

**NORTHERN AUCKLAND FREE  
KINDERGARTEN ASSOCIATION  
INCORPORATED**

**T/A**

**KAITIAKI KINDERGARTENS**

**ANNUAL REPORT  
FOR 2023**



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# ENTITY INFORMATION

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

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**Nature of Business:** Registered Charity  
**Registered Office:** B1, 17 Corinthian Drive, Albany, Auckland, 0632  
**Postal Address:** PO Box 35223, Browns Bay, Auckland 0735  
**Telephone:** 09 479 5869  
**Website:** [www.kaitiakikindergartens.org.nz](http://www.kaitiakikindergartens.org.nz)  
**Email:** [info@kaitiakindergartens.org.nz](mailto: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

## 2023 Board of Trustees:

Paul Geden – President  
Nicole Thompson – Vice President  
Grant Mitcheson – Board Member  
Ivor Peksa – Board Member  
Vanessa Veart-Smith – Board Member  
Anna Celligoi – Board Member  
Kimberly Chalmers – Board Member  
Stacey Sainty – Board Member – Teacher Representative

# PRESIDENTS REPORT

Tēna Koutou Katoa - ngā mihi mahana kia koutou,

Overview – Tirohanga

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Writing this report is always a moment of reflection. The work we have put in as an Association has continued to drive us in the right direction, but this last year we have been more focused on getting ourselves right for the future, laying plans for growth and ensuring that we are organised to meet the needs of our communities. We have had challenges with floods, especially at our Browns Bay Taiaotea Kindergarten, which was closed for a substantial amount of time to allow for remediation of the damage.

Our teachers have again continued to support Tamariki learning in a nurturing and supportive way, but also nurturing and supporting their own development too, which is crucial to keeping our teaching methods fresh, modern and in tune with the needs of the communities we serve.

We have further strengthened our relationship with Te Herenga Waka o Orewa Marae, culminating in Darren & Kereama joining our annual conference in July and gifting the Association our very own waiata.

## Changes for the Association

The board has continued to have the future of the Association at the heart of any decisions it makes, none more so than an external review of our management team earlier in the year that led to the employment of a new full time General Manager, Tara Solomon.

The recruitment sub-committee undertook a thorough review of applications, of which there were many, and ran a very good process, with Tara selected by the full board following a final round that included a presentation to the board on the future of the Association.

## Acknowledgements - Hei mihi

I would like to take this opportunity to acknowledge and give thanks to those that have made a significant contribution to our Association this year. The board has been strong in its focus on the future and has held that future focus in our decision making this year. To the board I thank you for your hard work and commitment.

To the management team, it was a year of change, and you have all embraced that change well. To Alison Baxter in particular for taking on many other tasks through a difficult period of time and supporting the wider Association so well, especially helping to facilitate the restoration of Browns Bay Taiaotea Kindergarten, back to a fully functioning and beautiful kindergarten once again. Managing an Insurance claim in the midst of such a large event, getting resolution and payments in good time ensured we were able to be back to supporting our community as quickly as possible.

As we look to the future, we are optimistic for growth, not just in new centres, but in adding further value across all our communities.

Ngā mihi nui

Paul Geden

President

Northern Auckland Free Kindergarten Association

T/A Kaitiaki Kindertgens

**PAUL GEDEN**

President

# GENERAL MANAGER REPORT

Tēnā koutou katoa, greetings to you all.

Kaitiaki Kindergartens continues to deliver education excellence with a community-based approach that is future focussed. After recently joining the Kaitiaki team in December 2023, at the end of a successful but challenging year, it has been encouraging to see and feel a collective team spirit that fosters community collaboration, a sense belonging and resilience.

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

I want to thank Alison Baxter our financial manager for diligently leading the association as 2IC General Manager, your sound stewardship and astute financial management have ensured we remain viable and productive. I'm also grateful for the collaborative team effort of support staff and teaching teams to deliver quality services in the face of adversity, and for the tamariki and whānau that continually choose the kindergarten way and have committed time, energy and resources to ensure we can deliver our services now and into the future.

It was particularly reassuring to hear how the team responded after the floods when Taiāotea Kindergarten had considerable water damage and was closed for several months. Working quickly and together the team were able to ensure our tamariki and whānau were accommodated by neighbouring kindergartens while the refit work was completed in a timely manner. The kindergarten is once again thriving, and I had the privilege to attend their Christmas show for local aged care residents, such a lovely initiative that brought joy, empowered our tamariki and fostered community connections.

Whānau and community engagement is at the heart of Kaitiaki Kindergartens and our teams have continued to hold events both within and beyond our kindergartens to strengthen whānaungatanga and connect with the local community. To foster belonging teaching teams have worked with whānau to host a variety of cultural and whānau events, celebrated milestones, with Mahurangi 40th and Waimauku 20th anniversary events, and have raised much needed funds at events such as the Orewa Ducky Derby. By promoting community connections our kindergartens have offered inclusive learning opportunities that support tamariki holistic development. Kaitiaki Kindergartens is committed to educational excellence. We continue to employ 100% qualified kaiako and are grateful to have committed teaching teams that provide stability for our tamariki and whānau. We have encouraged continuous improvement through professional development opportunities and supported staff to strengthen teaching practice by engaging with up-to-date research. There are many innovative learning opportunities provided by our passionate teaching teams that ensure our tamariki and whānau are well equipped for now and into the future.

Our future focus is to expand both locally and nationally to ensure all tamariki and whānau can access quality, affordable and community focussed early childhood education. Over the year we have made slow and steady progress with actively reviewing potential local sites to build a new kindergarten service and continuing to explore the possibility of becoming a nationally unified Kindergartens Aotearoa. We are committed to seeking ways to grow and expand so that all tamariki, whānau and communities can access the special and unique kindergarten way.

Ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tina – Seek out distant horizons and cherish those you attain.



**TARA SOLOMON**

KAITIAKI KINDERGARTENS

# WHAKAPAPA - OUR HISTORY



# 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.

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.

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



## TIMELINE

- 1947 - TORBAY KINDERGARTEN ESTABLISHED.
- 1955 - FIRST REGISTERED AS AN INCORPORATED SOCIETY NAMED EAST COAST BAYS FREE KINDERGARTEN ASSOCIATION.
- NAME LATER CHANGED TO NORTHERN AUCKLAND KINDERGARTEN ASSOCIATION.
- 1970 - 2000 A FURTHER 12 KINDERGARTENS ESTABLISHED.
- 2008 - REGISTERED AS A CHARITY WITH THE CHARITIES SERVICE.
- 2014 - NAME CHANGED TO NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INC
- 2015 - HOBSONVILLE POINT EARLY LEARNING CENTRE BUILT
- 2019 - 'TRADING AS' NAME CHANGED 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 West Auckland.

## North Shore

Albany Kindergarten  
Tiaiaotea Kindergarten  
Glamorgan Kindergarten  
Oaktree Kindergarten  
Rangitoto Kindergarten  
Torbay Kindergarten

## Hibiscus Coast

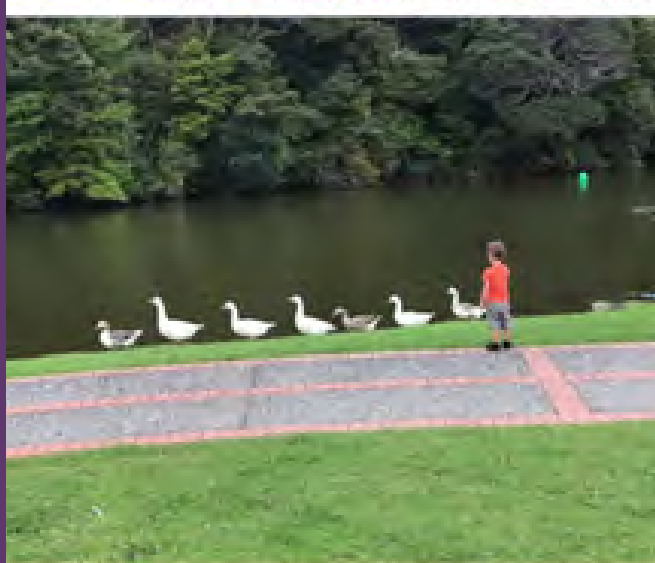
Orewa Beach Kindergarten  
Silverdale Kindergarten  
Stanmore Bay Kindergarten  
Whangaparaoa Kindergarten

## Warkworth

Mahurangi Kindergarten

## West Auckland

Parakai Kindergarten  
Waimauku Kindergarten  
Hobsonville Point Early Learning Centre





KAITIAKI KINDERGARTENS

# 2023 SUMMARY FINANCIAL REPORT & AUDITORS REPORT



**SUMMARY CONSOLIDATED FINANCIAL REPORT**


**STATEMENT OF FINANCIAL POSITION**

**NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED**

**AS AT 31 DECEMBER 2023**

|                                            | 2023              | 2022              |
|--------------------------------------------|-------------------|-------------------|
| <b>Current assets</b>                      |                   |                   |
| Cash and cash equivalents                  | 4,174,409         | 3,264,379         |
| Short term investments                     | 4,590,663         | 4,189,220         |
| Receivables from exchange transactions     | 58,245            | 31,078            |
| Receivables from non-exchange transactions | 39,245            | 52,770            |
| Prepayments                                | 31,401            | 40,922            |
| Amounts due from related parties           | -                 | -                 |
|                                            | <u>8,893,962</u>  | <u>7,578,369</u>  |
| <b>Non-current assets</b>                  |                   |                   |
| Property plant and equipment               | 6,180,975         | 6,075,265         |
|                                            | <u>6,180,975</u>  | <u>6,075,265</u>  |
| <b>TOTAL ASSETS</b>                        | <b>15,074,938</b> | <b>13,653,635</b> |
| <b>LIABILITIES</b>                         |                   |                   |
| <b>Current liabilities</b>                 |                   |                   |
| Payables (from exchange transactions)      | 345,984           | 346,106           |
| Payables (from non- exchange transactions) | 1,805,286         | 1,439,941         |
| Employee benefits                          | 500,500           | 460,450           |
| Provision for cyclical maintenance         | 120,892           | 142,332           |
|                                            | <u>2,772,662</u>  | <u>2,388,829</u>  |
| <b>Non-current liabilities</b>             |                   |                   |
| Provision for cyclical maintenance         | 376,876           | 318,801           |
|                                            | <u>376,876</u>    | <u>318,801</u>    |
| <b>TOTAL LIABILITIES</b>                   | <b>3,149,538</b>  | <b>2,707,630</b>  |
| <b>TOTAL NET ASSETS</b>                    | <b>11,925,400</b> | <b>10,946,004</b> |
| <b>Equity</b>                              |                   |                   |
| Accumulated funds                          | 11,925,400        | 10,946,004        |
| Revaluation reserve                        | -                 | -                 |
| <b>Total Equity</b>                        | <b>11,925,400</b> | <b>10,946,004</b> |

For and on behalf of the Board:

  
\_\_\_\_\_  
Paul Geden  
President

18 MARCH 2024  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Tara Solomon  
General Manager

18 MARCH 2024  
\_\_\_\_\_  
Date

**SUMMARY CONSOLIDATED FINANCIAL REPORT**  
**STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE**  
**NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED**  
**FOR THE YEAR ENDED 31 DECEMBER 2023**

|                                                             | 2023              | 2022             |
|-------------------------------------------------------------|-------------------|------------------|
| Revenue from exchange transactions                          | 850,202           | 738,127          |
| Revenue from non-exchange transactions                      | 10,552,730        | 9,114,552        |
|                                                             | <b>11,402,933</b> | <b>9,852,680</b> |
| <b>Expenses</b>                                             |                   |                  |
| Employee costs                                              | 8,894,033         | 7,979,829        |
| Distribution to Kindergartens                               | -                 | -                |
| Office Administration                                       | 1,202,458         | 915,314          |
| Depreciation                                                | 322,227           | 342,879          |
| Cyclical maintenance expense                                | 36,635            | (76,678)         |
| Other operating expenses                                    | 297,152           | 199,811          |
| <b>Total expenses</b>                                       | <b>10,752,505</b> | <b>9,361,155</b> |
| Finance income                                              | 328,969           | 35,054           |
| Finance costs                                               | -                 | -                |
| <b>Net finance costs</b>                                    | <b>328,969</b>    | <b>35,054</b>    |
| <b>Net surplus for the year</b>                             | <b>979,397</b>    | <b>719,906</b>   |
| <b>Total comprehensive revenue and expense for the year</b> | <b>979,397</b>    | <b>854,867</b>   |

