undertake a Child Protection/Safeguarding Children courses every two years .

Including these standard courses, in 2022 out teachers attended 427 trainings, ranging from attending conferences, to studying Incredible Years. This is up from 207 in 2021.



Service Performance Measure #3 - Enhance Teaching Services by encouraging teacher development through training

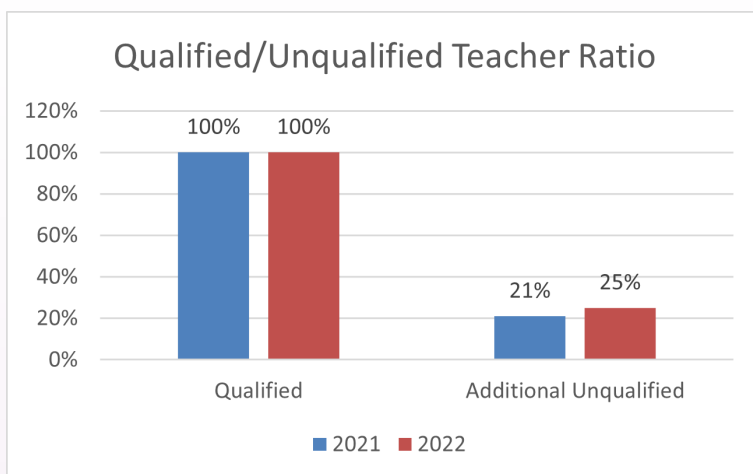
A full list of Professional Development topics is shown below:	No. Attended
Unpacking Ngā Aronga Whai Hua	91
Conference 2022	86
Safety In Our Playgrounds	75
Enviroschools Hui	63
Leadership Bootcamp	14
Incredible Years	10
Te Whatu Pokeka	10
Visual Arts in ECE	4
The Power of the Narrative Story	3
Wisdom from Nga Atua Maom	3
Child Space	2
Enspirement	2
Kahui Ako Hui	2
Kowhiti Whatapae Lead	2
Peaceful Curriculum for Infants + Toddlers	2
Social Emotional Competence in ECE	2
Curriculum Planning	1
Kowhiti Whatapae Team	1
Across School Leadership	1
Leadership Te Reo Karanga & Matangireia	1
Wild Emotions	1
Pikler	1
Identifying Speech + Language Difficulties in Children Under 6	1
MOE Giftedness	1
Mairangi Bay School Meeting	1
Study Day	1
Learning Stones + Their Relationship to Learner Identities	1
First Aid	38
Child Protection/Safeguarding Children	7

Educational Excellence

- The principles of Te Tiriti o Waitangi (partnership, participation and protection) are demonstrated in our teaching practices
- We enable children to gain a strong foundation for ongoing learning
- High quality teaching and learning is evident in all of our services
- Our teachers have the capability and support to be innovative and responsive to their communities



Service Performance Measure #4 -
Enhance Teaching quality by ensuring
sufficient qualified teachers



Note: The Association ensures 100% fully qualified teaching staff in ratio, the unqualified teaching staff are over and above the 100% ratio

Goal 4 - Our teachers have the capability and support to be innovative and responsive to their communities

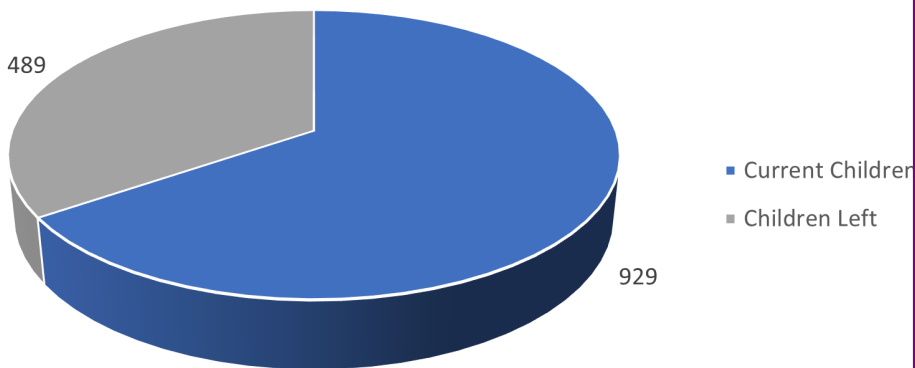
During 2022 the Association provided professional development on Internal Evaluation for Improvement (Unpacking Ngā Aronga Whai Hua). The Education Review Office (ERO) distributed resources to support this work. As part of the cycle kaiako must consider their community and often involve them in the evaluation. Many of the evaluations that have been undertaken by the teams involve innovation and improvements to their practices.

The use of quality indicators from Te Ara Poutama, the Statement of National Education and Learning Priorities (NELPS) and Te Whāriki, as well as relevant research ensures our kaiako consider possible improvements and what is needed by their community.

Our Tamariki

Tamariki attending our Kindergartens/Early Learning Centre in 2022

Total Children attending 2022



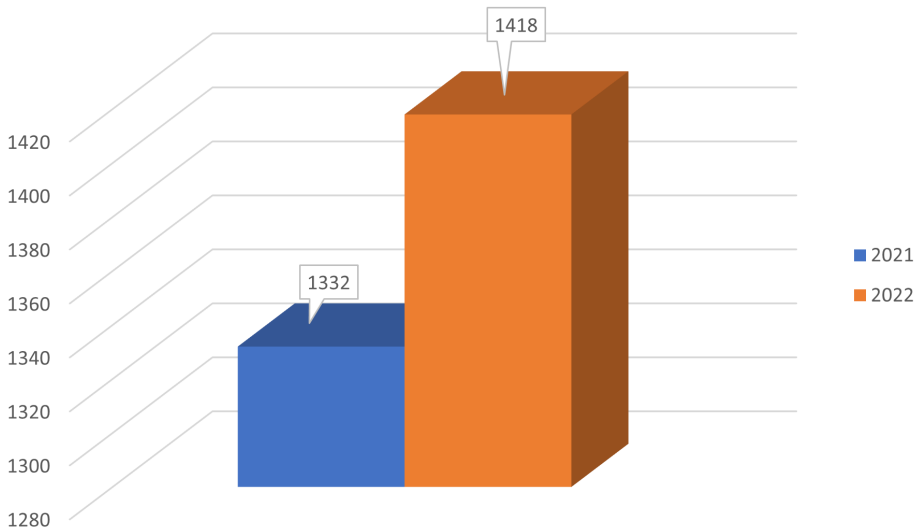
During 2022 we had the pleasure of teaching 1418 children (929 current children and 489 children that have left our services during the year).

