



Dunedin Kindergartens

Mana Manaaki Puawai O Otepoti



ANNUAL REPORT

Year Ended 31 December 2021

Year ended 31 December 2021

ENTITY INFORMATION



Legal Name

Dunedin Kindergartens Incorporated

Trading Name

Dunedin Kindergartens

Year Established

1889

Entity Type and Legal Basis

Incorporated Society and Registered Charity

Registered Charity Number

CC33726

Incorporated Society Number

247168

Contact Details

Postal Address: PO Box 3076, Caversham, Dunedin 9012

Phone: 03 455 8892

Email: dk@dk.org.nz

Website: www.dk.org.nz

Year ended 31 December 2021

ENTITY INFORMATION

Our Mission

Providing excellence in early childhood teaching and learning for all children

Our Vision

Together with parents, caregivers, whānau, community and beyond, Dunedin Kindergartens will provide excellence in the provision of early childhood teaching and learning as well as care for our children, who are the future of Aotearoa New Zealand.

Our Structure

Dunedin Kindergartens is governed by a Board who collaboratively use the knowledge and resources of the 24 kindergartens and their communities to deliver an educational service that we are proud of. The Board oversees the strategic direction and purpose of the association with teaching and learning as the core business, with the ultimate outcome for children.

Dunedin Kindergartens employs a General Manager to oversee the management of the service and act as licensee for all kindergartens. The Senior Teacher team provides teaching and curriculum support to the teaching staff, along with overseeing and facilitating professional learning. An administration team provides the business function of the organisation, supporting and managing the day-to-day structure activities for the organisation.

Each kindergarten has a team of teachers ranging from three to six, including a head teacher, whose responsibility is to ensure the delivery of teaching and learning that reflects the principles and strands of the curriculum document – Te Whaāriki.

Who we are

OUR KINDERGARTENS

24 Kindergartens in our local communities

Abbotsford	13 Neill Street	Abbotsford
Bayfield	2 Bayfield Road	Andersons Bay
Brockville	255 Brockville Road	Brockville
Concord	93 Mulford Street	Concord
Corstorphine	10 Lockerbie Street	Corstorphine
Grants Braes	100 Belford Street	Waverley
Green Island	20A Howden Street	Green Island
Halfway Bush	43 Salmond Street	Halfway Bush
Helen Deem	81 Forbury Road	St Clair
Jonathan Rhodes	336 North Road	North East Valley
Kaikorai	7 Greenock Street	Kaikorai
Kelsey Yaralla	4 Trent Avenue	University Campus
Mornington	95 English Avenue	Mornington
Mosgiel Central	3 Irvine Street	Mosgiel
Port Chalmers	30B Albertson Avenue	Port Chalmers
Portobello	31 Beaconsfield Road	Portobello
Rachel Reynolds	175 MacAndrew Road	South Dunedin
Reid Park	63 Murray Street	Mosgiel
Richard Hudson	42 Rutherford Street	Caversham
Roslyn	69 Highgate	Belleknowes
Rotary Park	289 Highcliff Road	Waverley
St Clair	51 Albert Street	St Clair
St Kilda	47 Victoria Road	St Kilda
Wakari	136 Lynn Street	Wakari

Who we are

OUR BOARD



Randal Scott

(Board Chair)

Member since 2006



Fiona Owers

(Teacher Representative)

Member since 2020



Ian Simpson

Member since 2017



Jared St Clair-Newman Member since 2020



Dagmar Polson

Seconded 2020

Member since 2021



Narelle Jakeway

Member since 2021

Who we are

OUR LIFE MEMBERS

Sally Campbell

Carol Melville QSM

Noi Hudson

Elaine Sides

Rua Renton

Vivienne Thompson

Judith Taylor

Sheryl Waterson

Rosanne Hand

Bev King

Who we are

OUR HEAD OFFICE

Christine Kerr	General Manager
Lee Blackie	Senior Teacher
Rachel Phillips	Senior Teacher
Karen Fraser	Administration Manager
Jenny Kennelly	Administrator
Sarita Aldred	Administrator

Who we are

OUR NEWLY CERTIFICATED TEACHERS

DK is committed to supporting provisionally certificated teachers towards becoming fully certificated, therefore, once a Tōmua | Provisional teacher has gained their sense of belonging in a kindergarten and has decided who they'd like to be that key support person to them through induction and mentoring they undertake an Induction & Mentoring programme for the period of time agreed.