**SUMMARY CONSOLIDATED FINANCIAL REPORT**

**STATEMENT OF CHANGES IN NET ASSETS/EQUITY**

**NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED**

**FOR THE YEAR ENDED 31 DECEMBER 2023**

|                                                      | <b>Accumulated<br/>comprehensive revenue<br/>and expense</b> | <b>Total</b>      |
|------------------------------------------------------|--------------------------------------------------------------|-------------------|
| <b>Group</b>                                         |                                                              |                   |
| Opening balance 1 January 2022                       | 10,349,082                                                   | 10,349,082        |
| Surplus for the period                               | 596,921                                                      | 596,921           |
| Other comprehensive revenue and expense              | 0                                                            | 0                 |
| Total consolidated comprehensive revenue and expense | 596,921                                                      | 596,921           |
| Closing equity 31 December 2022                      | 10,946,003                                                   | 10,946,003        |
| Surplus for the period                               | 979,397                                                      | 979,397           |
| Other comprehensive revenue and expense              | -                                                            | -                 |
| Total consolidated comprehensive revenue and expense | 979,397                                                      | 979,397           |
| Closing equity 31 December 2023                      | <b>11,925,400</b>                                            | <b>11,925,400</b> |

**SUMMARY CONSOLIDATED FINANCIAL REPORT**  
**STATEMENT OF CASHFLOWS**  
**NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED**  
**FOR THE YEAR ENDED 31 DECEMBER 2023**

|                                                            | 2023             | 2022               |
|------------------------------------------------------------|------------------|--------------------|
| <b>CASH FLOWS FROM OPERATING ACTIVITIES</b>                |                  |                    |
| Receipts from Ministry of Education funding                | 9,822,887        | 8,603,886          |
| Receipts from parent donations                             | 412,483          | 421,382            |
| Receipts from fundraising activities                       | 108,030          | 70,864             |
| Receipts from other non-exchange transactions              | 451,973          | (9,022)            |
| Receipts from parent fees                                  | 850,202          | 738,127            |
| Interest received                                          | 328,969          | 105,397            |
| Payments to employees                                      | (8,853,983)      | (8,022,464)        |
| Payments to suppliers                                      | (1,381,152)      | (1,183,700)        |
| <b>Net cash inflow/(outflow) from operating activities</b> | <b>1,739,409</b> | <b>724,470</b>     |
| <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>                |                  |                    |
| Purchase of short term investments                         | (401,443)        | (932,069)          |
| Disposal of property, plant and equipment                  | 5,999            | -                  |
| Purchase of property, plant and equipment                  | (433,935)        | (190,084)          |
| <b>Net cash inflow/(outflow) from investing activities</b> | <b>(829,379)</b> | <b>(1,122,153)</b> |
| Net increase/(decrease) in cash and cash equivalents       | 910,030          | (397,683)          |
| Cash and cash equivalents at 1 January                     | 3,264,379        | 3,662,062          |
| <b>Cash and cash equivalents at 31 December</b>            | <b>4,174,409</b> | <b>3,264,379</b>   |

**NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED**  
**NOTES TO THE SUMMARY CONSOLIDATED FINANCIAL REPORT**  
**NORTHERN AUCKLAND FREE KINDERGARTEN ASSOCIATION INCORPORATED**  
**FOR THE YEAR ENDED 31 DECEMBER 2023**

**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 consolidated summary financial report was authorised for issue by the Board of Management on the date indicated on page 1.

**2. BASIS OF PREPARATION**

*a) Statement of compliance*

The consolidated financial statements have 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 has been extracted from the full Financial Report dated 31 December 2023. 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.

**3. GROUP INFORMATION**

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

| Name                                    | Principal activities      | Country of incorporation | Equity interest |      |
|-----------------------------------------|---------------------------|--------------------------|-----------------|------|
|                                         |                           |                          | 2023            | 2022 |
| 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.

| Transactions                                      | 2023           | 2022           |
|---------------------------------------------------|----------------|----------------|
| Payments to Board of Management members           | 14,069         | 11,511         |
| Kindergartens & ELCs * (Distributions)            | -              | 16,500         |
| Payments to related party contractors             | 95,177         | 85,799         |
| Payments received from Auckland Kindergarten Assn | 400            | 9,306          |
|                                                   | <u>109,646</u> | <u>123,116</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 31 December 2023, the Group has not recorded any impairment of receivables relating to amounts owed by related parties (2022: \$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 of Management 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:

|                                                     | 2023           | 2022           |
|-----------------------------------------------------|----------------|----------------|
| Executive Leadership Team (4 FTEs (2022: 4.2 FTEs)) | 471,028        | 461,815        |
| Board members (0.35 FTEs (2022: 0.3 FTEs))          | <u>14,069</u>  | <u>11,511</u>  |
| Total remuneration (4.35 FTEs (2022: 4.5 FTEs))     | <u>485,096</u> | <u>473,325</u> |

Key management personnel did not receive remuneration or compensation other than in their capacity as key management personnel. (2022: \$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 (2022: nil). The Group also did not provide any loans to key management personnel or their close family members.

### **5. OTHER REVENUE**

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. The damage caused and the time it took to 'make right' the kindergarten reopened for children in July 2023. The income received from insurance for the total cost of repairs for the building, playground and resources was \$452,244. This was recognised as \$119,565 Repairs & Maintenance expense in the Profit & Loss for 2023 and \$322,679 as Building Asset in the Balance Sheet.

# 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

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[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

### Opinion

The summary consolidated financial report, which comprise the summary consolidated statement of financial position as at 31 December 2023, 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 2023.

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 18 March 2024. The basis for our qualified opinion was that the Group's reported income includes parent donations and fundraising income of \$520,513 (2022: \$492,246). 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 2022 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**  
ASSURANCE | TAX | CONSULTING



## 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.

A handwritten signature in blue ink that reads 'RSM'.

**RSM Hayes Audit**  
Auckland

18 March 2024

# SUMMARY CONSOLIDATED SERVICE PERFORMANCE



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

| <b>Whānau and Community Engagement</b>                                    |                            |      |      |         |
|---------------------------------------------------------------------------|----------------------------|------|------|---------|
| Enhance community wellbeing by supporting whānau and community engagement |                            |      |      |         |
| Measure                                                                   | Description                | 2022 | 2023 | Section |
| 1                                                                         | Excursions                 | 22   | 37   | 9       |
|                                                                           | Family Gatherings          | 46   | 100  |         |
|                                                                           | Regular Events / Trips     | N/A  | 435  |         |
| 2                                                                         | Community Events Attended  | 39   | 32   | 9       |
|                                                                           | Community Events Organised | 43   | 48   |         |
|                                                                           | Networking/Other Services  | N/A  | 62   |         |

| <b>Educational Excellence</b>                                                                  |                                          |      |      |         |
|------------------------------------------------------------------------------------------------|------------------------------------------|------|------|---------|
| Enhance teaching by encouraging teacher development through training                           |                                          |      |      |         |
| Measure                                                                                        | Description                              | 2022 | 2023 | Section |
| 3                                                                                              | Number of trainings attended by teachers | 427  | 520  | 10      |
| Enhance teaching quality by ensuring sufficient qualified teachers<br>Qualified Teacher Ratio: |                                          |      |      |         |
| 4                                                                                              | Qualified teacher ratios                 | 100% | 100% | 10      |
|                                                                                                | Unqualified teacher ratios               | 25%  | 23%  |         |

## SUMMARY CONSOLIDATED SERVICE PERFORMANCE INFORMATION

### 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.

| Educational Excellence (continued)                          |                                                          |        |        |         |
|-------------------------------------------------------------|----------------------------------------------------------|--------|--------|---------|
| Measure                                                     | Description                                              | 2022   | 2023   | Section |
| 5                                                           | Education provided to total number of children attending | 1418   | 1253   | 10      |
| <b>Note:.....</b>                                           |                                                          |        |        |         |
| Funded hours of teaching provided to children               |                                                          |        |        |         |
| 6                                                           | Number of 20 Hours ECE                                   | 564094 | 543372 | 10      |
| 7                                                           | Number of ECE Subsidised Hours                           | 149326 | 156673 |         |
| 8                                                           | Number of Under 2s Hours                                 | 15589  | 16091  |         |
| Number of children on the waiting list to receive education |                                                          |        |        |         |
| 9                                                           | Kindergartens                                            | 460    | 542    | 10      |
|                                                             | Early Learning Centre                                    | 338    | 312    |         |
| Capacity for children to attend educational services        |                                                          |        |        |         |
| 10                                                          | Licenced Hours                                           |        |        |         |
|                                                             | 7:00 am - 6:00 pm                                        | 1      | 1      | 10      |
|                                                             | 8:00 am - 3:45 pm                                        | 1      | 1      |         |
|                                                             | 8:30 am - 3:30 pm                                        | 2      | 2      |         |
|                                                             | 8:30 am - 2:30 pm                                        | 8      | 8      |         |
|                                                             | 8:45 am - 2:45 pm                                        | 2      | 2      |         |

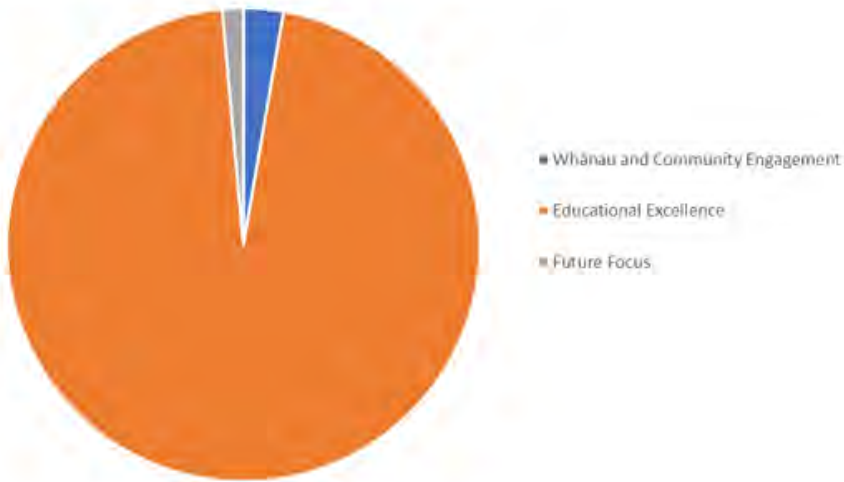
### Educational Excellence (continued)

| Measure                                                                                                                                                                                         | Description      | 2022 | 2023 | Section |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------|------|---------|
| Ensuring sufficient staff availability and ratio to children to enhance teaching experience                                                                                                     |                  |      |      |         |
| 11                                                                                                                                                                                              | Under 2s (ECE)   | 1:3  | 1:3  | 10      |
|                                                                                                                                                                                                 | 2yr - 3 yr (ECE) | 1:6  | 1:6  |         |
|                                                                                                                                                                                                 | 3yr - 5 yr (ECE) | 1:8  | 1:8  |         |
|                                                                                                                                                                                                 | Kindergartens    | 1:10 | 1:10 |         |
| <b>Note:</b> 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 states for all centres.                                                                             |                  |      |      |         |
| 12                                                                                                                                                                                              | ERO Status       |      |      | 10      |
| <b>Note:</b> 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, 2022 or 2023. |                  |      |      |         |
| 13                                                                                                                                                                                              | Staff Retention  | 85%  | 85%  | 10      |

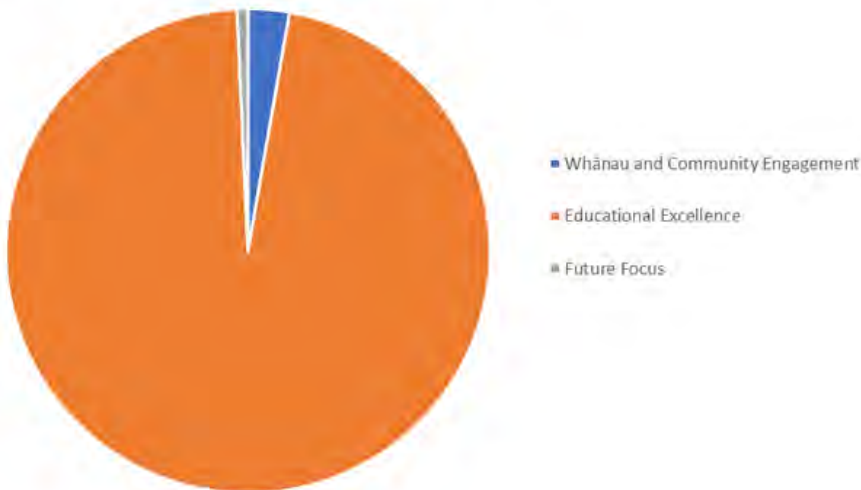
### Future Focus

| Measure                                                                                                                                                                   | Description                                                                                                                                              | 2022 | 2023 | Section |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|---------|
| 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: |                                                                                                                                                          |      |      |         |
| 14                                                                                                                                                                        | Participation in an online forum on Disciplinary Practices by the Teaching Council.                                                                      |      |      | 11      |
|                                                                                                                                                                           | Submission was made to the Teaching Council on Professional disciplinary processes and competence evaluation processes during their consultation period. |      |      |         |
|                                                                                                                                                                           | Hosting a 2 day hui of senior teachers                                                                                                                   |      |      |         |