This is 86 more children in our services compared to 2021.



Service Performance Measure #5—Education provided to total number of children attending

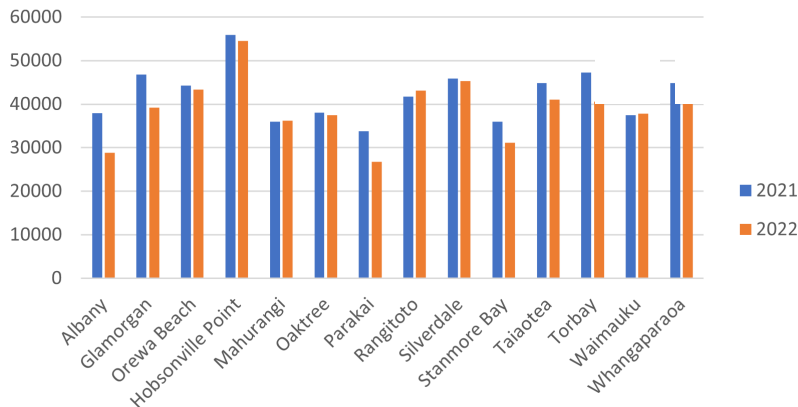
Total Number of Children Attending



Our Tamariki

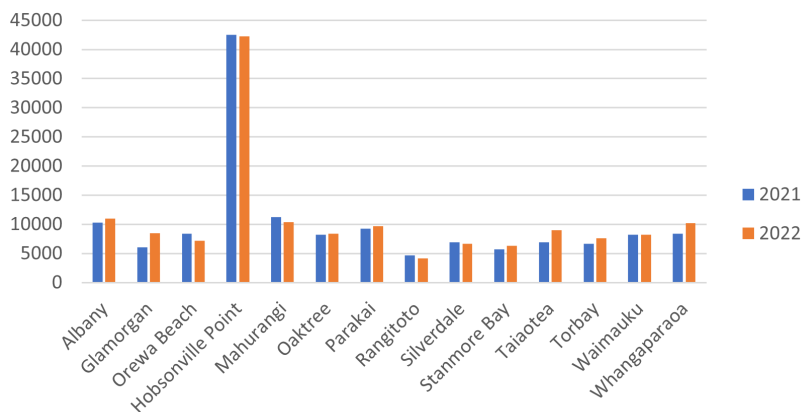
Funded hours of Teaching provided to children

