



# HENSMAN STREET KINDY ANNUAL REPORT

2018

*Coming together today to enrich learning for tomorrow*

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# President's Report



It gives me great pleasure to present the 2018 edition of the Hensman Street Kindy annual report, and what will be the final version under the current name before we officially launch as Hensman Street Elementary in 2019. The new name represents the continued evolution of our early learning program as we open up to include a Pre-primary offering to complement our existing 3 and 4-year-old Kindy program. This exciting addition to our school offering will see us continue to focus on STEM principles, delivered through an enquiry led and play based learning environment aimed at setting young minds up for a lifetime love of learning.

2018 was another exciting year at Hensman Street with a good number of 3-year-old pre-Kindy students, and a small cohort of 4-year-old students taking part in our Kindy program for the second straight year. Enrolments for both 3 and 4-year-old Kindy are strong in 2019, with the 3-year-old program oversubscribed and the 4-year-old program also getting a good mix of new and returning students. Feedback from families of students who attended the 4-year-old program in 2017 has been extremely positive with students easily fitting into the different schools they went to, and proving well advanced in their learning capability. We look forward to continuing to provide a great foundation for students in their early years, and are confident that our Pre-primary program will be a very good extension of our current offering.

On top of the formal school learning program, 2018 also marked the start of our new cultural inclusion program at the school that will include the development of a school Reconciliation Action Plan (RAP). The RAP will underpin the school's work to strengthen children's knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and contributions. The first step in this journey was the development of an 'Acknowledgement of Country' created by our very own staff with a forward-looking focus and written in a way that would connect with our young audience. Our Acknowledgement has received positive feedback from local Indigenous people, the Association of Independent Schools of WA (AISWA), parents and other schools; it sets a good starting point for our RAP. A big thank you to Jasmine Fitzgerald, Roni Forrest and Marie Whiteley who have been extremely generous with their time and knowledge over the course of the year to enable these achievements.

Finally, I would like to say a huge thank you to the teachers and staff at Hensman Street for their tireless contributions throughout the course of 2018. Your passion and hours spent creating the school curriculum and learning environment are invaluable and very much appreciated. Thank you also to the board for your time and efforts, and to all of the parents, friends and local businesses who have volunteered their time or contributed to the school throughout the year. Looking forward to an even better 2019.

Sincerely

A handwritten signature in black ink, appearing to read 'Josh Ellis'. The signature is stylized and fluid.

**Josh Ellis**  
**President**





## Student Experiences



### CURRICULUM FOCUS

There have been so many fun and exciting highlights at Hensman Street Kindy this year! The children have participated in a variety of motivating, hands-on, play-based activities such as being 'Wormbulance' paramedics, nature artists, outback vets and pirates to name a few. The Little Scientists Program was central to our planning and practice; it continues to enable us to recognise and believe in the power of children's early thinking and take conscious steps to develop, nurture and celebrate each child's individual discoveries and learning.

Science and inquiry-based learning are embedded in all aspects of our program, from intentional teaching opportunities, to child-initiated curiosities being recognised and built upon, with a play-based philosophy remaining central to all practices. Each year, we aim to use children's natural curiosity about the world around them as a foundation for building skills of inquiry, observation,

language and early mathematical knowledge, whilst keeping the program child centred, engaging and stimulating.

We use children's innate wonder about the natural environment, as a provocation to learning opportunities and then select resources and consider the use of the learning environment, as a way of supporting inquiry-based learning. This year the children again participated in Bush Kindy, which was held at Neil McDougall Park in Term Four and also at the Kensington Bushland, where we shared our journeys with Local Nyoongar community leader, Jasmine Fitzpatrick. This program provided the children the opportunity to share their learning with their families, as well as engage in learning in a natural way. Through sharing Nyoongar cultural knowledge, Jasmine guided the children around how to create a journey stick and artworks to describe the journey they took through the park.

Each term the children have also participated in a variety of STEAM (Science, Technology, Engineering, Arts and Mathematics) activities. Through these experiences the children have been able to use their senses – sight, hearing, touch, smell and taste to assist in the development of their oral language skills. These fun experiences help children to develop autonomy, take charge of their learning and direct the classroom program.

This year our fitness program was Jiggle Jam which is a program developed in New Zealand encompassing fundamental learning skills. Our Education Assistants delivered the program to the children and it was well received with upbeat tunes and funny actions - a huge favourite was the song "who let the dogs out".



## COMMUNITY ENGAGEMENT

Our four-year-old Kindy children walked to the South Perth Library weekly to borrow books and meet with the Early Years Librarian which authenticated our literacy program and placed importance on **literacy**.

The children hosted regular market days where they raised money from their plantings and purchased more seeds with the funds. The highlight of this program was walking down to the Garden Affair in Angelo Street, to buy more seeds and enjoy babycinos paid for with the money raised.

Our Pre-Kindy classes engaged with the Nursing home located near our school and conducted regular monthly visits to read stories and sing songs. It was a highlight not only for our families but also for the residents at the facility, and a wonderful way to facilitate intergenerational learning.



**Protective Behaviours** was another focus in Term 4 and children gained a good understanding that their body belongs to them and they say what goes: “From our head to our toes we can say what goes!”

The Kindy was extremely lucky to secure a 2018 PALS grant (Partnership, Acceptance, Learning and Sharing).