**Expense Allocation Per Priority 2023**



**Expense Allocation Per Priority 2022**



KAITIAKI KINDERGARTENS

TŌ TĀTOU KAUPAPA - OUR PURPOSE

TUHINGA ĀRAHI - OUR GUIDING  
DOCUMENTS



## **TUHINGA ĀRAHI - OUR GUIDING DOCUMENTS**

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- 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**

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

## **TŌ TĀTOU 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.





KAITIAKI KINDERGARTENS

# MAHERE RAUTAKI - OUR STRATEGIC DIRECTION



# 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 AND COMMUNITY ENGAGEMENT 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 WHANAU COMMUNITY ENGAGEMENT IN 2023

### 1. Whānau and Community Engagement

|                             |                                                                                               |                                                                                                                                                           |                                                                                                            |                                                                                         |                                                                                                                                                |
|-----------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Long term outcome</b>    | We have effective and efficient engagement with our communities                               |                                                                                                                                                           |                                                                                                            |                                                                                         |                                                                                                                                                |
| <b>Medium Term Outcomes</b> | 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.                            |                                                                                                                                                |
| <b>Short term Outcomes</b>  | 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                                                                                |
| <b>How we did in 2022</b>   | 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.                                                                                 |
| <b>How we did in 2023</b>   | In 2023 our services either held or attended 75 community events.                             | In 2023 our services engaged with other community services over 442 times. This includes services such as libraries, Health Services, Kahui Ako meetings. | In 2023 our services held 137 family events                                                                | One additional service now has a Facebook account and post at least twice a week        | The Parent survey was undertaken in 2023. Of the 277 respondents, over 98% of respondents were either ‘Very Satisfied’ or ‘Somewhat Satisfied’ |

# 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



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

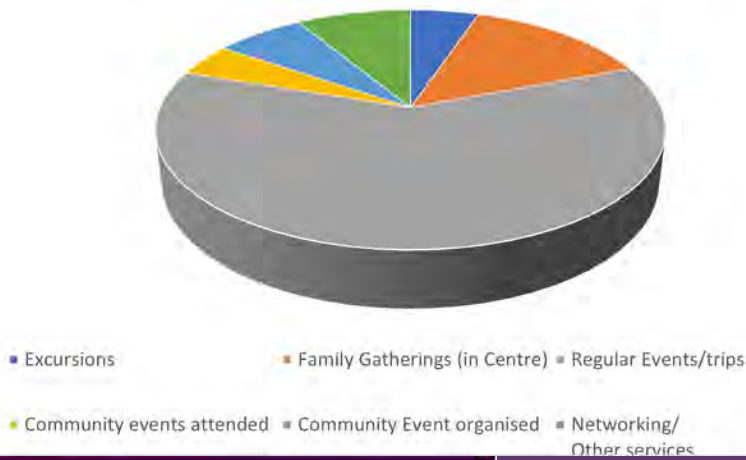
Our Goal in 2023 was to ensure that each of our kindergartens undertook at least one excursion and at least one family gathering.

All of our services met this goal.

Almost all of our services invited parents / whānau to share their skills and/or culture with the tamariki, these numbers are noted under Family Gatherings (in Centre).

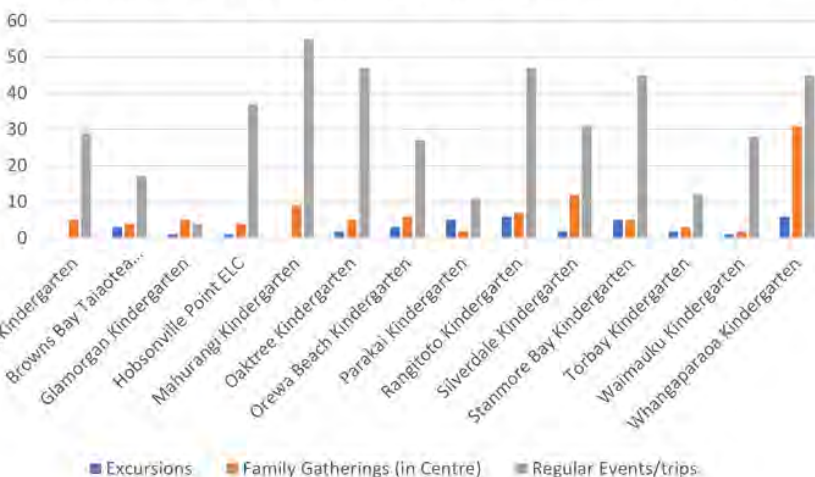
The Goal for 2024 is to continue the growth of excursions and family gatherings, and to encourage more families

Whānau and Community Engagement 2023



**Service Performance Measure #1**

Excursions, Family Gatherings and Regular Events 2023



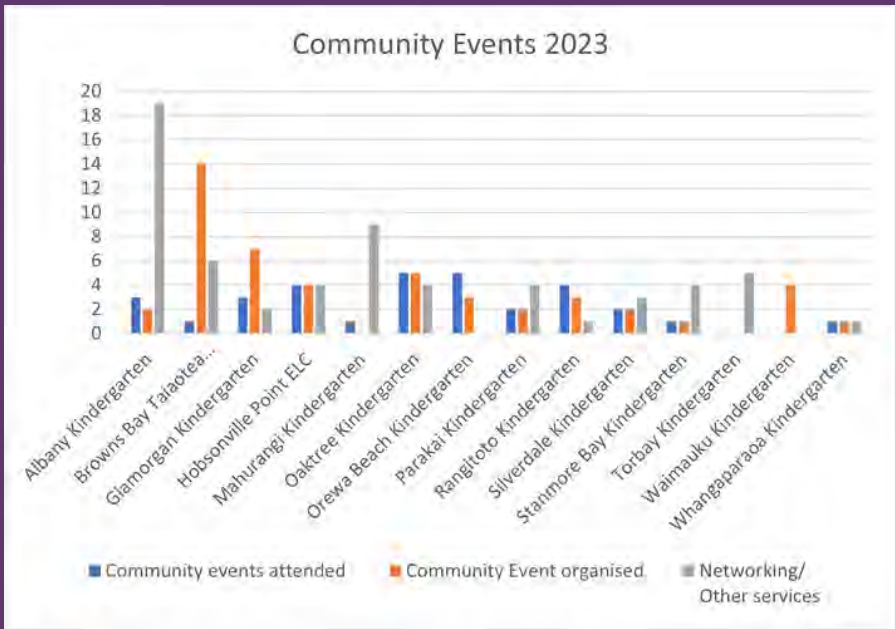
# WHĀNAU AND COMMUNITY ENGAGEMENT

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



## Service Performance Measure #2



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

Our goal for 2023 was to support those services that had yet to fully re-engage with their wider community after Covid-19. During 2023 we saw a significant increase in these numbers for all of our services. The different types of engagement, by service, is noted in the graph opposite.

Our goal for 2024 is to continue building on this growth and to further engage with not only the individual services’ communities but also with the wider community

CHECK OUT SOME OF THE AMAZING WHĀNAU AND COMMUNITY ENGAGEMENT STORIES ON THE FOLLOWING PAGES

# WHĀNAU AND COMMUNITY ENGAGEMENT

## Parakai Kindergarten AWA project

*"I'M ALWAYS INSPIRED BY OUR WONDERFUL TEACHERS AT KINDY! GUIDING OUR KIDS, COMMUNITY BUILDING, LEADING BY EXAMPLE AND WITH GENUINE LOVE FOR ALL THE KIDS. I AM SAD [MY CHILD] IS OFF TO SCHOOL SOON AND I HAVE TO LEAVE THIS LOVELY COMMUNITY UNTIL [YOUNGER CHILD] IS OLD ENOUGH"*  
 PARAKAI KINDERGARTEN PARENT

We have been learning that we have all sorts of bugs and fish in the awa, which is a fantastic sign that it is pretty healthy.

However, we would like ideally to see more bugs to regain this to full health. The Whitebait Connection team also caught some whitebait across the road and are really excited that this will be a spawning area for whitebait.

We have learned that to do this we need to plant more trees. This will cool the water, help clean it and provide leaf debris for the bugs and fish to hid under and feed off.

In this area we will be planting 450 trees with help from Kaipara Moana remediation – Maurikura, Whitebait Connection Auckland, Parakai Primary School and of course our kindergarten whānau.



We have had a lot of community involvement so far, with the help of our whanau and the tamariki at Parakai school. Cutting down unwanted trees, clearing debris, removing rubbish/ plant waste, helping with trips and planting. It has been a fantastic project so far and the whole community is learning so much.



## WHĀNAU AND COMMUNITY ENGAGEMENT

Our kindergartens continue to plan a learning programme that incorporates their whānau and community. At the same time many of them also raise funds for various charities.

Cultural celebrations are an important vehicle for bringing in the community and many of the kindergartens celebrated Chinese New Year with dumpling making being taught by whanau members, Diwali was celebrated with dressing up, mandala drawing and dancing taught by whānau members.

A Samoan Language week celebration was made special by an extended whanau coming in traditional dress and with various artefacts for tamariki to experience.

Mothers' Day and Fathers' Day were celebrated in all the kindergartens though sometimes different titles such as Marvellous Males or Favourite Man were more encompassing of family situations.

A large number of the kindergartens have been able to hold disco evenings when all whānau members were welcome and had a huge amount of fun with many different side activities. For some families it enabled older siblings to revisit their kindergarten and their teachers!

Several kindergartens continued their link to local Kapa Haka festivals and tamariki enjoyed the costumes and performing on stage in front of other kindergartens and their local schools.

Visitors to the kindergartens were well loved events, with the local librarians, the Butterfly Lady, Zero Waste, Fire and Emergency, and Police being favourites.

Rangitoto Kindergarten has resumed its yearly pilgrimage to Rangitoto Island which is their cultural event that the tamariki look forward to as a coming of age ritual to be able to go on the trip.

Several kindergartens have strong links with nearby retirement villages and are welcome visitors.

*"Thank you so much for continuing to provide such wonderful cultural experiences for the children ♥"* HPELC parent

Ramadan festival became a great learning event for the kindergarten community after a chance meeting by a kaiako at Oaktree kindergarten with some Muslim woman who offered to come to the kindergarten and explain what was involved during the month of fasting. The women read a story, sang a song and did arts and crafts with the tamariki. They also brought in dates to share as this is the food that is eaten to break the fast.

Along with this other Oaktree whanau joined in the programme and made biscuits and another family member made some pastel, lumpia (spring roll) and bingka (potato pie) to share with the tamariki and give them a taste of food from muslim culture.





## WHĀNAU AND COMMUNITY ENGAGEMENT

*“R, thank you for introducing Ramadan and sharing your knowledge with the teachers and tamariki:) I am impressed by how children learned and modelled kindness to their friends and others.” (Oaktree parent)*

Two of our kindergartens celebrated milestones in 2023.

Mahurangi Kindergarten celebrated its 40th anniversary as part of the Warkworth Heritage Festival. They had a performance by the tamariki and lovely shared kai. They welcomed visitors to the celebration that included the first head teacher and teacher that opened the kindergarten, a local councillor whose children had attended and a mother with her daughter who was one of the first tamariki to attend.

Waimauku Kindergarten celebrated its 20th anniversary. As part of the celebrations they had two open days where families from the area, past, existing and new, had an opportunity to visit the centre, learn about its history and meet the kaiako.



## WHĀNAU AND 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



### 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 that 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 the others.