The key person is the mentor teacher and the partnership works closely together to have ongoing open to learning professional korero based on the standards for the teaching profession. At DK we consider it quality and essential that the registering teacher and mentor communicate at least fortnightly, be that kanohi ki kanohi/face to face or while during covid restrictions via zoom to ensure there is focus on growing teaching and learning, and not left to chance or taken for granted that it is happening because they are working. It is an evidence based decision that the mentor teacher endorses the provisional teacher at the end of their Induction & Mentoring programme.

It is with pleasure that we congratulate the partnerships of Chloe Ford (Kaiako at Green Island Kindergarten) and Lee Blackie (mentor, DK) as well as Lania Shanks (Kaiako at Helen Deem Kindergarten) and Fiona Owers (mentor at Jonathan Rhodes Kindergarten).

Nga mihi nui/congratulations to Chloe and Lania who gained their Tūturu | Full (Category One) - formerly Full certification registered with Teaching Council of Aotearoa NZ whose kaupapa is

“Registration and certification is the way we ensure all teachers in Aotearoa are qualified, capable and ethical professionals”

Who we are

OUR TEACHERS, RELIEVERS AND TEACHER AIDES

Adele Ellwood	Grace Olinga-Manins	Kylie Middlemiss	Rebecca Smith
Amber Houghton	Gwynn Donaldson	Kylie Ratten	Royce Warren
Andrea Tytler	Jacqui King	Lania Shanks	Ruth Bayne
Ang Lund	James Hamilton	Lee-Ann Hastie	Sally Pearce
Anne Lloyd-Jones	Jan Stiles	Linda Ritchie	Sally Upsher
Anne Sparrow	Jan Taita	Lisa Chisholm	Sandra Davey
Antoinette Olsen	Jane Davis	Loren Squires	Samantha Tate
Ashleigh Foster	Janine Hartlebury	Lorena Bowers	Sapph Prentice
Barbara Walker	Jasmine Fleury	Lorna Buttar	Sarah Gillard
Becky Oswald	Jeff Pringle	Louise Kavanagh	Sarah Harper
Bex Vine	Jenelle Sell	Margaret Scott	Shannon Alexander
Bid Loughran	Jenna West	Maria Hunt	Sharon Watson
Bronwyn McEwan	Jess Anderson	Marilyn Heyneman	Sheena Dalwood
Carmen Pattinson	Jessica Roberts	Mark Christian	Sheryl McKay
Cate James	Jo Garden	Mary Mackenzie	Shirley Brown
Cathy Anderson	Jo Lamberg	Mel Coombes	Sue Chin
Chloe Ford	Jo Shaw	Mel King	Sue Edwards
Christine Thomlinson	Jody James	Mel Whyte	Sue Henry-Chirnside
Cindy Kerr	John Cleland	Melissa Howat	Susan Bates
Claire Winchester	Joy Hawley	Melissa Lal	Susan Greig
Claire Wood	Jude Macleod	Michelle Brown	Susie Bachop
Clare Challis	Judi Kelly	Michelle Thomson	Taghrid Kadour
Courtney McNeill	Julia Cormack	Michelle Vercoe	Tania Flanagan
Danielle Atkinson	Julia Simpson	Mikayla Bennetts	Tania McIlroy
Debbie Beattie	Julie Baird	Missi Jones	TeHania Tutahione
Deirdre Caswell	Julie Scott	Monique Turner	Tena Wilson
Denise Schofield	Julie Wheeler	Nadine Park	Toula Theropoulos
Diana Thomas	Juliet Carrick	Naomi Doherty	Tracey Budge
Dion Rowe	Kama Scarf	Nathan Dawson	Tracy Crake
Elaine McCrone	Karen Cameron	Nathan Pollock	Tracy Senior
Elyse Lindsay	Karen Dawson	Neressa Carraher	Trish Malthus
Emma Keen	Karley Minty	Nicole Kearns	Trish McDonald
Emma Rooney	Kate Duder	Nigel Benn	Trish Moran-King
Erana Fielding	Katie Bathgate	Olivia Pelvin	Vicki Gallagher
Erica Cormack	Kay Poulter	Pauline Fawcett	Vicky Brown
Errol Nye	Kellea Williams	Penny McCormack	Vicky Clark
Esther Bylsma	Kelsi Pierce	Rae Shurbutt	Vicky Morrison
Fiona Owers	Keryn Wilde	Rebecca Corbett	Victoria Goodman
Gerry Tock-Hunter	Kirstyn Stanaway	Rebecca Gillan	Wendy Fieldwick
Grace Messina	Kylie Champness	Rebecca Simpson	