No of 20 Hours ECE by Service



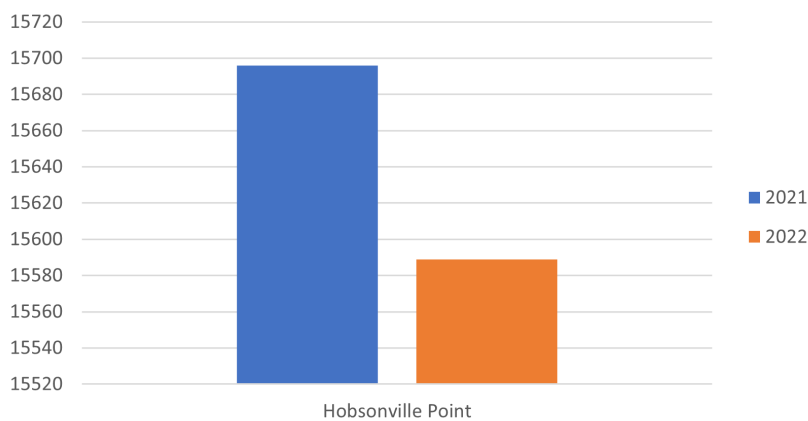
Service Performance Measure #6

No of ECE Subsidised Hours by Service



Service Performance Measure #7

Number of Under 2s Hours

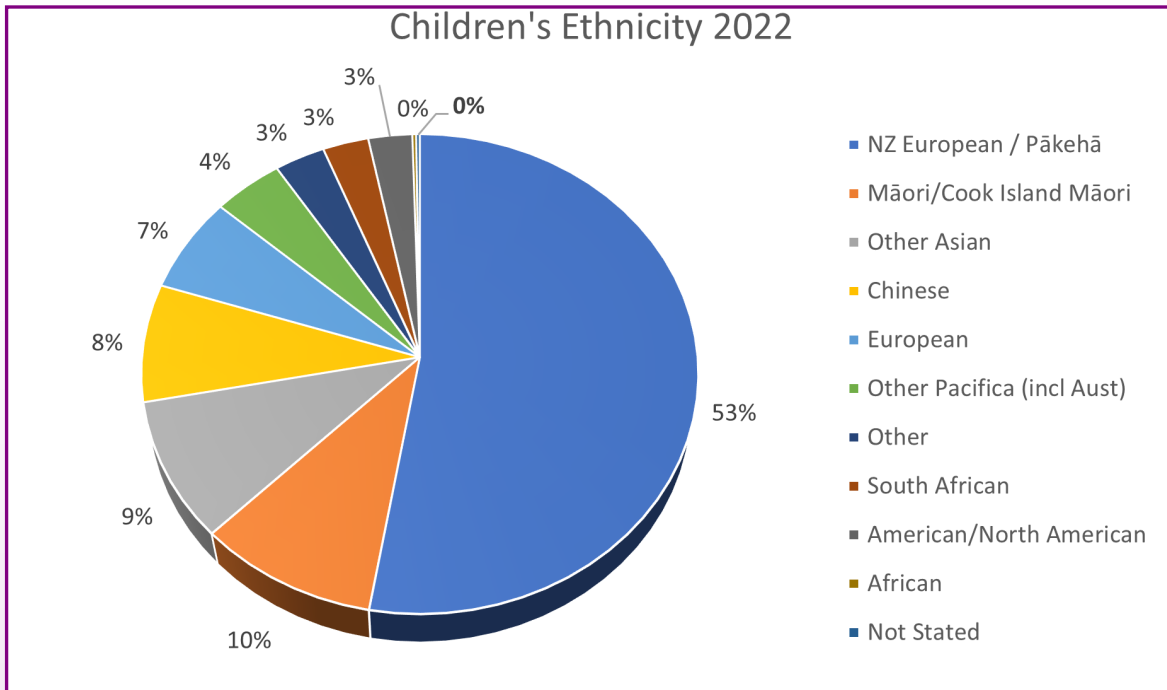


Service Performance Measure #8

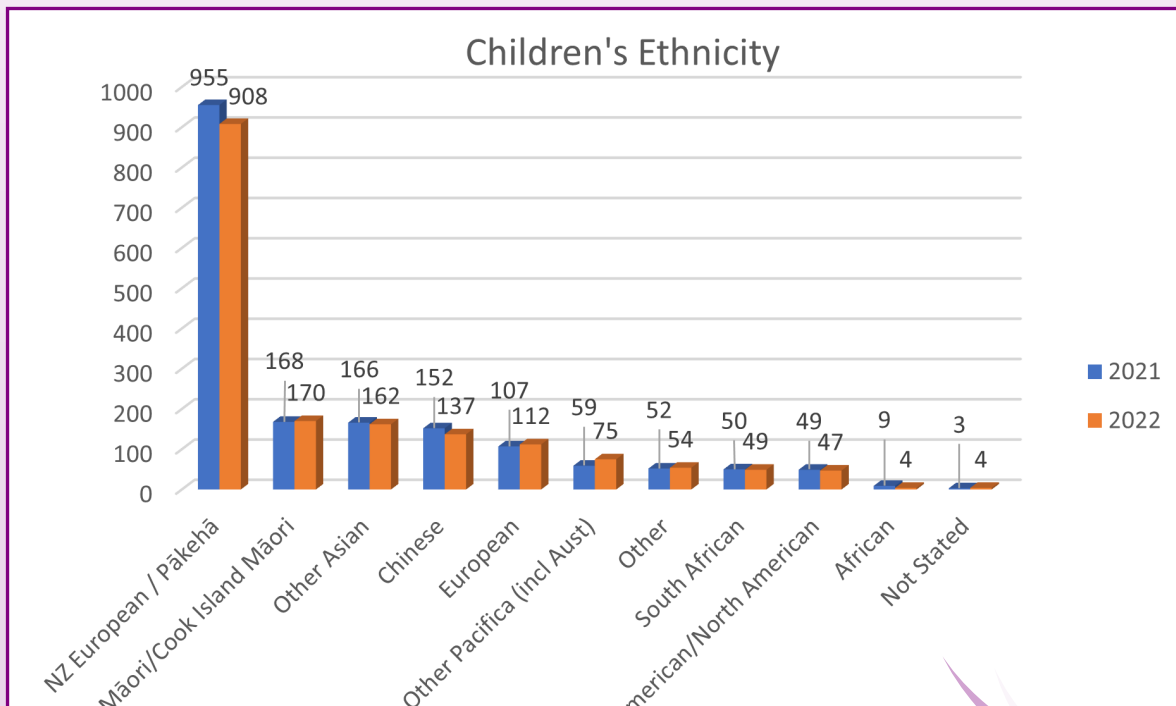
Our Tamariki

Ethnicity of our tamariki

During 2022 we saw a wide range of ethnicities within our services. The biggest majority of our children identify as NZ European/Pakeha . For a full list of ethnicities please see next page



We have not seen much change in the ethnicity of our children between 2021 and 2022

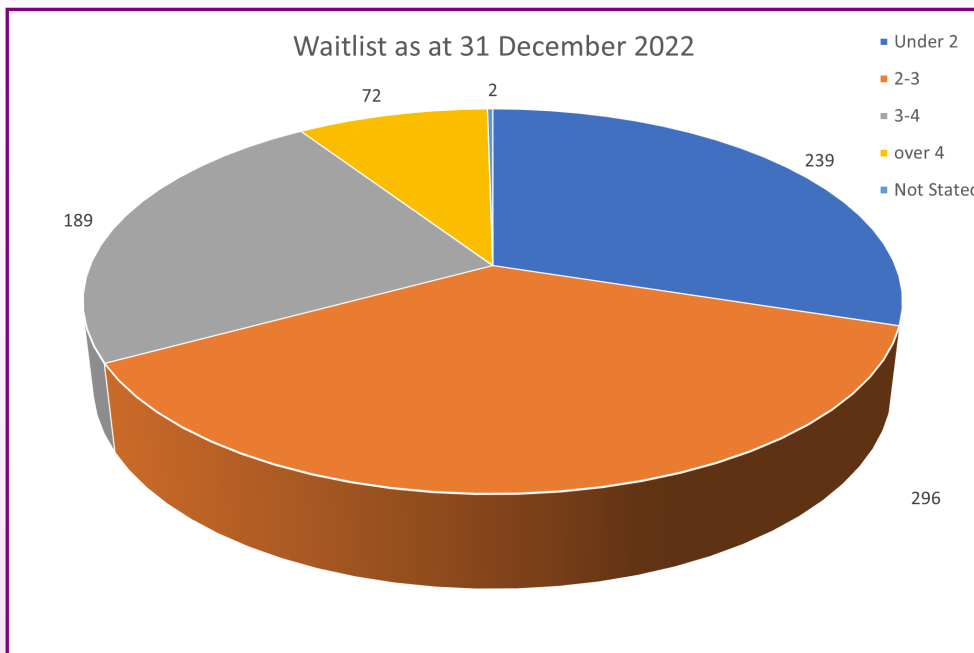


Our Tamariki

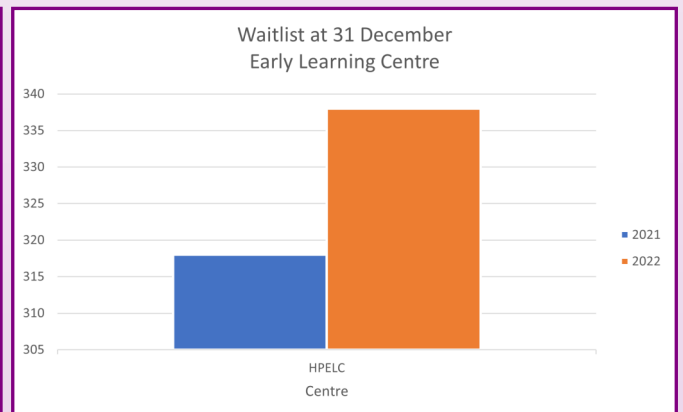
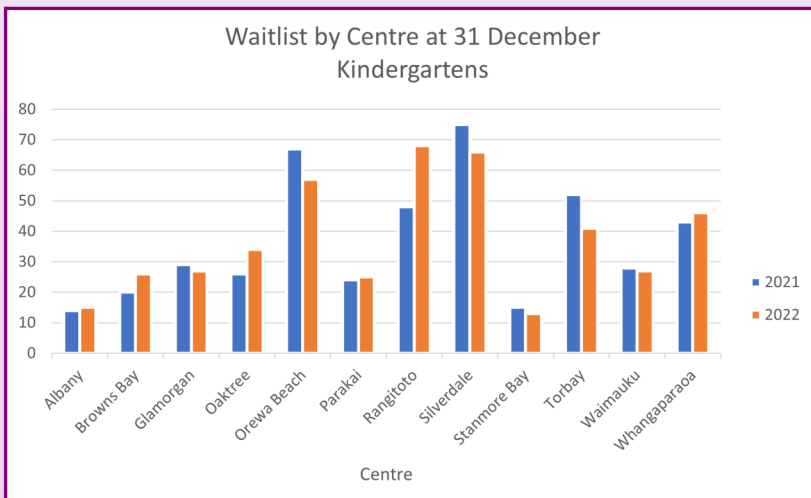
Number of tamariki on the waiting list to receive education

As of 31 December 2022, we have 798 tamariki on our waiting list. The majority of these (338) are on the waitlist for our Hobsonville Point Early Learning Centre.