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 2023

|                             |                                                                                                                                                                                                                                                                                                   |                                                                                                                                         |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                  |                                                |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>Long term outcomes</b>   | High quality teaching and learning is evident in all of our services                                                                                                                                                                                                                              |                                                                                                                                         |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                  |                                                |
| <b>Medium Term Outcomes</b> | 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                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                  |                                                |
| <b>Short term Outcomes</b>  | 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 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 |
| <b>How we did in 2022</b>   | 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.<br><br>They also visited local schools with children 60 times. | Teams regularly shared the tamariki's learning and progress with parents and whānau via kanohi te kanohi – 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.<br><br>All services also have a part-time administrator.<br><br>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. |                                                |
| <b>How we did in 2023</b>   | <ul style="list-style-type: none"> <li>• Strengthened the connection with Te Herenga Waka o Orewa Marae</li> <li>• Collaboration between two of our kaiako and Kereama Nathan to compose a waiata 'Kaitiaki E' This was presented to the Association at our Annual Conference in July.</li> </ul> | During 2023 the services either visited or were visited by other schools 113 times                                                      | During 2023 kaiako continued the sharing of information as in 2022                                                                                                                                                                                        | During term 4 of 2023 the Professional Practice Leaders visited the services together to ensure a cohesive set of practices. This was a successful exercise, but will revert back to individual visits in 2024 due to time constraints | As in 2022, all our teachers were fully qualified and certified. All services had an additional part time teacher support team member to assist in the busy times.<br><br>All services have a part-time administrator.<br><br>During 2023 our teachers undertook 520 teacher days of Professional Development.                        | The Association continued to develop a template to support the teaching teams to align their internal evaluation process to Ngā Aronga Whai Hua                                                                                                                                                                                                  |                                                |

## **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

During 2023 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 continually working on improving their te reo through professional development as well as mentoring from others. In 2023 four of our kindergartens have undertaken 6 to 12 month courses to support their practice. Two kindergarten teams completed the Te Ao Māori - Education Perfect programme and two Te Ahu o te reo Māori. In addition to this, 16 of our kaiako, identified te reo Māori, te Ao Māori or supporting cultural wellbeing as the focus of their individual professional growth cycles (PGCs) and pursued various other learning programmes through the year.

#### **Kaumatua – Cultural guidance**

The Association has continued to strengthen the connection with Te Herenga Waka o Orewa Marae and we have celebrated that connection with a collaboration between two of our kaiako and Kereama Nathan to compose a waiata 'Kaitiaki E' that reflects the collective values of all the Association's services. This was presented to the Association at our Annual Conference in July.

On the 13th July, we were thankful to have Kereama and Daryn from the marae conduct a beautiful dawn blessing for our Browns Bay, Taiāotea kindergarten on the event of its re-opening after being closed due to the January floods. Being so close to Matariki, we were also blessed to be guided by Kereama to see te huihui o Matariki which was a beautiful experience.

## **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

During 2023 our kindergartens have been continuing to develop our Educational Excellence in a number of ways:

### **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, 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 Pōkeka and other resources to evaluate their own teaching.

#### **Te Ara Poutama - Indicators of quality for early childhood education**

During 2023, 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.

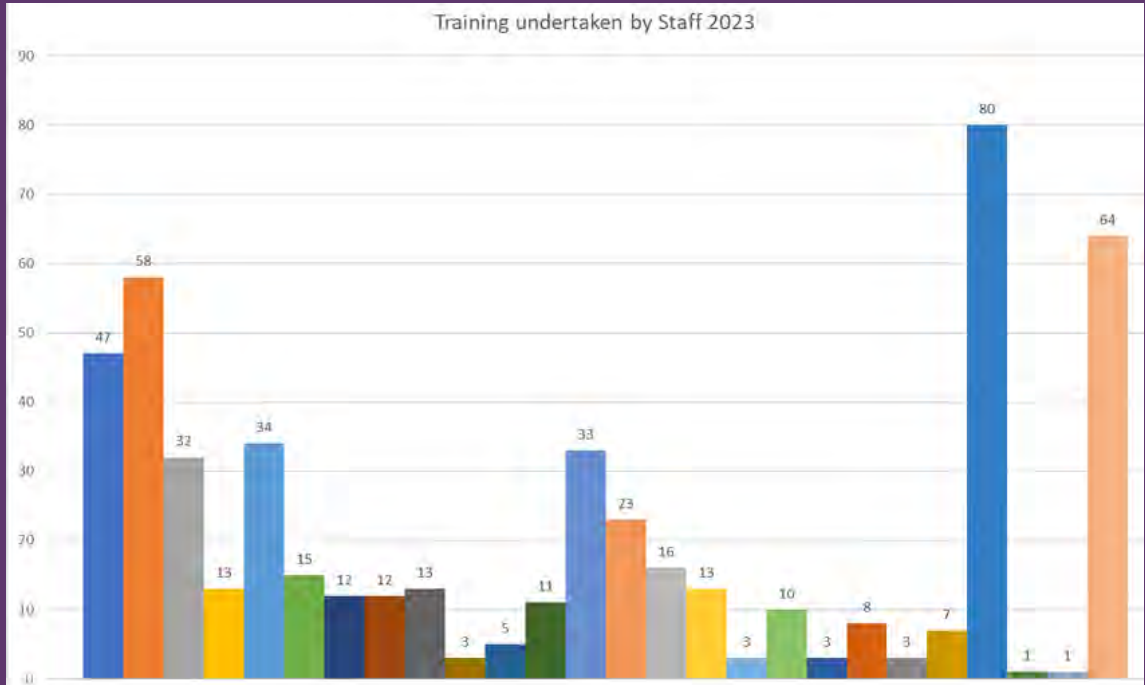
We have also provided a PD opportunity for our Support Staff to empower them in their roles. Many of our Support Staff also attended Conference alongside the teaching teams.

# 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
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During 2023 our kindergartens have been continuing to develop our Educational Excellence in a number of ways:

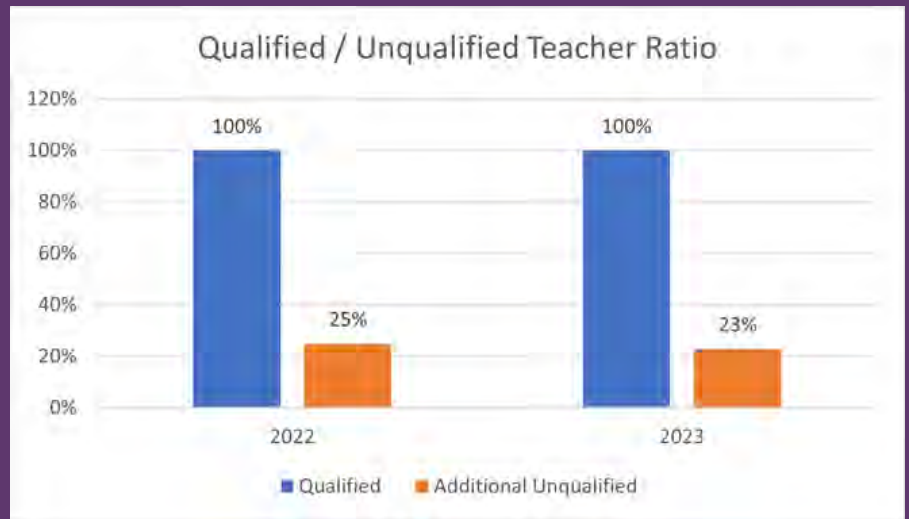
## Goal 3 - High quality teaching and learning is evident in all of our services



- First Aid completed
- Privacy completed
- IY Autism or Way to Play
- The Education Hub
- Te Ahu o te reo Māori
- ECE Learning Unlimited
- Misc Providers own ECE Research, Webinars & training
- Kahui Ako Oneroa
- Unitec
- Leadership Te Reo Karanga & Matangireia
- Rituals Kimberly Crisp
- Conference
- Safeguarding Children completed
- Incredible Years Teacher
- Enviroschools Hui
- Te Ao Māori - Education Perfect
- Childspace
- ELP Seminars
- Engage Programme
- Kahui Ako
- 2023 Tataritanga Annual Summary filed
- Olli (ABC & Beyond programme)
- Emma Woodward
- Te Tiriti o Waitangi with a contemporary focus

## **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



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**

Our teams are always challenging themselves to think outside of the box and be innovative in their practice. We found that this was particularly needed and evident in our communication with whānau and community in 2023. More and more we are seeing out teams stepping out of their comfort zones to ensure that they are effectively communicating their point of difference to existing and potential whānau. We have seen incredible innovation in utilising social media platforms, lots of open days and exceptional marketing initiatives for fund raising events. A wonderful example is the ongoing campaign to promote the Annual Ducky Derby held by Orewa Beach Kindergarten that has become a much loved and anticipated event for the whole community.

Many of our teams also publish a weekly panui, 'Peek of the Week' on both their Storypark and Facebook profiles. These provide a wonderful insight for whānau to see what is going on for their tamariki . . . even from the other side of the world.



KAITIAKI KINDERGARTENS

# OUR TAMARIKI

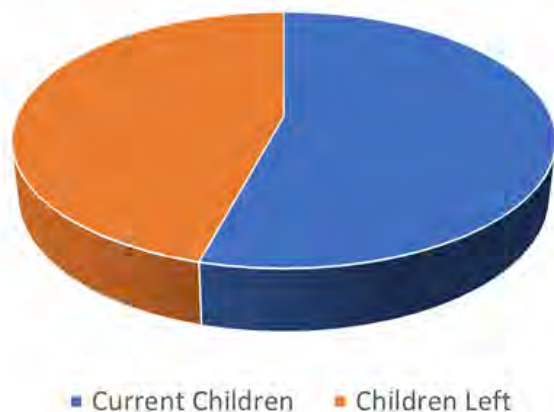


## TAMARIKI ATTENDING OUR KINDERGARTENS/EARLY LEARNING CENTRE IN 2023

### OUR TAMARIKI

During 2023 we had the pleasure of teaching 1253 children (679 current children and 574 children that have left our services during the year).

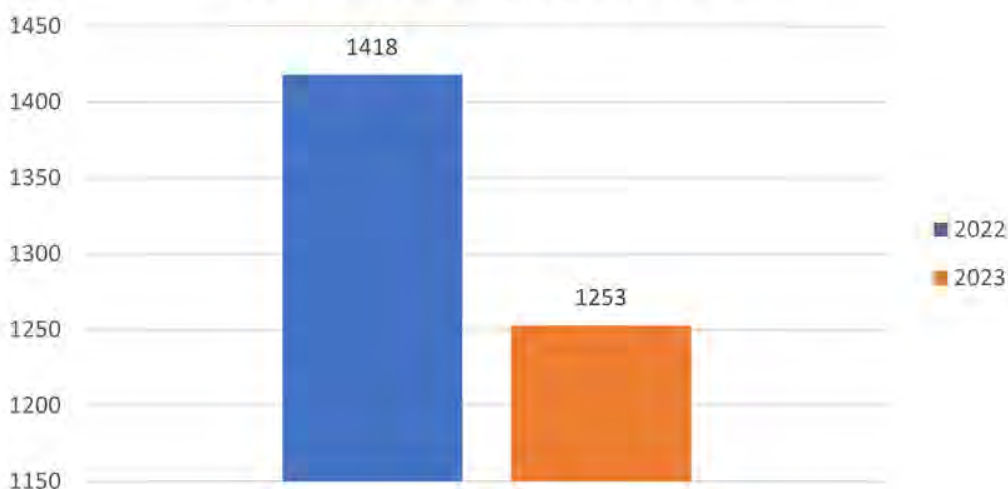
Total Children attending in 2023



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

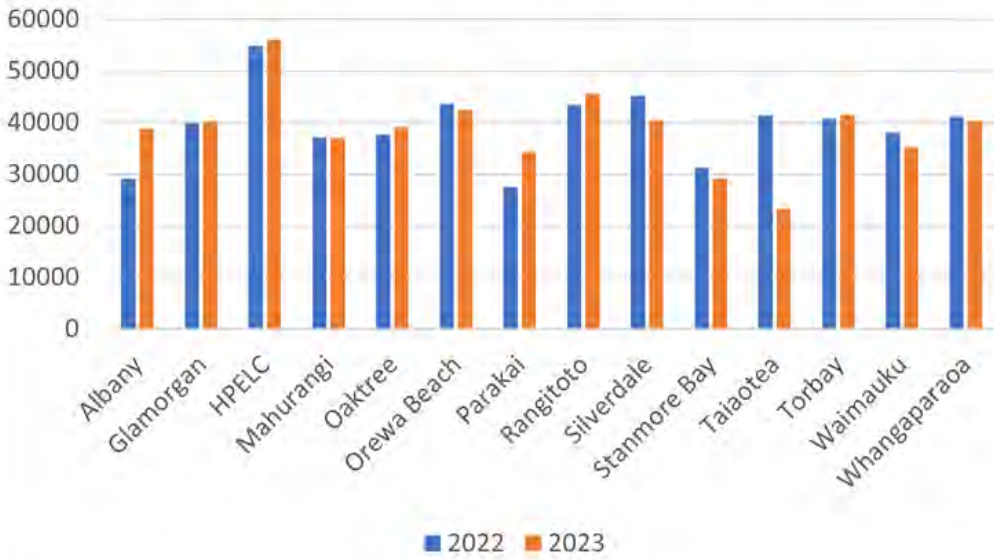
This is 165 less children in our services compared to 2022. However, we have seen a reduction in the number of children over the age of 5 attending. This is likely due to parents keeping their children at kindergarten longer in 2021/2 due to Covid-19