Randal Scott

BOARD CHAIR REPORT

There is an ancient rabbinic story of an old man observed planting a fig tree. When asked if he really expected to live long enough to consume the fruits of his labour, he replied: "I was born into a world flourishing with ready pleasures. My ancestors planted for me, and now I plant for my children."

This story seems so relevant, because early childhood education creates ripples that will last long into the future. We continue to promote philosophies that have been passed on to us. We develop, improve and refine them as we go. We have the privilege of using buildings and resources that were planned and paid for decades ago, in some cases, and we endeavor to pay it forward to generations to come by working hard to create flourishing communities in our time.

Very few people remember anything of their early childhood education, but it establishes a foundation for life. And Dunedin Kindergartens provides excellent early childhood education across our 24 sites: we take great care of our takoiti and endeavor to fill the rolls in our kindergartens by providing the best quality experience it is possible to have; the interactions that take place between kaiako and takoiti on a daily basis are positive and build a foundation for lifelong learning; each of our sites feature safe, challenging and enjoyable environments, both inside and out; we try to move with the times and the ever changing needs of families and whānau while holding on to traditions we know are really important; and we value our staff as the most important resource in our organisation.



That's why we were able to achieve so much during 2021, another unusual and difficult working year due to the ongoing effects of the Covid pandemic. The hard work and creativity of our staff came to the fore in a variety of ways as they adapted to the different circumstances they found themselves in.

I'd like to acknowledge the people who enable takoiti to thrive in our 24 kindergartens. Thanks to the hard-working parents and caregivers who have chosen to serve on a kindergarten committee during the last year. A lot of hard work is usually done by the hands of a few, so thank you for the fundraising you do that enhances the environment our takoiti learn in and the events you organise to build an important sense of community in your local kindergarten. Your dedication, and the time you are willing to give, improves the quality of the kindergarten experience for everyone. It also develops your skill set for other opportunities in the future.

I'd like to thank those who have the responsibility for teaching our takaiti. Reading the annual reports of our head teachers it is easy to see how much energy, enthusiasm and expertise our teaching teams possess. Our kindergartens are constantly changing and evolving so they are fantastic places to teach and learn in. We believe we provide the best early childhood education in town because we have the best kaiako. A real strength of our organisation is the justifiable pride teachers have in their places and their little people.

Our administration team deserve to be publicly acknowledged for the way they complement one another as they provide superb support to our kindergarten communities. Thanks Karen, Jenny and Sarita for the important contribution you make in ensuring our large organisation runs smoothly.

Lee Blackie and Rachel Phillips have been meticulous while working alongside our kaiako to continually grow the capabilities of our teaching teams. Their passion for early childhood education and the professional development of teachers mean that our staff and kindergartens continue to get better and better as the years go by.

I would like to thank Christine Kerr for her management and leadership of Dunedin Kindergartens. Christine's role is complex and demanding, and the nature of her position means that not everyone will be happy all of the time. However, she continues to maintain her prime focus, which is the children within our kindergartens, and this guides all the initiatives she takes and important decisions she makes.

I want to thank my fellow board members for their sedulous work throughout 2021. As a board we strive to be a good employer, provide high quality environments, and promote a safe and healthy culture within our kindergartens. These priorities matter and make an important difference in the day to day running of our places.

Dunedin Kindergartens now offers a range of options for families - Richard Hudson

Kindergarten is open for a longer day and longer year. Five other kindergartens offer all an all-year model. The rationale for change from the traditional model has been driven by the need for quality education and care during term breaks, flexibility for teachers around leave provision and financial viability. We will continue to work hard to meet the changing needs of the communities we serve in and adapt our models when that is required.

The last two years have shown us that we have no idea what the future will hold. However, with the human and physical resources we have, we are well placed to provide a wonderful early childhood education for every child who enters our service, and we have the privilege of shaping them in a positive way for the rest of their lives. It's always good to take the long view.