The waitlists for our kindergartens have remained steady between 2021 and 2022. If we discard the 338 children on Hobsonville Point's waiting list the numbers are identical (460).



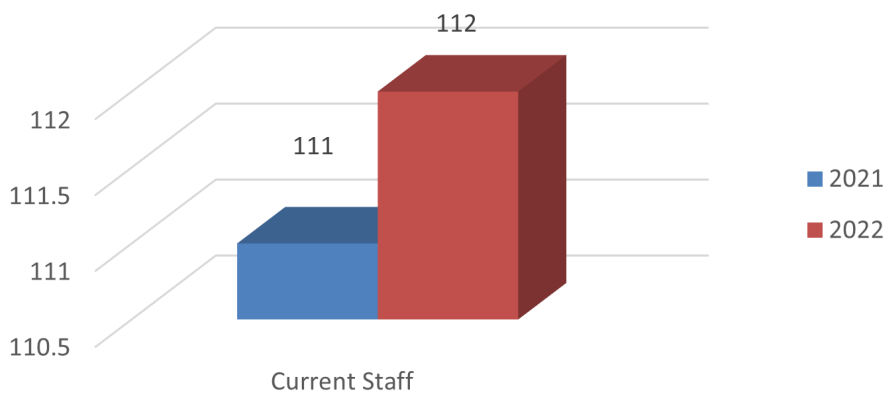
Service Performance Measure #9



Our Kaiako and other staff

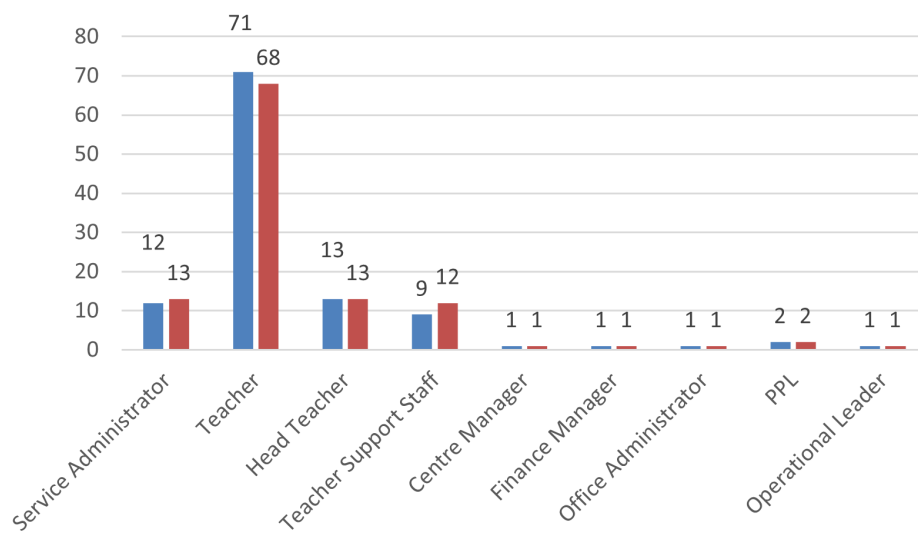
Kaitiaki Kindergartens employs 100% fully qualified and registered teachers to meet the required ratio of adult to children. As well as our 100% qualified teachers we also employ permanent part time Support Staff members which takes the ratio above the minimum during the busiest time of the day. We also employ Administrators in all of our services to assist our teaching teams as well as a Cook at our Early Learning Service.

Number of Staff Employed as at 31 December



Our Support Office team of 4 full-time and 2 part-time employees, support Professional Practice, Financial stability, Property and Operational work as well as Payroll and Human Resource functions. These staff members ensure that our services can continue to provide high quality education to all tamariki.

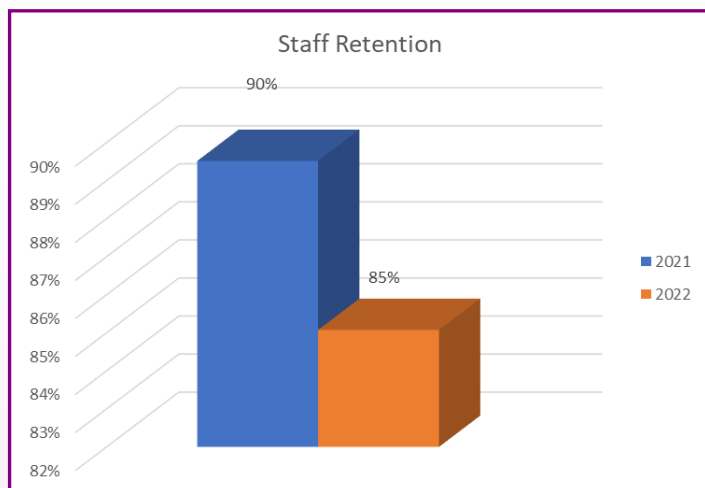
Number of Staff by Role



Our Kaiako and other staff

Staff Retention

We believe that Kaitiaki Kindergartens is a great place to work. We can be confident of this as we continue to have a steady workforce with a very high staff retention.