Total Number of Children Attending



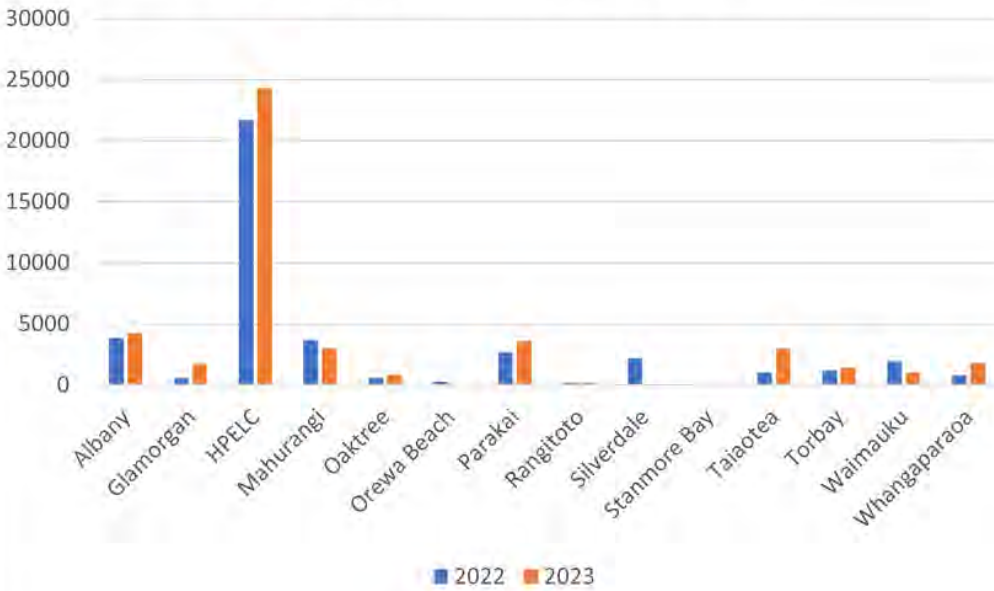
**FUNDED HOURS OF TEACHING PROVIDED TO CHILDREN**

**Number of 20 Hours ECE by Service**



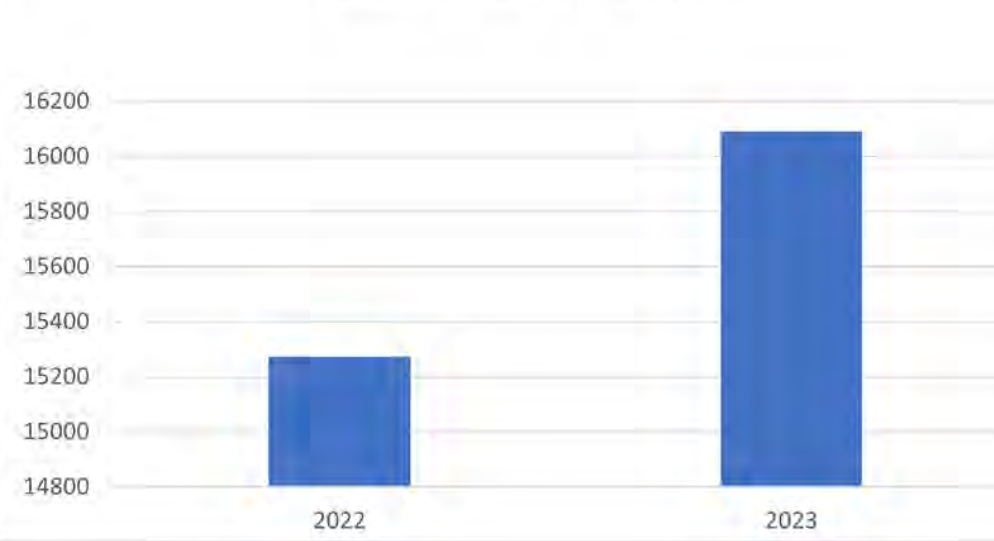
Service Performance Measure #6

**No of ECE Subsidised Hours by Service**



Service Performance Measure #7

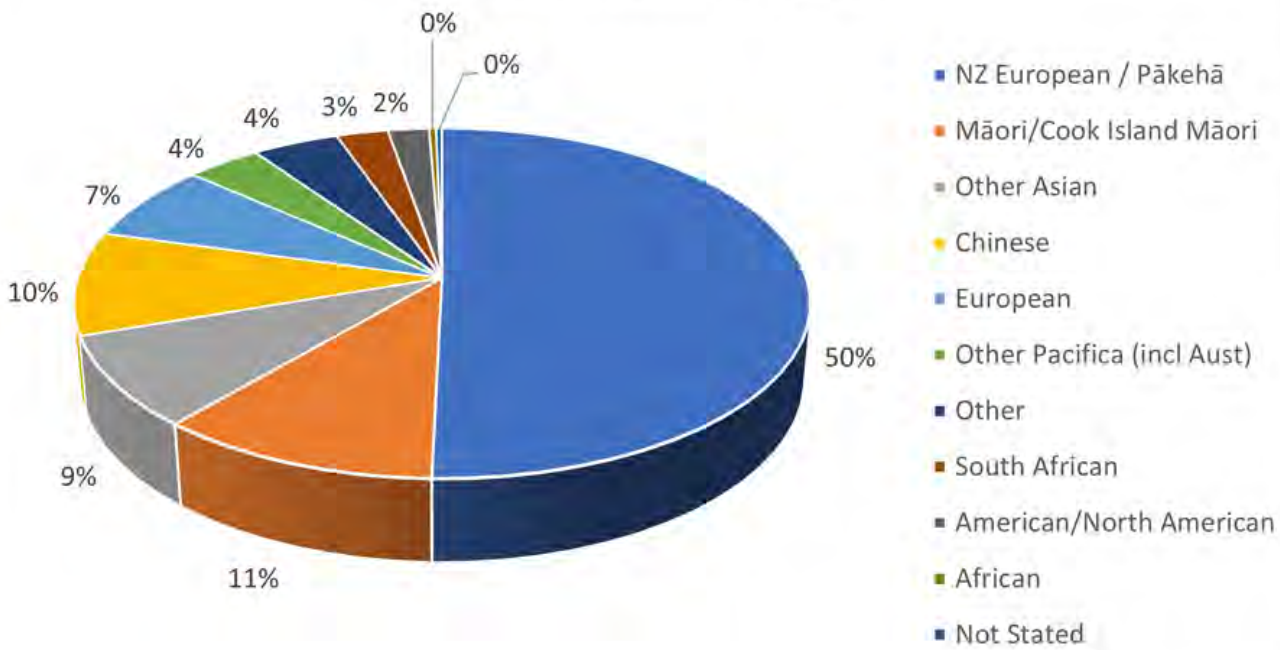
**Under 2's ECE Funding**



Service Performance Measure #8

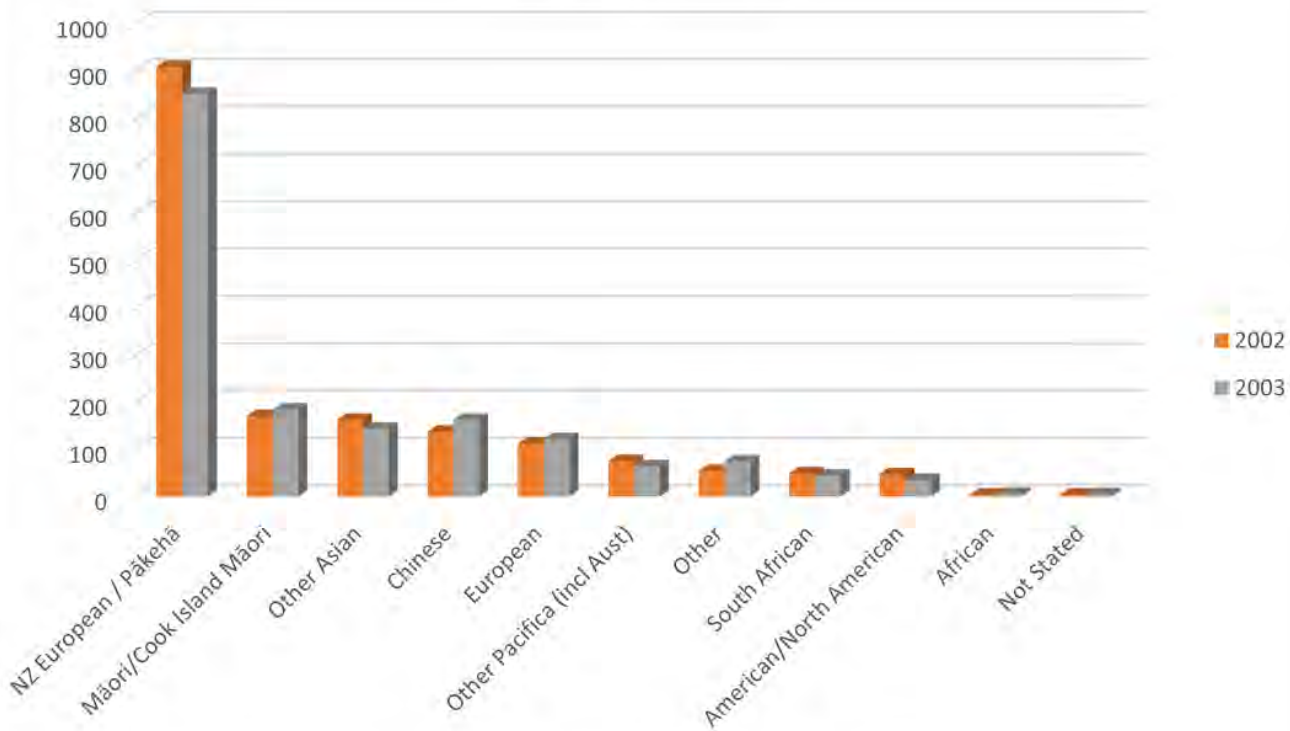
## ETHNICITY OF OUR TAMARIKI

### Children's Ethnicity 2023

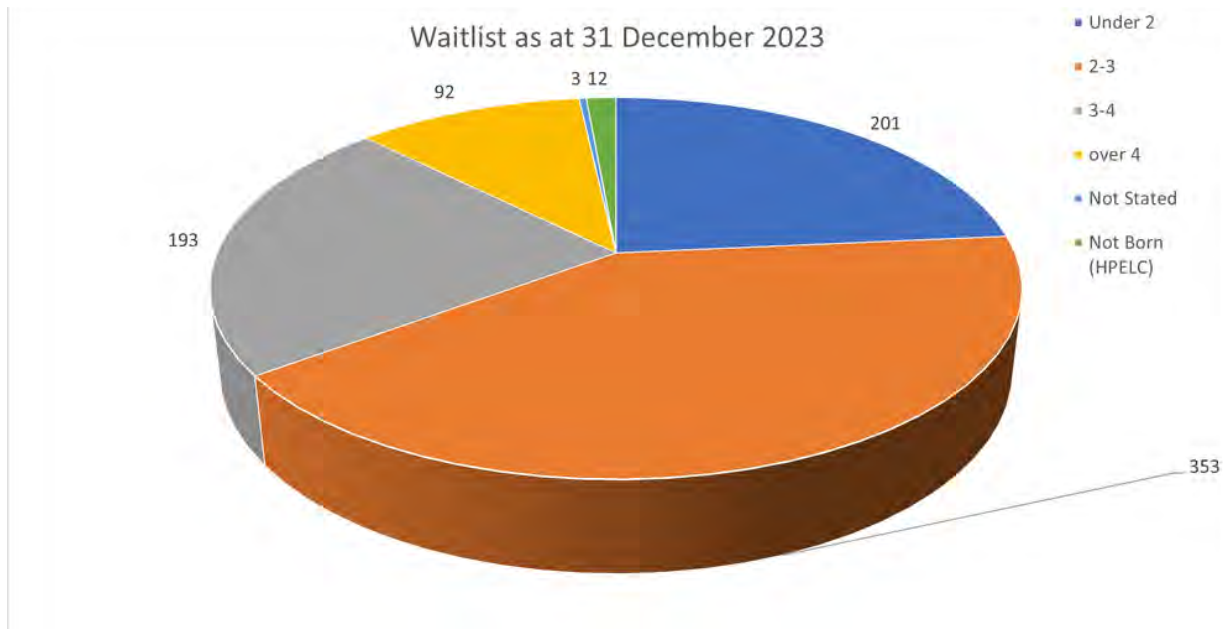


We continue to see a range of ethnicities within our services. The number of NZ European / Pākehā was slightly down (3%) on 2022, with a slight increase (1%) in the number of Māori/Cook Island Māori children in our care