Christine Kerr

GENERAL MANAGER REPORT

Last year saw a second year of disruption for our teachers and for whānau, with increased compliance at kindergartens to address the ever-changing landscape of pandemic requirements.

Teachers, tamariki and whānau have shown great resilience as they coped with the changing expectations. Kaiako have continued to deliver excellent teaching and learning programmes and tamariki remain engaged in learning opportunities.

We have all learnt to adapt to new ways of communicating and we have seen great examples of empathy and support within communities. Teaching teams have worked hard to increase their knowledge of online engagement with communities and put it into practice with implementation of Storypark across all sites, and continuation of use of Facebook and other digital platforms. Teams have been flexible and adaptable in provision of experiences for their tamariki while constrained by the



inability to get out into their wider geographical locations and are to be congratulated for their hard mahi during 2021.

Last year saw the mandate for vaccination and boosters for all Dunedin Kindergartens staff as we endeavor to provide safe environments for all who work and play in our places. We have been fortunate to have had the support of staff in meeting this directive and implementation has been relatively smooth.

Roll numbers have remained stable in 2021 which is a great credit to all kaiako.

We appreciate the great network of professional agencies and contractors who support and guide our organisation. New Zealand Kindergartens (NZK) has offered regular updates and lobbying on our behalf with both ministry and government and input from local agencies is invaluable.

Thank you to the DK Board for their oversight and governance during the year, they work hard to represent the communities of Dunedin Kindergartens.

The management team and administration team have done an outstanding job in ensuring the smooth running of the organisation and refining systems to continually improve practice and support teaching teams with the business infrastructure that allows teaching and learning to take place in our kindergartens.

KELSEY AWARD 2021

Lavinia Jane Kelsey, 1856-1948

Kindergarten pioneer, teacher and activist:

In 1889, she accepted the role of secretary for the newly established Dunedin Kindergarten Association.

In 1912 she was made a life member of the association, an honour then held by no other woman in Dunedin.

In 1920 Kelsey Yaralla Kindergarten was named in recognition of her as one of the Association's founders who laid the foundation stone for the kindergarten when it was moved from North Dunedin to alongside the Leith/Owheo river.

As one of DK's pioneers she was a strong advocate for kindergarten education and in her honour a Kelsey Memorial Award was established which has allowed teachers to apply for this grant for the advancement of studies or professional learning.



Kelsey Award 2021 winner James Hamilton of Rachel Reynolds Kindergarten writes of his experience:

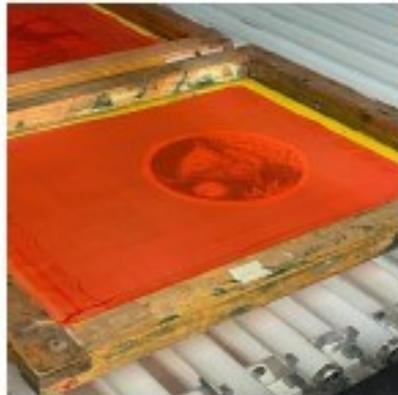
There's no denying the fact that visual arts are fantastic for exploring emotions, communicating, sensory play, creative expression, fine motor skills, basic science, mathematics and most importantly, are a fun and engaging activity for all children irrespective of skill level. I applied for the Kelsey award in 2021 to undertake two art night classes, each spanning one night a week for two hours over eight weeks.

During term 3, I started with a sculpture: modelling animals out of clay course. During this class I started by learning some fundamental techniques, including how to correctly fix pieces of clay together and a 'pinch pot' which is basically a hollow sphere of clay which becomes the base of the sculpture. From this point, it was free reign, where we could create anything- all while the tutor was floating around supporting anyone who needed it. Over the first few weeks, I opted to make a whale and eagle bust to familiarise myself with the techniques that we had learnt and was promptly told to "go big" by the tutor - hence the giant octopus which was entered in the exhibition that is held at the end of every year.

In term two I was introduced to the screen-printing process, starting with everything from cleaning pressed screen, applying the emulsion, creating the art, 'burning' the artwork into the screen with UV light and finally the fun part: printing! Once again free reign was encouraged, so I started with creating my own version of an image from Where the Wild Things Are. Next, a series of my own design, where two different coloured skulls overlapped to give a 3d effect and finally a neon style artwork inspired from my trip to Las Vegas.