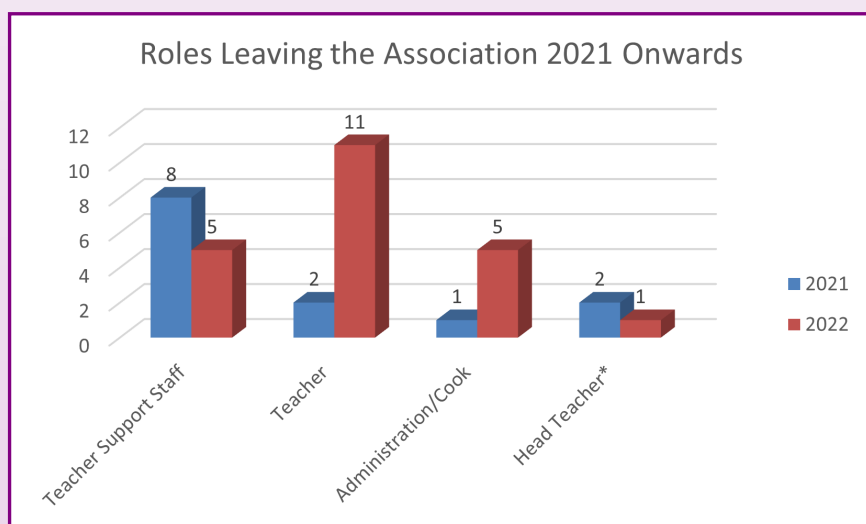


Service Performance Measure #13

Without exception Administrators and support staff have left the Association due to lifestyle choices, either to take up full-time positions, to move to another area of the country, or to study.

In 2021, one Head Teacher left after being on Maternity Leave for over a year, and the other teacher retired after five years working with the Association.

In 2022, of the 12 teaching staff members leaving, eight are now regularly working as relievers within the Association.



Our Kaiako and other staff

The age of our staff

The average age of our teaching staff has stayed consistent over the last two years with the average age being 45 years old and the average age of our Service Leaders having reduced from 54 in 2021 to 52 in 2022 with the arrival of two new Service Leaders.

Average age of staff	2021	2022
Teacher Support Staff	38	37
Teachers	44	44
Administration Staff	49	48
Head Teachers	54	52
Average of ALL staff	45	45

Gender Diversity

At the end of the financial year, we have only two male staff members, one being a Teacher at our Early Learning Centre and one being a Support Staff member. During 2022, the male Support Staff member has started studying to become a qualified ECE Teacher.

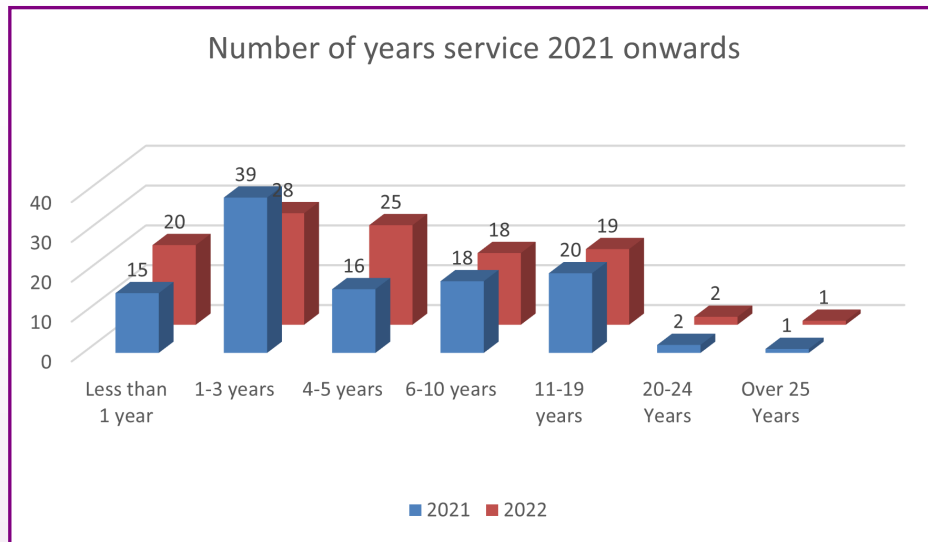
Gender of Staff	2021	2022
Male	1	2
Female	110	110



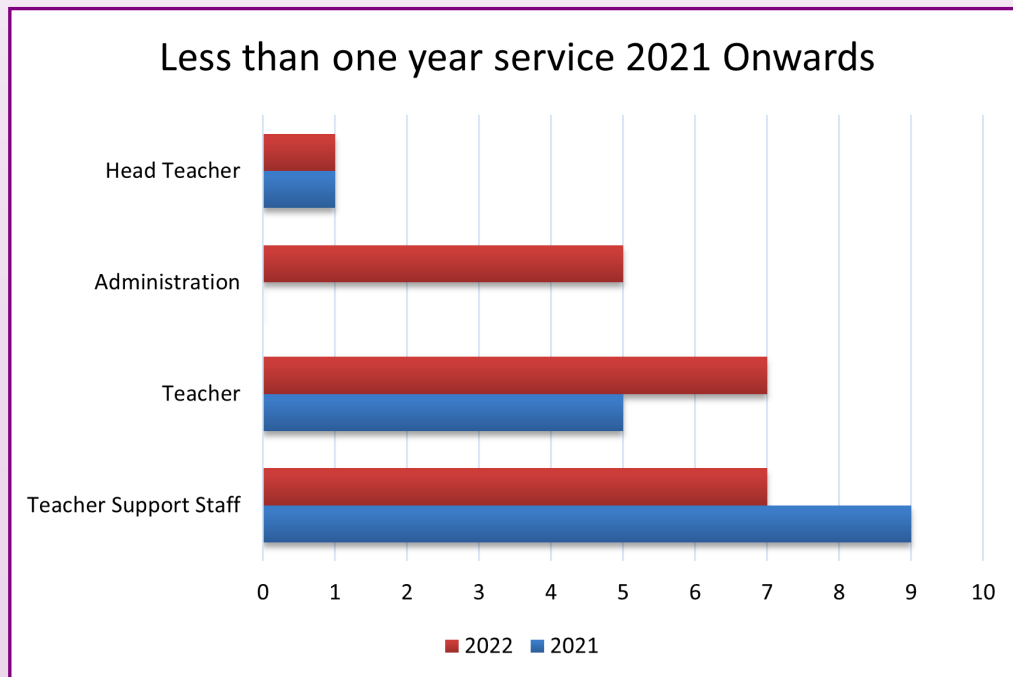
Our Kaiako and other staff

How long have staff been working for us?

Throughout the global pandemic we maintained the majority of our staff. The longevity of our staff members is exceptional with the majority, 58%, having worked with us for over 4 years. 35% of staff have been with the Association for over 6 years. 19% of our staff have been with the Association for 11 years or more.