### Children's Ethnicity

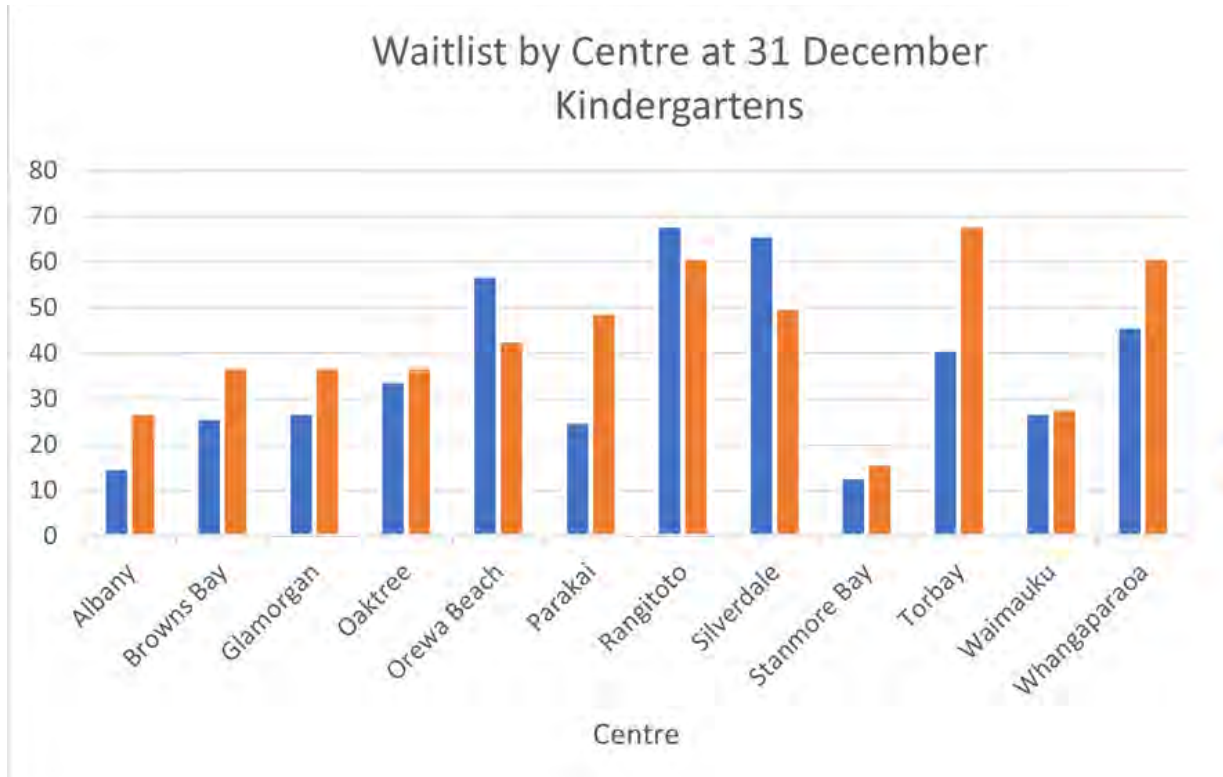
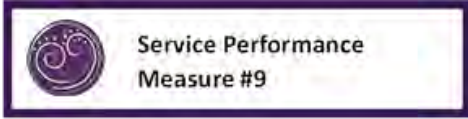


# NUMBER OF TAMARIKI ON THE WAITING LIST TO RECEIVE EDUCATION



We have seen a 7% rise in the number of children on our waitlists in 2023, up to 854 at 31 December 2023 from 798 at 31 December 2022.

This is likely as a result of children attending for more days every week, therefore places are limited.

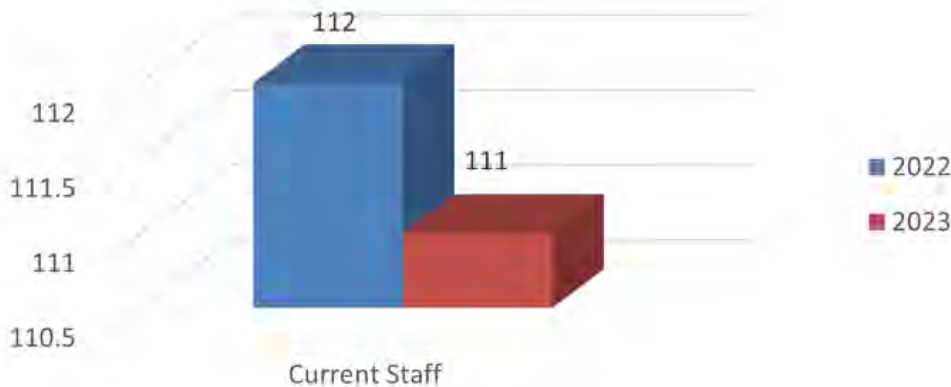


# OUR KAIAKO AND OTHER STAFF



## OUR KAIAKO AND OTHER STAFF

Number of Staff Employed as at 31 December

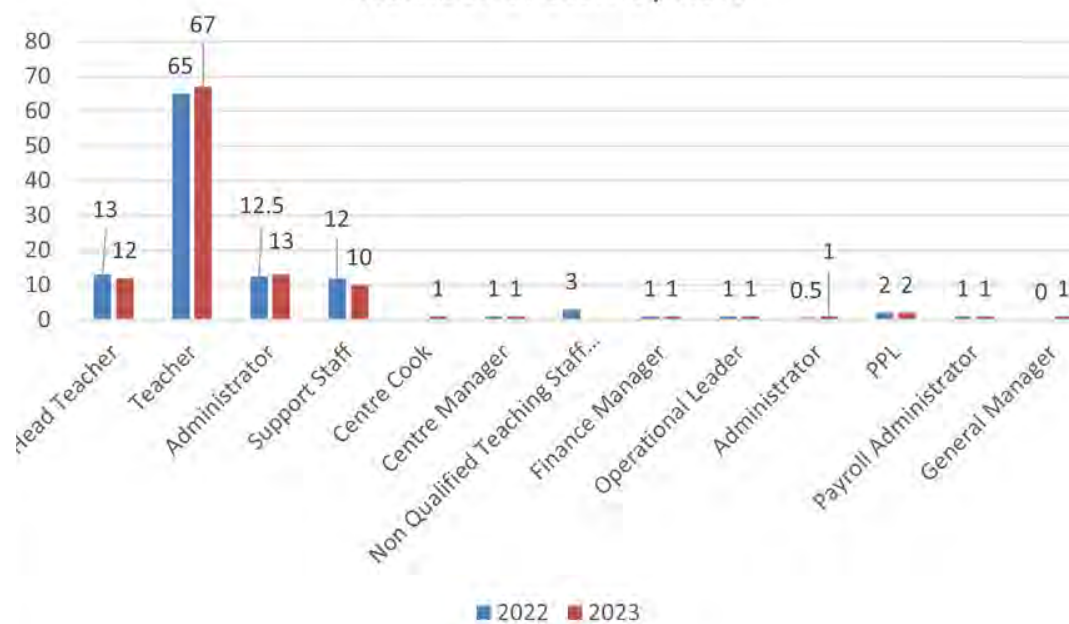


Kaitiaki Kindergartens employs 100% fully qualified and registered teachers to meet the required ratio of adults to children.

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.

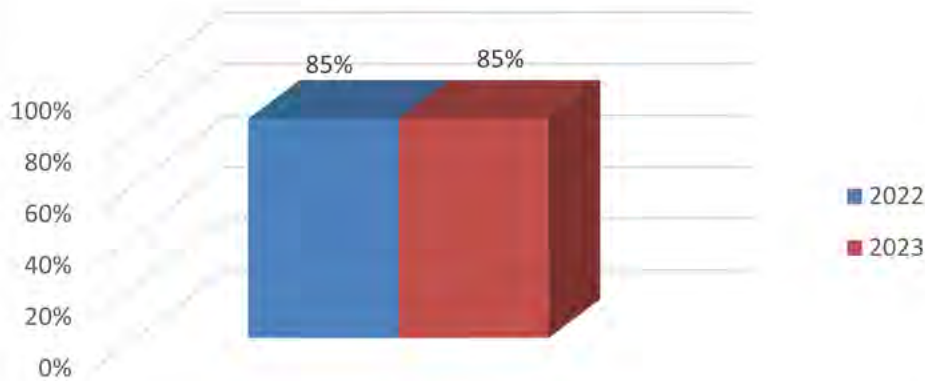
Number of Staff by Role



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.

## OUR KAIAKO AND OTHER STAFF

Staff Retention



## STAFF RETENTION

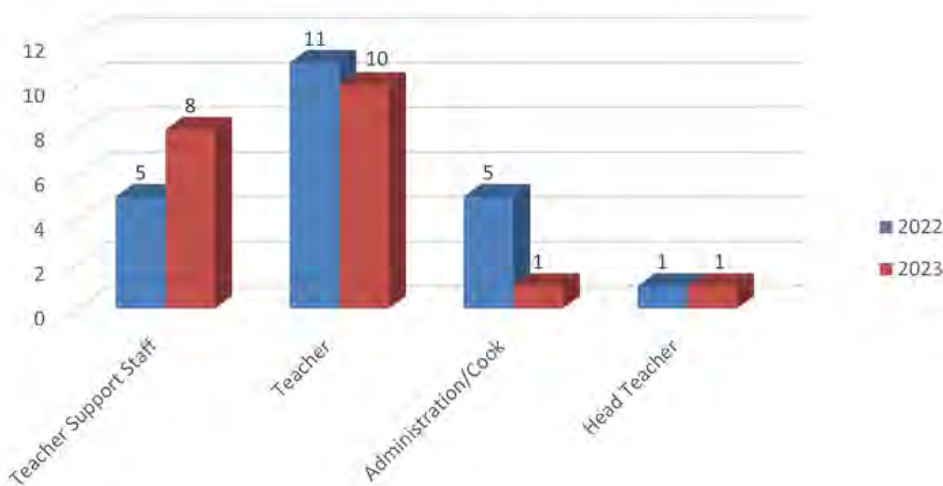
We believe that Kaitiaki Kindergartens is a great place to work. We can be confident of this as we continue to have a steady workforce with a very high staff retention.



Service Performance Measure #13

The number of staff leaving the Association was slightly down on 2022 (with 22 in 2022 and 21 in 2023).

Roles Leaving the Association



We have seen the number of teachers leaving decreasing slightly, with the Teacher Support Staff leavers slightly increasing.

## THE AGE OF OUR STAFF

The average age of our teaching staff has increased slightly in the last year, with 45 years old. The average age of our Service Leaders (Head Teachers) having increased to 54 from 52 in 2023

| Average age of staff        | 2022 | 2023 |
|-----------------------------|------|------|
| Teacher Support Staff       | 37   | 36   |
| Teacher                     | 44   | 45   |
| Administration              | 48   | 46   |
| Head Teacher                | 52   | 54   |
| <b>Average of ALL staff</b> | 45   | 46   |
|                             |      |      |
| Gender of Staff             | 2022 | 2023 |
| Male                        | 2    | 2    |
| Female                      | 110  | 109  |