In conjunction with the above, I also watched two free webinars "Designing Play Spaces for Children using Contemporary Art" and "Practical Ideas for Enhancing Visual Arts in your Centre". Both webinars gave me new and creative ways of implementing these new skills into my practice and gave me opportunities to pass on the tools, ideas, and skills to my colleagues!

Thank you to Dunedin Kindergartens management team and the Board for this opportunity, I'm looking forward to utilising these skills in practice! Also, if anyone is wanting a commission piece made, you know where to find me!



Kelsey Award 2021

CHARITABLE DONATIONS 2021

Dunedin Kindergartens acknowledges the significant value of organisations, local businesses, and individuals that make donations available to our kindergartens which assists local communities to resource their programmes. Your support is appreciated by our families, teachers and most importantly by the children who benefit directly from your generosity.



\$98,200

Bendigo
Foundation



\$8,568

Lion Foundation



\$4,625

Otago Community
Trust



\$4,000

Alexander
McMillan Trust



\$1,828

The Freemasons
Charity



\$1,500

Port Otago

THANK YOU

Without the support and guidance of the many companies and contractors Dunedin Kindergartens work with we would not be able to run as smoothly and successfully as we do.

From our accountants to the contractors who maintain our sites when we call them at all hours of the day, we want to say a big thank you for supporting us in 2021 and we look forward to continuing our partnerships.



TARGETED FUNDING 2021

Targeted Funding for Disadvantage was introduced for early childhood services in March 2018, with an aim *'to improve the affordability and quality of early learning for tamariki/children from disadvantaged backgrounds and ensure they start school ready to learn'*.¹

Sixteen kindergartens met the criteria for Target Funding in 2021, achieving \$71,230.08 (excluding GST) in financial assistance for the period 1 March 2021 – 28 February 2022:

Bayfield	\$ 3,809.46
Brockville	\$ 4,671.23
Concord	\$ 2,303.05
Corstorphine	\$ 7,889.63
Green Island	\$ 3,383.57
Halfway Bush	\$ 3,870.78
Helen Deem	\$ 4,730.48
Jonathan Rhodes	\$ 4,346.75
Kaikorai	\$ 4,302.35
Mornington	\$ 4,858.50
Mosgiel Central	\$ 3,953.20
Port Chalmers	\$ 3,410.18
Portobello	\$ 1,737.29
Rachel Reynolds	\$ 5,712.42
Reid Park	\$ 6,818.56
Richard Hudson	\$ 2,699.43
St Kilda	\$ 2,733.18

In accordance with internal procedures, assessment of evidence provided in current documentation such as staff meeting minutes, group planning reflections, children's personal learning goals within their profile books, and other documentation ie IEP notes, internal evaluation, and appraisal summaries, decisions made regarding use of Targeted Funding are made to best target those children for whom it is intended.

Targeted funding in 2021 was almost exclusively spent on hiring additional staff in kaiako aide positions, allowing more mokupuna-to-Kaiako interactions (lowered ratio). This enabled concentrated interactions for children.

This has enabled quality for learners by providing extra hours for kaiako aides to work with the local curriculum, while kaiako build stronger relationships through one-to-one interactions and work with small groups.

With a focus on literacy and social & emotional competence, Kaiako have been enabled to increase engagement of children. Mokopuna are motivated to attend kindergarten, to join in with activities and show increasing confidence and skills. An increase in children's ability to work successfully alongside others and to seek help from peers and kaiako is observed daily in the kindergarten setting and commented upon by whānau. Progress is documented in narratives and shared with whānau, reviewed in regular staff meetings and assessed for planning next steps.