We also have 20 staff members with less than one year of service as at 31 December 2022, broken down by role as follows:





Our Whānau Feedback

- *"You are the best kindy and teachers and have loved every minute of our time at there"*
- *"Xxx's start to school has gone very well thanks, Taiaotea Kindergarten has prepared her well for the transition"*
- *"We are extremely impressed with the fantastic facilities and reception that our child has received at Rangitoto Kindergarten."*
- *"you are all doing such a great job during this crazy time, with so many amazing activities for the kids. Huge thank you to you all!!"*

During 2022, we continued to receive amazing feedback from our tamariki's whānau—here are some examples

"Our sincere gratitude to the staff at Taiaotea kindergarten for the care you've shown xxx particularly in the past few days with his broken clavicle (home injury). We really appreciate the way you have supported him and included all the children into looking after him while he recovers. We are really grateful to have him spending his days with such an attentive and thoughtful group of teachers. Without a doubt, the move to Taiaotea kindergarten has been very positive for our entire family!"

"I wanted to pass this on to you because I feel that a lot of the credit for this should go to all of the lovely teachers at Taiaotea kindergarten. Without your guidance and nurturing care, he wouldn't have settled in so well and I'm so grateful to all of you for everything you did to guide him to the being he lovely 4.5 year old that he is today'.

"I am so beyond words proud of xxx and how well she has adjusted since our move here and through all the lockdowns in such uncertain times. This new chapter for xxx starting at Rangitoto has been amazing, she loves it there making new friends, exploring more interests, socializing with children her age and developing bonds with her teachers. We are so grateful for you all, supporting and guiding her while she goes from strength to strength"

"xxx is loving school but still talks fondly of all the teachers at kindy! We tell anyone who will listen how amazing Rangitoto kindy is. Thank you, for making kindy so special and fun amongst 'EVERYTHING'. It's so great for the children's mental health Thank you so much for the stories"

"It's been so awesome seeing how much xxx is loving his friends-he talks about them all the time and even woke me up at 5am to tell me about some plans him and his friends have made to go to Magic Loft! We are loving seeing his confidence growing at kindy and it's extending outside of kindy too. Thank you so much for caring"

"Thank you for continuing to take such wonderful care teaching our children. Eden told me this morning that kindergarten is her favourite thing to do! Such a leap forward from where she was a few weeks ago. Thank you so much for helping her through that period. I'm very grateful xx"

Kaitiaki Kindergartens



Te Arotahi a meake nei —Future Focus

Future Focus

- We articulate, maintain and promote kindergarten point of difference
- Our services are responsive to the needs of communities
- We provide leadership and influence to the Early Learning sector
- We commit to the Kindergartens Aotearoa Integration Plan

Summary of our Future Focus Achievements in 2022

Long term outcomes	We have secure services that will be around for the future			
Medium Term Outcomes	We articulate, maintain and promote kindergarten point of difference.	Our services are responsive to the needs of communities.	We provide leadership and influence to the Early Learning sector.	We commit to the Kindergartens Aotearoa Integration Plan.
Short term Outcomes	Our communities understand the difference between Kindergarten and other ECE options.	Our services understand the needs of the community and act accordingly.	We are approached to submit/advocate on Early Learning issues	Work with other Associations to continue the path to Kindergartens Aotearoa
How we did in 2022	This piece of work was to be undertaken by Kindergartens Aotearoa and has not been completed. Kaitiaki Kindergartens will develop this during 2023 if Kindergartens Aotearoa does not have traction.	During 2022 one of our services changed its licenced hours to better suit its community. Our services reviewed their Term Break Programmes and amended their timelines .	During 2022 we wrote two submissions to the Ministry of Education.	During 2022 the President of Kaitiaki Kindergartens Board was also the President of the Kindergartens Aotearoa Board. The previous Kindergartens General Manager was a foundation member of the Tiki Atu Group.

Future Focus

- We articulate, maintain and promote kindergarten point of difference
- Our services are responsive to the needs of communities
- We provide leadership and influence to the Early Learning sector
- We commit to the Kindergartens Aotearoa Integration Plan



What have we done to achieve our goals in 2022?

Goal 1 - We articulate, maintain and promote kindergarten point of difference

- This piece of work was to be undertaken by Kindergartens Aotearoa and has not been completed. Kaitiaki Kindergartens will develop this during 2023 if Kindergartens Aotearoa does not have traction.

Goal 2 - Our services are responsive to the needs of communities

- Albany Kindergarten - Changing hours
- Enviroschools
- Term break programmes

Goal 3 - We provide leadership and influence to the Early Learning sector

- Submissions to Government:

1) Network proposals; and

2) Requirements for 80%

qualified teacher ratios in practice and possible requirements for person deemed to be Person Responsible.

- In addition staff provided feedback to the General Manager on issues about Learning Support responsiveness



Service Performance Measure #14

Goal 4 - We commit to the Kindergartens Aotearoa Integration Plan

- Kaitiaki Kindergartens Board President is also the elected Chair of Kindergartens Aotearoa Board
- The Association's General Manager was a foundation member of Tiki Atua Group
- At the 2021 AGM, the Association Membership reaffirmed their intention to continue to work towards the establishment of Kindergartens Aotearoa.

Enviroschools



Enviroschools

We are proud members of the Enviroschools programme with 12 of our services having fully embraced the kaupapa.

Since we started our Enviroschools journey, we have seen an incredible variety of ways that our teams take action to nurture the next generation of kaitiaki of our world.

We are fortunate to have the support of the Toimata Foundation and Auckland Council, and our teams regularly enlist external agencies such as DOC, The Forestry Service, Zero Waste Busters and the Whitebait Connection to support their journeys. Over the past year we have undertaken some major projects such as developing community gardens and rejuvenating local waterways. Our tamariki, kaiako and communities also make a difference through initiatives such as pest control to protect our native birds, kindy clothing exchange and a preloved Christmas shopping market to mention just a few.



PRELOVED CHRISTMAS SHOPPING MARKET

Kia ora whanau

It's that time of the year, where we start collecting items for our

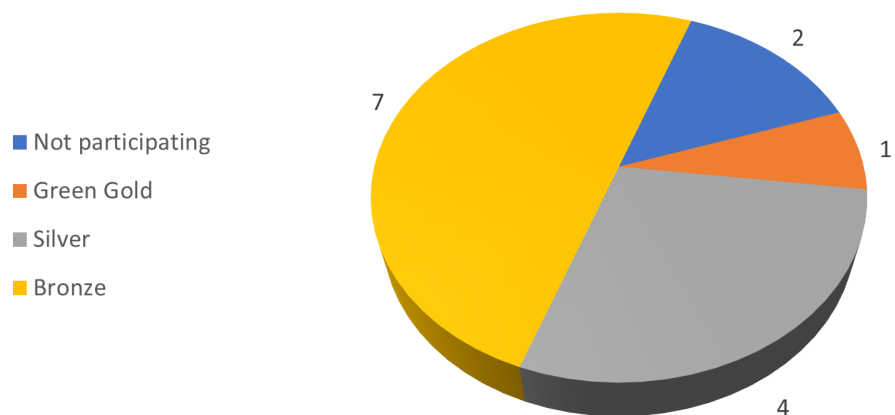
PRELOVED CHRISTMAS SHOPPING MARKET

The idea of this, for those of you that are new, is to have toys and books available for a gold coin donation that you may be able to regift for Christmas, thus reducing all the packaging.