## GENDER DIVERSITY

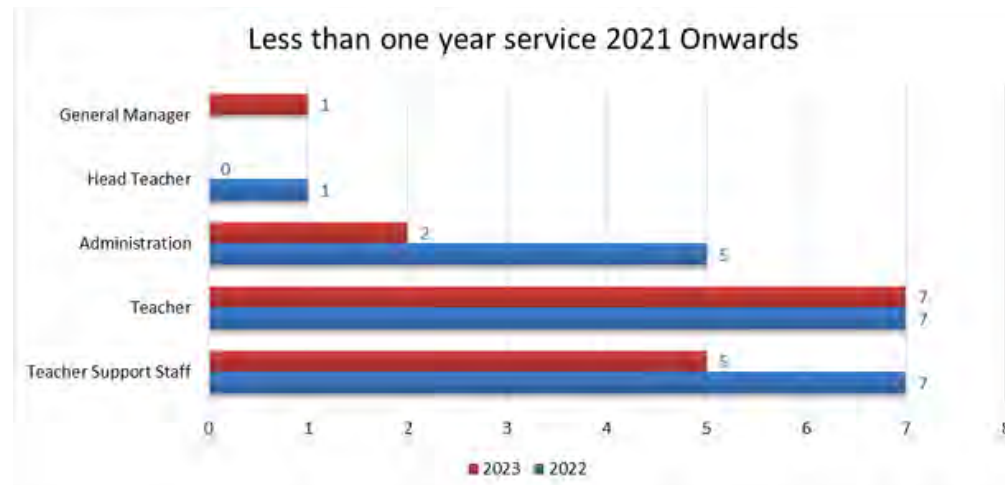
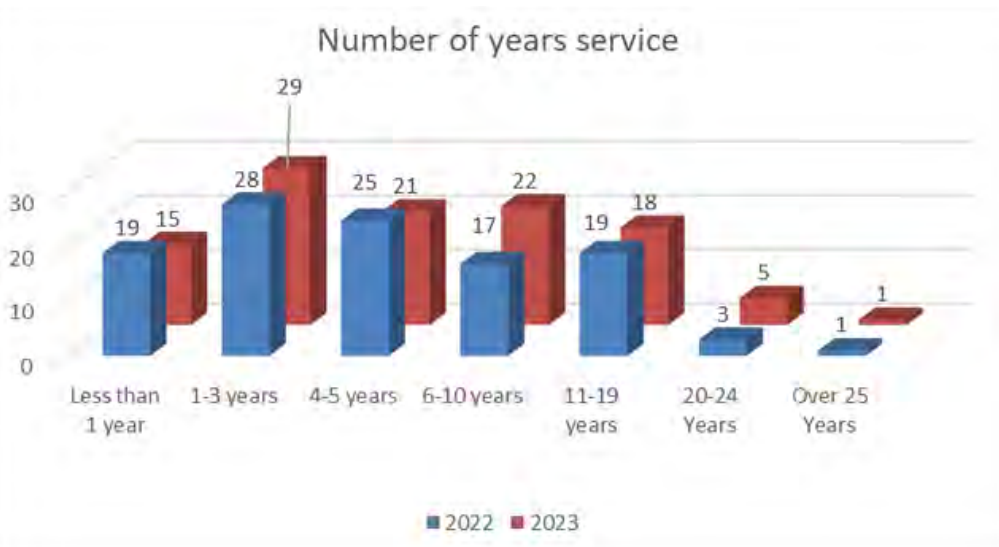
At the end of the financial year, we had only two male staff members, one being a Teacher at our Early Learning Centre and one being a Support Staff member. These are the same two staff members as in 2023



## OUR KAIAKO AND OTHER STAFF

## HOW LONG HAVE STAFF BEEN WORKING FOR US?

We have 6 staff with over 20 years service and the average number of years service remains steady at approximately 15 years.



## OUR WHĀNAU FEEDBACK

- Thank you <Teacher> for sharing such beautiful activity of <child> with us. <child> seems to happy with new friends and teachers. You guys are doing an amazing job 🌟"
- On the way to pick him up today, he also shared with me that the school has "zodiac" patterns. Thank you for integrating Chinese festival culture into <child's> education ❤️
- Past parent stopped <teacher> the other day and told her that she just wanted us to know how supported she felt during the time that she and her family were at kindergarten. She wanted us to know how much she valued the time here when she was going through a difficult time personally.
- Thank you <Teacher> for telling me such an attractive story about <child>. I can't help reading and watching all of them. And I am so proud <child> is such an amazing boy that he can learn and create new things based on what he already learned. I am so appreciate that <child> has such good teachers just like you.
- The Police Officers thought our children were very well behaved and confident when talking with them and trying on the police equipment.
- A parent told us that we were her last chance for her daughter, who had not settled at any other centre, but was loving it here at our kindergarten. She gave us a card with lovely words telling us how grateful she was.
- Of course, all parents thank us for our work and support, as their child leaves for school.
- A family that were going back to Scotland thanked us for our kindness towards them and their two girls that came here. They had arrived when we had our last Covid Lockdown and knew nobody. We made a point of keeping in touch with them during this and it meant so much to them, being new to our country.
- We had so much praise from families during our Matariki evening for our great teaching and making them feel welcome here.
- We had plenty of wonderful comments at our 40th Anniversary Celebration by past and present families and other people who came including the Chairperson of the Heritage Society, Dave Parker.
- Our new gardens were given a lot of praise, as was the look and friendly feel of our kindergarten environment. We feel very proud.
- Visit from past parent whose son has gone to school. She brought chocolates for the teachers and visited

## OUR WHĀNAU FEEDBACK

- Two ex-families who had previously left the area have returned to kindergarten.

Both said when they moved back to Auckland they had to return to Oaktree with their last child.

The families are travelling from Dairy Flat and Torbay to come to <kindergarten>.

Both families gave lovely feedback and expressed how happy they were to be back and part of the kindergarten whānau.

- New parent commented how lovely it is to feel instantly at home in our kindergarten. ❤️
- Face book recommendation... “<kindergarten> Kindergarten, I couldn’t recommend them enough, Pop in for a visit, they are so kind and caring for our tamariki”. 2 replies saying “100% agree”, 1 saying “the absolute best”
- Most parents enrolling saying they have heard a lot of amazing things about us. Parents very grateful for support from the teachers.
- Feedback on the non - Santa Christmas vibe, if you had asked me previously about Santa, I would have said I was keen for one but having experienced a few centres who have done Santa in different ways and now <kindergarten> Kindy with no Santa I love a Christmas party without one.

Much like the birthday party vibe the celebration is more about Whānau and being together rather than Santa and receiving something (and comparing what they had received!)

Thanks for having us and for the different views and vibes you all bring to our lives!

- Visiting lecturer (Te Rio Maioha)– We are an on to it team that work really well together and know what we are doing. Was very happy to be sending a student here.
- Thank you for taking such good care of <child> these past few years. She has thrived at <kindergarten>. and she is so ready to take on school! We will miss you so much and I know that <child> will want to hear your special baby news <teacher> so please keep in touch
- To our <kindergarten> kindy Kaiako. Thank you, thank you, thank you. We really appreciate all that you have done during our whanau’s kindy journey. <child> has blossomed with your kindness, understanding and teaching and she can’t wait to start school! We will miss your friendly faces and welcome each morning but are glad that school is right next door so we can still bump into you.

Thank you SO much – you are all amazing!

KAITIAKI KINDERGARTENS

# TE AROTAHI A MEAKE NEI — FUTURE FOCUS



# SUMMARY OF OUR FUTURE FOCUS ACHIEVEMENTS IN 2023

## 3. Future Focus

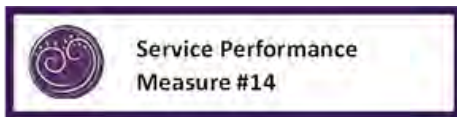
|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Long term outcomes</b>   | We have secure services that will be around for the future                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |
| <b>Medium Term Outcomes</b> | 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.                                                                                                                                                                                               |
| <b>Short term Outcomes</b>  | 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                                                                                                                                                                             |
| <b>How we did in 2022</b>   | 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.<br><br>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.<br><br>The previous Kindergartens General Manager was a foundation member of the Tiki Atu Group.                                  |
| <b>How we did in 2023</b>   | In 2023 we undertook a parent survey and asked the question "What do you see as the difference between a kindergarten and an early learning service?"<br><br>There were strong responses in relation to: <ul style="list-style-type: none"> <li>Teaching ratio</li> <li>Teachers' engagement with tamariki and whānau</li> <li>Preparedness for school</li> <li>Whānau involvement</li> <li>Resources and open spaces</li> <li>Community</li> </ul> | There have been no further amendments of opening hours, etc.<br><br>Our Parent Survey has given us a good overview of the wants/needs of our communities and all teams have had meetings with their Professional Practice Leaders on steps forward to be implemented in 2024. | During 2023 we: <ul style="list-style-type: none"> <li>Participated in an online forum on Disciplinary Practices by te Teaching Council</li> <li>Made a submission to the Teaching Council on Professional Disciplinary Processes</li> <li>Hosted a 2-day National Hui for Senior Teachers</li> </ul> | Work on Kindergartens Aotearoa slowed in 2023.<br><br>A new General Manager was appointed in December 2023. The new GM attended a meeting in December 2023 with other Kindergartens Aotearoa Members and continues to be a part of ongoing discussions. |

We continue to explore possible sites for an additional service in the Hobsonville Point area given our very large waiting list. Two sites were visited to ascertain their suitability but unfortunately neither would have been compliant.

We continue to liaise with the Ministry of Education about the possibility of a site at a new school in the area.

## **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



## **WHAT WE HAVE DONE TO ACHIEVE OUR GOALS IN 2023**

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

- This piece of work was to be undertaken by Kindergartens Aotearoa and was not completed.
- Our Kindergartens continue to promote the learning of the tamariki through Facebook pages, through StoryPark and in conversations with whanau.

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

- Our services have all started to invite parents / whanau into their services to share their particular skills and / or cultural practices.

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

- Our Professional Practice Leaders hosted a national 2 day hui of senior teachers that engaged staff from national and regional Ministry of Education offices, the Education Review Office, and the Teaching Council to discuss their latest work programmes in the early years
- A Support Office staff was invited to participate in an online forum on Disciplinary Practices by the Teaching Council.
- Submission was made to the Teaching Council on Professional disciplinary processes and competence evaluation processes during their consultation period.



We continue to be proud members of the Enviroschools programme and at the end of 2023 we continued to have 12 of our services committed to the kaupapa.

Since our last report we have seen 2 more of our kindergartens successfully reflect for Silver and receive their certificates. Both kindergartens have worked with their communities to develop community gardens which are now thriving and providing valuable crops that are shared and enjoyed by the community and the tamariki at the kindergartens.

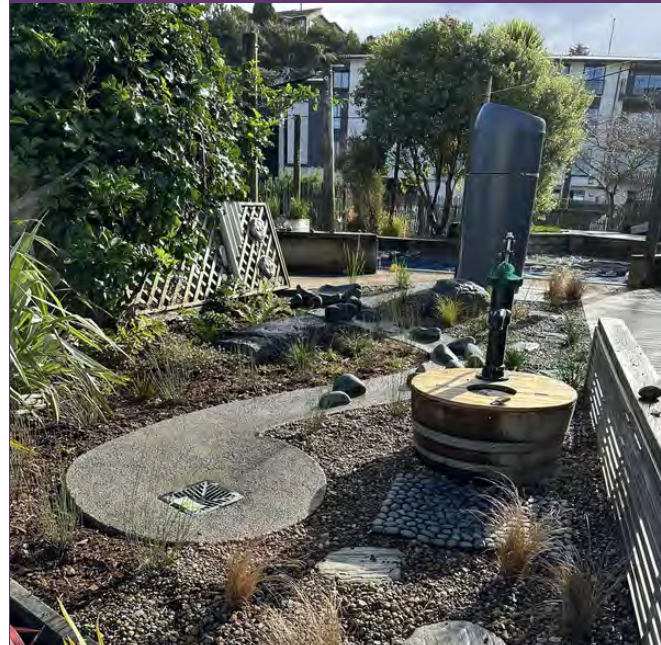
Like other Associations, Kaitiaki Kindergartens had previously engaged a facilitator to support the teams with their Enviroschools journey and this was funded through the support from the Toimata Foundation and Auckland Council. However, with a member of our Professional Practice Leader team undertaking this responsibility as part of her role, we have been able to divert that funding to directly support the initiatives in our kindergartens. These have included:

- supporting the development the installation of community vegetable gardens;
- the purchase and installation of rainwater capture and storage systems;
- the development of butterfly and bee gardens;
- pest control initiatives; and
- the rejuvenation of the awa next to Parakai Kindergarten


These initiatives make it possible for the tamariki and local community to enjoy the area and all the native plants and wildlife that have made this place their home.

Our teams have steadily continued their Enviroschools journey through maintaining the embedded sustainable practice and education that has previously been developed and it was exciting to see the re-emergence of confidence to undertake these projects after Covid-19.