¹ Ministry of Education description: www.education.govt.nz

DELOITTE INDEPENDENT AUDITORS REPORT YEAR ENDED 31 DECEMBER 2021



Independent Auditor's Report on the Summary Financial Statements

To the Members of Dunedin Kindergartens Incorporated

Opinion	<p>The summary financial statements of Dunedin Kindergartens Incorporated (the 'entity'), which comprise the summary statement of financial position as at 31 December 2021, and the summary statement of comprehensive revenue and expense, summary statement of changes in net assets/equity and summary cash flow statement for the year then ended, and related notes, are derived from the audited financial statements of the entity for the year ended 31 December 2021.</p> <p>In our opinion, the accompanying summary financial statements, on pages 2 to 6, are consistent, in all material respects, with the audited financial statements, in accordance with PBE FRS 43: <i>Summary Financial Statements</i> issued by the New Zealand Accounting Standards Board.</p>
Summary financial statements	<p>The summary financial statements do not contain all the disclosures required by Public Benefit Entity Standards Reduced Disclosure Regime. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor's report.</p>
The audited financial statements and our report thereon	<p>We expressed an unmodified audit opinion on the audited financial statements in our report dated 11 March 2022.</p>
Boards's responsibilities for the summary financial statements	<p>The Board are responsible on behalf of the entity for the preparation of the summary financial statements in accordance with PBE FRS 43: <i>Summary Financial Statements</i>.</p>
Auditor's responsibilities	<p>Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with the audited financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (New Zealand) 810 (Revised): <i>Engagements to Report on Summary Financial Statements</i> ('ISA (NZ) 810').</p> <p>Other than in our capacity as auditor, we have no relationship with or interests in the entity.</p>
Restriction on use	<p>This report is made solely to the Members, as a body, in accordance with our letter of engagement dated 17 January 2022. 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 Members as a body, for our audit work, for this report, or for the opinions we have formed.</p>

Deloitte Limited

Dunedin, New Zealand
11 March 2022

NOTES TO SUMMARY FINANCIAL STATEMENTS YEAR ENDED 31 DECEMBER 2021

Dunedin Kindergartens Incorporated Notes to the Summary Financial Statements For the year ended 31 December 2021

Note 1 – Reporting Entity

The Dunedin Kindergartens Incorporated ("the Entity") is registered as a charitable organisation under the Charities Act 2005 and was incorporated under the Incorporated Societies Act 1908 on 2 July 1912. The reporting entity consists of DK Head Office and its constituent kindergartens. The principal activity of DK is the provision of Early Childhood Education. DK is a reporting entity for the purposes of the Financial Reporting Act 2013 and its financial statements comply with that Act.

Note 2 – Summary Financial Statements

The Summary Financial Statements have been extracted from the Full Financial Statements of DK. The Summary Financial Statements comply with generally accepted accounting practice in New Zealand ("NZ GAAP") as it relates to summary financial statements (PBE FRS 43: Summary Financial Statements). The Summary Financial Statements cannot be expected to provide as complete an understanding of the financial performance and financial position of DK as the Full Financial Statements.

A set of the Full Financial Statements can be obtained by contacting the Administration Office on (03) 455 8892 or write to Dunedin Kindergartens Incorporated, PO Box 3076, Caversham, Dunedin 9045.

Note 3 – Presentation Currency

The Summary Financial Statements are presented in New Zealand dollars, which is the functional and presentation currency, rounded to the nearest thousand.

Note 4 – Contingent Liabilities and Capital Commitments

As at 31 December 2021 the entity has capital commitments of Nil (31 December 2020: Nil).

Note 5 – Events Subsequent to Balance Date

Nothing of a material nature occurred subsequent to balance date that requires specific disclosure.

SUMMARY FINANCIAL STATEMENTS YEAR ENDED 31 DECEMBER 2021

Dunedin Kindergartens Incorporated Summary Financial Statements for the year ended 31 December 2021

SUMMARY FINANCIAL STATEMENTS YEAR ENDED 31 DECEMBER 2021

Dunedin Kindergartens Incorporated
Summary Statement of Comprehensive Revenue and Expenses
For the year ended 31 December 2021

	2021	2020
	\$	\$
Revenue		
Direct Income	10,967,053	9,699,726
Investment Income	54,241	84,209
Gain on Sale of Property Held for Sale	-	198,254
Total Revenue	<u>11,021,294</u>	<u>9,821,189</u>
Expenses		
Audit Fees	(26,996)	(12,000)
Kindergarten Expenses	(52,790)	(71,233)
Asset Protection / Development	(275,325)	(256,126)
Operating Expenses	(755,784)	(706,041)
Professional Expenses	(155,688)	(99,856)
Staff Costs	(8,811,727)	(8,181,956)
Loss on Disposal of Assets	-	(202,746)
Depreciation	(336,090)	(354,437)
Total Expenses	<u>(10,414,400)</u>	<u>(9,884,395)</u>
Net Surplus for the year	<u>606,894</u>	<u>97,794</u>
Total Comprehensive Income	<u>606,894</u>	<u>97,794</u>

The above statement of financial performance should be read in conjunction with the accompanying notes.