Obviously all toys and books will need to be in excellent condition and suitable for regifting. We are hoping to run the market during the week 28th of November – 2nd of December if we can get enough goodies. In the past this has been a great support to our whanau, and a great little fundraiser.

THANK YOU FOR HELPING SUPPORT OUR SUSTAINABILITY JOURNEY.

Enviroschools Status 2022



Service Performance Measure #12

Whanaungatanga/Family and Community

A huge thankyou to you, James and Katie for coming in and helping us on our working bee. We really appreciated your help (particularly with the gate!). It was heart warming to see so many of our kindy families give up their time to come and help us sort out our gardens. November 2022



Kaitiaki Kindergartens



Ta Mātau Pūtea—Our Funding

Our Funding - Where does our Funding come from?

Kaitiaki Kindergartens' income is reflected in the Financial Statements, with 90% funded by the Ministry of Education and the remaining 10% from parent donations, fees, fundraising and bank interest.

Ministry of Education Funding

As with most Kindergarten Associations, around 90% of our funding comes from the Ministry of Education. The amount of funding is dependent on the number of children attending the service and whether all teachers are fully qualified and certificated.

How much does the Ministry of Education fund?

The Ministry of Education provides a maximum of 20 Free ECE hours per child per week (a maximum of six hours per day) for children over three years of age, plus a further subsidised 10 hours per week.

What is the Ministry of Education funding used for?

Excluding the Targeted Funding (see below), funding from the Ministry of Education is used to cover staff salaries and operational costs such as electricity, water, rates, telephones, repairs and maintenance, hygiene products, health and safety products and consumables.

We also ensure that professional development is provided for our teaching teams whether individual or as a team.

Targeted Funding

The Ministry of Education also supports the early childhood sector with Targeted Funding, which is assessed annually and is in place to support tamariki and whānau from disadvantaged communities. 3 of our kindergartens have received Targeted Funding during 2022. The kaiako discuss how the funding will be spent and whether it is targeted to an individual or group of children, whānau or, a community project.

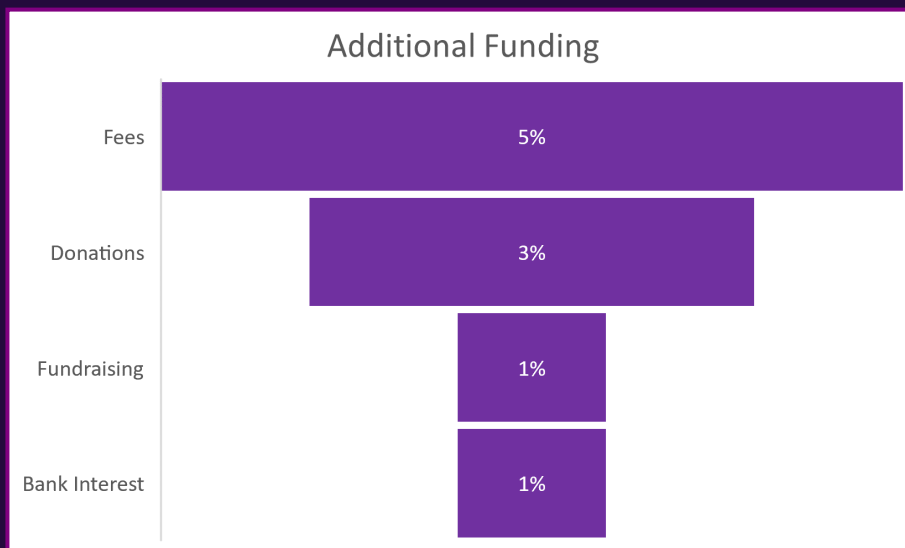
All 3 centres have used part of the funding for supporting whānau in need with care packages.

- One service is rebuilding their whānau community stand and are working alongside the tamariki on growing vegetables to fill the stand, as well as encouraging sustainability within the community.
- Purchases of play equipment, including sensory resources for children with anxieties has also been possible with this additional funding.
- Another kindergarten has provided a much needed educational excursion for their tamariki, with whānau support, as many of the whānau are unable to afford these sorts of outings.

Our Other Funding

Kaitiaki Kindergartens' income is reflected in the Financial Statements, with 90% coming from the Ministry of Education's funding for early childhood service and the remaining 10% from parent donations, fees, fundraising and interest on investments.

Although Kaitiaki Kindergartens receives the majority of its funding from the Ministry of Education, 10% of its funding is received from other sources. The additional income is made up of:



Fees

Fees account for approximately 5% of our income. If a child is enrolled for more than 20 hours per week, then the Association may charge a fee for any additional hours of enrolment.

As the Ministry of Education funding does not cover more than 6 hours per day (or 20 hours per week) per child, and a reduced rate for another 10 hours, the fees further assist with operational costs of running our services. Fees for our all-day Early Learning Centre are charged to cover, better staff ratios, food and nappies provided as well as other operational costs associated with children aged 3mth—5yrs in an all day environment.

Fees are invoiced for all unattested hours as well as any enrolled hours above the 20 ECE funded hours. 5 kindergartens provide 30hrs Free ECE (fees free).

Koha /Donations

Donations account for approximately 3% of our income. This koha is asked of our whānau to help support their child's kindergarten with the purchasing of additional resources and equipment to ensure a rich, cultural, and sustainable learning environment.