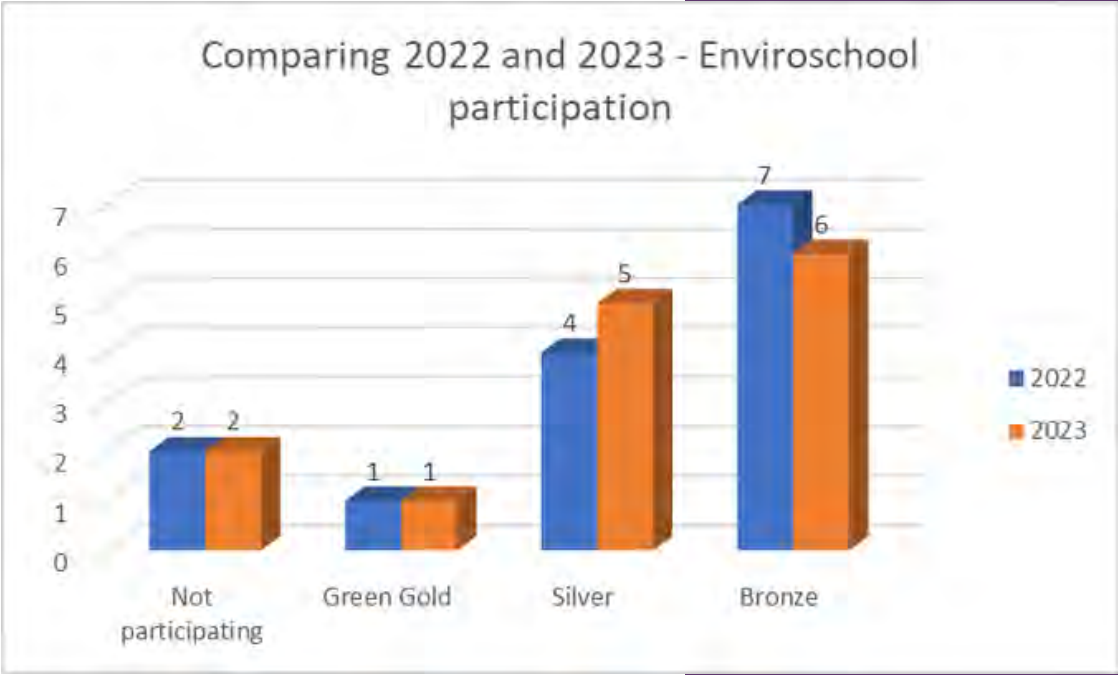
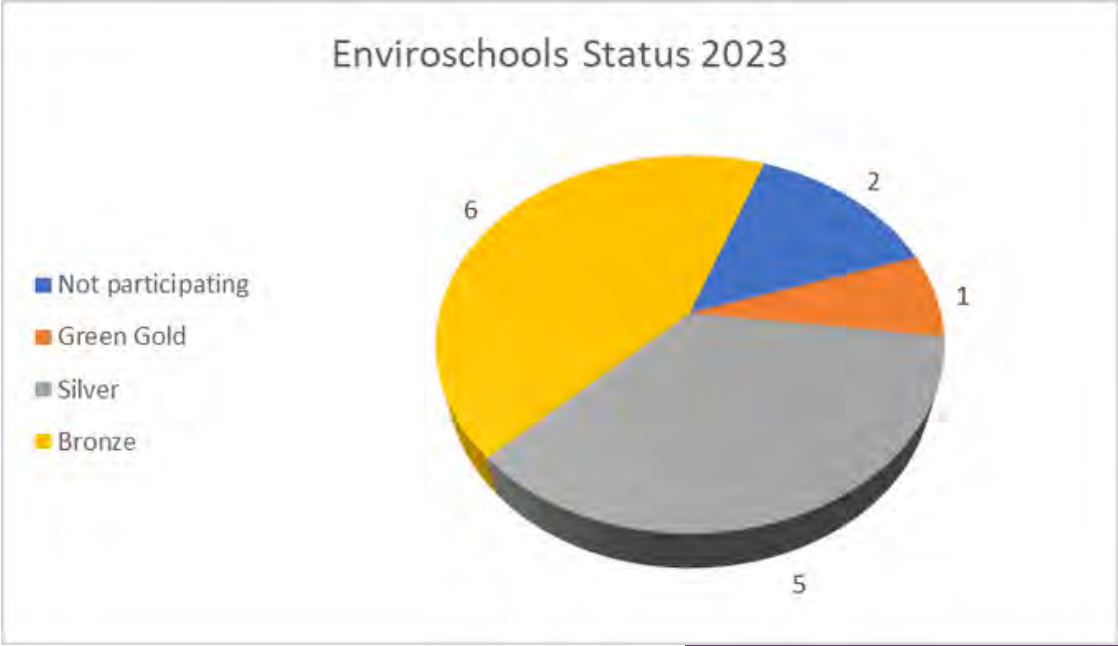
The Enviroschools programme has made it possible for our kindergartens to connect with initiatives such as Auckland Council’s Million Trees initiative, the Whitebait Connection, Zero Waste and the Sustainable Schools team.







**Service Performance  
Measure #12**





# 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. Two of our kindergartens received Targeted Funding during 2023. The kaiako discussed how the funding would be spent and whether it was targeted to an individual or group of children, whānau or, a community project.

This funding has been used to:

- run parenting programmes for the community;
- to engage the services of a speech language therapist; and
- ensure that all tamariki had sun hats for the summer as well as wet bags for their wet clothes.

## 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 enrolments.

*What are your fees used for?*

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.

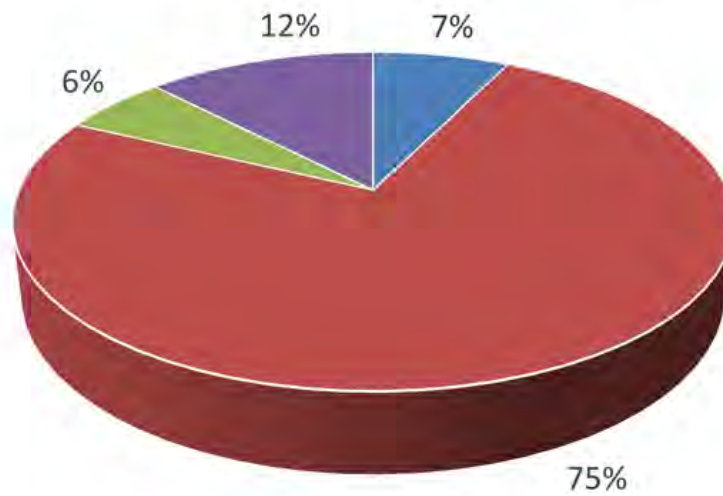
### **Bank Interest**

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

## SPENDING OUR FUNDING

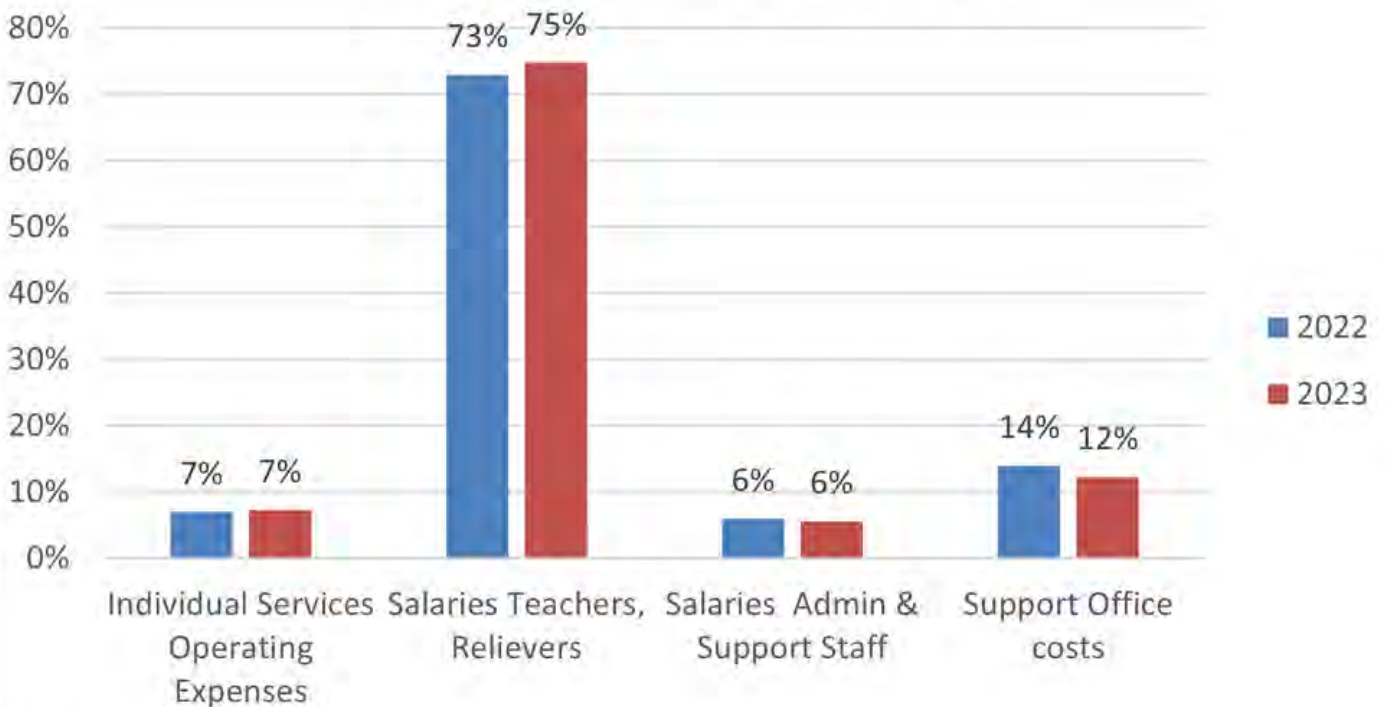
We expect that there will be very little difference between the years in relation to where the Ministry of Education Funding is spent and that is shown in the data above.

### Where did we spend our funding in 2023



- Individual Services Operating Expenses
- Salaries Teachers, Relievers
- Salaries Admin & Support Staff
- Support Office costs

### Comparison with previous year



# TŌ MĀTOU MIHI— OUR THANKS



## Elected Board Member Attendance of Board Meetings 2023

11 Board Meetings took place in 2023

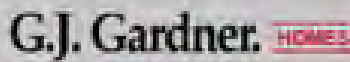
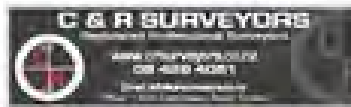
| BOARD MEMBER                                                        | NUMBER OF MEETINGS ABLE TO ATTEND | TOTAL # OF MEETINGS ATTENDED |      |                                    |
|---------------------------------------------------------------------|-----------------------------------|------------------------------|------|------------------------------------|
| Alexia Mesnage                                                      | 3                                 | 3                            | 100% | No longer on Board from April 2023 |
| Anna Celligoi                                                       | 8                                 | 8                            | 100% | Started on Board in April 2023     |
| Grant Micheson                                                      | 11                                | 9                            | 82%  |                                    |
| Ivor Peska                                                          | 11                                | 11                           | 100% |                                    |
| John Lewis                                                          | 3                                 | 1                            | 33%  | Left Board April 2023              |
| Kimberley Chalmers                                                  | 8                                 | 8                            | 100% | Started on Board in April 2023     |
| Nicole Thompson                                                     | 11                                | 10                           | 91%  |                                    |
| Paul Geden                                                          | 11                                | 9                            | 82%  |                                    |
| Stacey Sainty (Teacher Rep)                                         | 11                                | 11                           | 100% |                                    |
| Vanessa Veart-Smith                                                 | 8                                 | 6                            | 75%  | Started on Board in April 2023     |
| <b>Note:</b> All unattended meeting were noted as Leave of Absence. |                                   |                              |      |                                    |

## Life Members 2023

|                 |
|-----------------|
| Grant Mitcheson |
| Melanie Jack    |
| Pam Dalton      |
| Pat Davies      |
| Robbie Pickford |
| Tui Skelton     |
| Nicole Thompson |

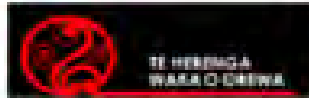
# THANK YOU TO OUR SPONSORS

We had some amazing community support in 2023. If you get a chance to visit any of our sponsors, please say kia ora and thank you from us.



# THANK YOU TO OUR SPONSORS

We had some amazing community support in 2023. If you get a chance to visit any of our sponsors, please say kia ora and thank you from us.



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 2023.

|                                  |                     |                            |                          |
|----------------------------------|---------------------|----------------------------|--------------------------|
| Goldie Creative                  | Bays Flowers        | Fabric Café                | Little Black Photo Booth |
| Magic Loft                       | Cabra Development   | Hobsonville Point Pharmacy | Cacy Clinic              |
| Hobsonville Vets                 | Mama's Donuts       | Catalina Café              | Hopper Construction      |
| Mexico Silverdale                | Scrunchy Miller     | House of Travel            | North Harbour Law        |
| Karlie Kingi Photography         | Pacific Heights Ltd | Dad's Pies                 | Kelly Tarleton's         |
| Rangitoto Swim School            | Diva Nails          | Kete Ora Plants            | Stihl Shop Browns Bay    |
| Emma Boyd Mortgage Broke         | Kiwi Valley Farm    | Waitakere Licencing Trust  | Facetime Beauty          |
| Milford Hotel Bar and Restaurant | Zesty Fox Nutrition | Main Beach                 | Yoga Sanctuary           |
| Perfectly Polished               | Aspect Skincare     | Facetime Mairangi Bay      | Chemist Warehouse        |
| Farro Fresh                      | Milford Motel       | November Cafe              |                          |