SUMMARY FINANCIAL STATEMENTS YEAR ENDED 31 DECEMBER 2021

Dunedin Kindergartens Incorporated
Summary Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Retained earnings \$	Total equity \$
Equity as at 1 January 2020	<u>11,659,342</u>	<u>11,659,342</u>
Surplus or Deficit for the Year	<u>97,794</u>	<u>97,794</u>
Equity as at 1 January 2021	<u>11,757,136</u>	<u>11,757,136</u>
Surplus or Deficit for the Year	<u>606,894</u>	<u>606,894</u>
Balance as at 31 December 2021	<u>12,364,030.</u>	<u>12,364,030.</u>

The above statement of financial performance should be read in conjunction with the accompanying notes.



SUMMARY FINANCIAL STATEMENTS YEAR ENDED 31 DECEMBER 2021

Dunedin Kindergartens Incorporated
Summary Statement of Financial Position
As at 31 December 2021

	2021 \$	2020 \$
ASSETS		
Current Assets	<u>6,544,500</u>	<u>5,377,190</u>
Non-Current Assets	<u>8,524,881</u>	<u>8,780,950</u>
Total Assets	<u>15,069,381</u>	<u>14,158,140</u>
LIABILITIES		
Current Liabilities	<u>2,705,351</u>	<u>2,401,004</u>
Total Liabilities	<u>2,705,351</u>	<u>2,401,004</u>
Net Assets	<u>12,364,030</u>	<u>11,757,136</u>
EQUITY		
Accumulated Funds	<u>12,364,030</u>	<u>11,757,136</u>
Total Equity	<u>12,364,030</u>	<u>11,757,136</u>

The Board of the Dunedin Kindergartens Incorporated authorised these summary financial statements for issue on 11 March 2022.

Randal Board Chair

The above statement of financial performance should be read in conjunction with the accompanying notes.

SUMMARY FINANCIAL STATEMENTS YEAR ENDED 31 DECEMBER 2021

Dunedin Kindergartens Incorporated
Summary Statement of Cash Flows
For the year ended 31 December 2021

	2021 \$	2020 \$
Cash Flows from Operating Activities		
Cash was provided from:		
Government Grants	10,851,474	9,710,437
Parent Fees	277,309	226,510
Interest Received	60,556	84,611
Other Income	8,951	10,324
	<u>11,198,290</u>	<u>10,031,882</u>
Cash was applied to:		
Interest Payments to Kindergartens	(309)	(299)
Payments to Suppliers and Employees	<u>(9,934,953)</u>	<u>(9,361,700)</u>
Net Cash Flow from Operating Activities	<u>1,263,028</u>	<u>669,883</u>
Cash Flows from Investing Activities		
Cash was provided from:		
Receipts from Sale of Property, Plant, and Equipment	-	438,956
Receipts from Sale of Long Term Investments	-	1,808
Receipts from Sale of Short Term Investments	-	-
	<u>-</u>	<u>440,764</u>
Cash was applied to:		
Purchase of Property, Plant and Equipment	(80,020)	(278,631)
Purchase of Short Term Investments	<u>(1,491,696)</u>	<u>(844,809)</u>
Net Cash Flow from Investing Activities	<u>(1,571,716)</u>	<u>(682,676)</u>
Cash Flows from Financing Activities		
Cash was provided from:		
Increase in Funds Held for Kindergartens	<u>-</u>	<u>-</u>
Cash was applied to:		
Decrease in Funds Held for Kindergartens	<u>-</u>	<u>(1,043)</u>
Net Cash Flow from Financing Activities	<u>-</u>	<u>(1,043)</u>
Net (Decrease)/Increase in Cash, Cash Equivalents, and Bank Overdrafts	(308,688)	(13,836)
Cash, Cash Equivalents, and Bank Overdrafts at the Beginning of the Year	<u>503,067</u>	<u>516,903</u>
Cash, Cash Equivalents, and Bank Overdrafts at the End of the Year	<u>194,379</u>	<u>503,067</u>

The above statement of financial performance should be read in conjunction with the accompanying notes.