Fundraising

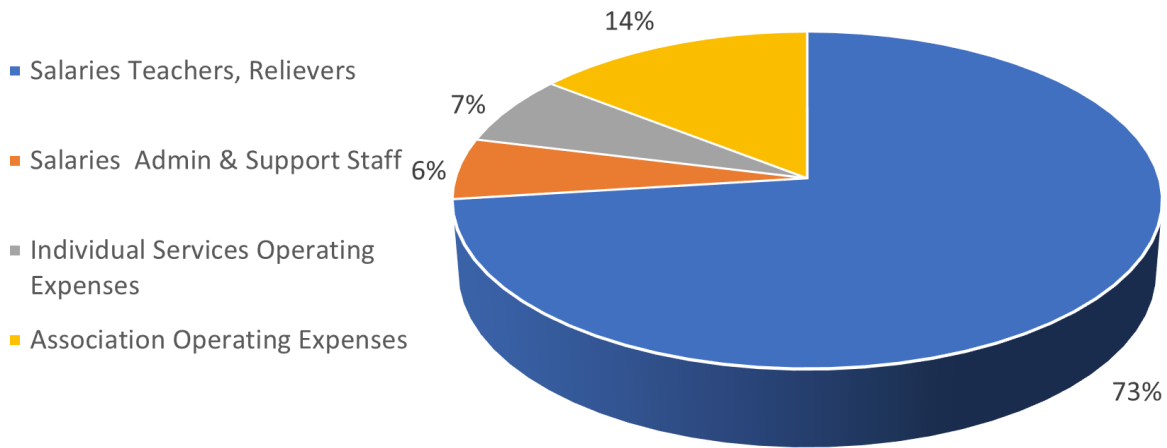
Fundraising accounts for less than 1% of our income. Fundraising events are held to assist the funding of specific projects such as upgrading of playgrounds, shade sails, community gardens, building additions and the further purchase of resources (such as disability swings) where required. The help of parent committees (or friends of the kindergartens) is paramount in organising these events.

Bank Interest

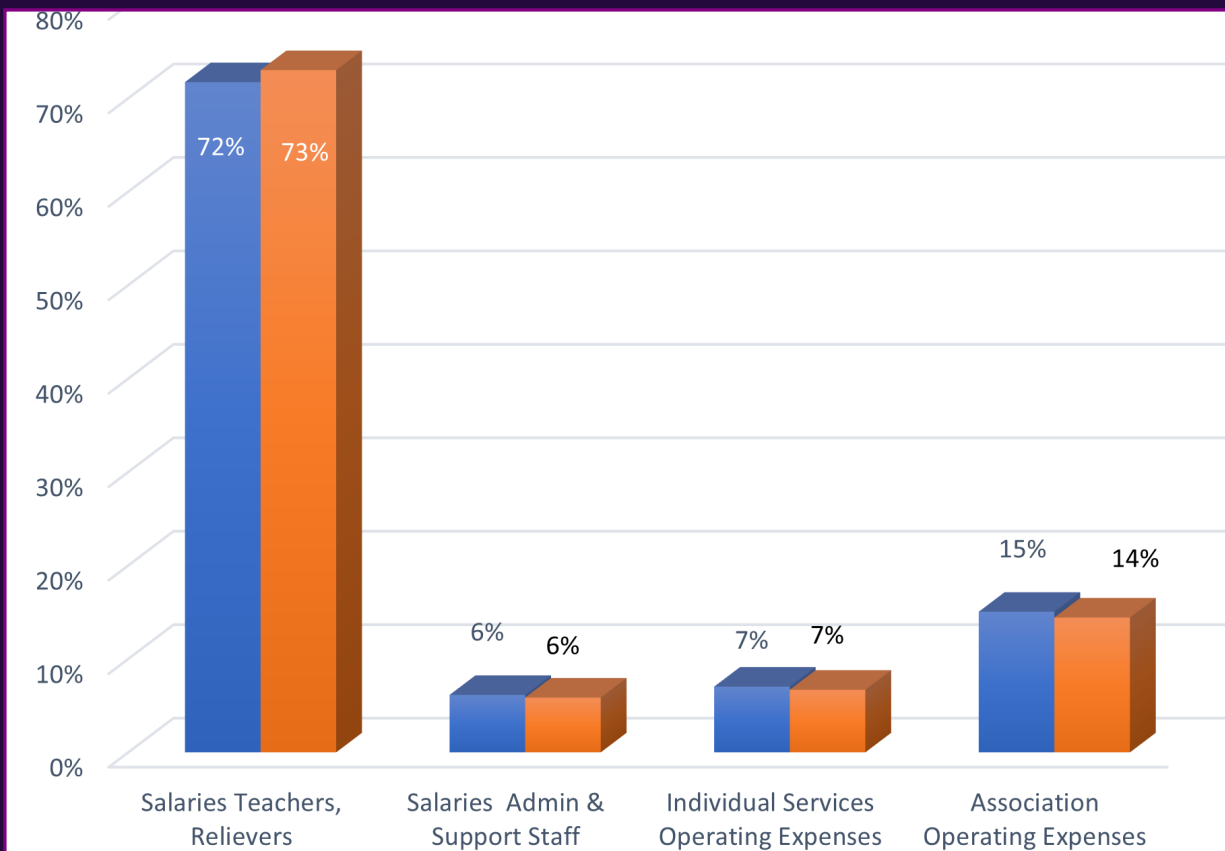
The balance of income is made up of interest received on contingency funds held for future investment.

Spending our Funding

Where did we spend the funding in 2022



How does that compare with the previous years?



We expect that there will be very little difference between the years in relation to where the Ministry of Education Funding is spent and that is shown in the data above.

Kaitiaki Kindergartens



Tō mātou mihi— Our Thanks

Thank You to our Board and Life Members

Elected Board Member Attendance of Board Meetings 2022

8 official meetings took place

BOARD MEMBER	TOTAL # OF MEETINGS ATTENDED
Alexia Mesnage	5
Grant Mitcheson	8
Ivor Peksa	8
John Lewis	7
Nicole Thompson	7
Paul Geden	8
Tui Skelton (Teacher Rep - Resigned)	6
Stacey Sainty (Teacher Rep)	2

Note: All unattended meeting are noted as Leave of Absence.

Tui Skelton resigned as Teacher Rep and Stacey Sainty was elected as her replacement. Between them they have attended 100% of the meetings in 2022

Life Members 2022

Grant Mitcheson
Melanie Jack
Pam Dalton
Pat Davies
Robbie Pickford

Thank You to our Sponsors

We would like to express our thanks to the following major Organisations that sponsored our services during 2022



We would also like to express our thanks to the following sponsors for their contributions to our raffles, market days and other fundraising activities during 2022

Bays Flowers
C & R Surveyors Ltd
Cabra Development
Caci Clinic
Catalina Café
Chemist Warehouse
Coast Cakes
Dad's Pies
Diva Nails
Emma Boyd Mortgage Broker

Fabric Café
G.J. Gardner Homes
Hobsonville Point Pharmacy
Hobsonville Vets
Hopper Construction
House of Travel
Karlie Kingi Photography
Kelly Tarleton's
Kete Ora Plants
Kiwi Valley Farm

Little Black Photo Booth
Magic Loft
Mahurangi Wastebusters
Mama's Donuts
Mexico Silverdale
North Harbour Law
Pacific Heights Ltd
Rangitoto Swim School
Stihl Shop Browns Bay
Waitakere Licensing Trust