PALS is an initiative of the Department which encourages Western Australian schools to develop projects that promote reconciliation in their local community. PALS commenced in 2004 and is based on the core attributes of:

**P**artnership between Aboriginal and non-Aboriginal people;

**A**cceptance of difference as unique and to be respected;

**L**earning more about ourselves and each other, and,

**S**haring a common journey along the path of healing and reconciliation towards a more harmonious and optimistic future.

Source: <https://www.dlgsc.wa.gov.au/achwa/Pages/PALS.aspx>

As part of the grant we were able to engage local Indigenous artist and community leader Jasmine Fitzgerald, who has been part of the design and production of a series of outdoor artworks to display around the Kindy’s eating area. Next year during Harmony week, we will be adding to these gorgeous artworks our families and children of the school, so this will become a community piece that can be admired for years to come.

## INSPIRATIONAL ENVIRONMENTS

This year we were lucky to be invited to participate in an Association of Independent Schools of WA (AISWA) project about cultural competence. Our journey through this program was amazing. As part of the process we created our own Acknowledgement of Country which has gone viral, is being utilised and acknowledged during many of the early childhood learning programs AISWA use, and has helped other schools develop their own.

Our journey led us to incorporate Nyoongar language throughout our programs, where the children were able to identify local birds, animals and plants in Nyoongar, host regular campfire yarns and learn about Nyoongar culture through art and story. It was a wonderful experience and we are so excited about where 2019 will take us as we develop our Reconciliation Action Plan (RAP) with Jasmine, and a number of key people including Kindy staff, Board members and parents.

## STAFF DEVELOPMENT

All our staff team participated in many professional learning opportunities this year including: Little Scientists Professional Learning (water, air, engineering, maths, light); Early Years Network Development Meetings; Cultural Competence; the Reconciliation Symposium; Briefing the Board; Natural Fibre Weaving; Basket Creations; Mandatory Reporting; Unearthing the why; Pedagogical documentation and On Entry Testing.

Our year has been full and adventurous! We thank the staff for joining us on this amazing journey with the children while we continue to develop our programs as we follow the lead of the children.

**Tanya Steers and Kellie McGrath**  
**School Development Manager and Curriculum Director**



## Workforce Composition

Several changes have occurred in our staffing structure this year with the addition of the Childhood Development Coordinator. This role has aided the teaching staff with the delivery of Behaviour Management Plans and provided general support in terms of childhood development concerns.

<b>Role</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
School Development Manager	0.5FTE	0.5FTE	0.5FTE	0.5FTE
Curriculum Director	0.05FTE	0.05FTE	0.05FTE	0.05FTE
Childhood Development Coordinator	0.06FTE	0.06FTE	0.06FTE	0.06FTE
Enrolments Officer	0.4FTE	0.4FTE	0.4FTE	0.4FTE
Kindy Teacher	0.6 FTE	0.6 FTE	0.6 FTE	0.6 FTE
Pre-Kindy Teacher	0.4 FTE	0.4 FTE	0.4 FTE	0.4 FTE
Education Assistants	1.0FTE	1.0FTE	1.0FTE	1.0FTE
Playgroup Leader	0.1FTE	0.1FTE	0.1FTE	0.1FTE
Playgroup Admin	0.1FTE	0.1FTE	0.1FTE	0.1FTE

# Student Direction and Attendance

## ATTENDANCE RECORDS

	Term 1	Term 2	Term 3	Term 4
Group 1	97%	88%	78%	86%
Group 2	96%	90%	93%	89%
Group 3	97%	72%	90%	90%
Kindy 1	85%	89%	86%	92%
Playgroup	90%	89%	96%	94%

## POST SCHOOL DESTINATIONS

The children from the 2018 cohort have enrolled in the following schools for 2018 (in alphabetical order):

Aquinas

Belmont Primary School

Bicton Primary School

Collier Primary School

Como Primary School

East Victoria Park Primary School

Hensman Street Kindy

Kensington Primary School

MacDougall Park

Palmyra Primary School

South Perth Primary School

Ursula Frayne Catholic College

Victoria Park Primary School





## Treasurer's Report

Hensman Street Kindy board continues to ensure prudent use of our limited financial resources. Hensman Street Kindy is mostly funded by parent fees and Government funding (for the 4-year-old Kindy program), with some additional monies raised via fundraising, merchandise sales, and interest earned.



A loss of (\$19,026) was recorded Hensman Street Kindy for the 2018 calendar year (2017: (\$31,590)). A surplus had been budgeted, however there were two departures from the 4-year-old program in first term and our teaching costs were higher than budgeted due to the use of substitute teachers, which was more frequent than budgeted, contributing to the loss for the year.

The cash balance at the end of the 2018 year was \$46,361 (2017: \$61,641) accounts receivable of \$250 and taxes (GST and PAYG) and superannuation payable of \$8,959, resulting in a net position of \$37,652 at 31 December 2018 (2017: \$56,678).

Other financial significant events for the year include:

- Income for the 2018 year was up slightly from 2017, this is a result of receiving a grant from Lotterywest.
- Expenditure was less in 2018, compared to 2017, mainly due to reduced wage costs.
- A \$22,000 grant was received from Lotterywest this year and was used to upgrade the kitchen.
- Approximately \$8,000 was raised (after costs) from fundraising, mainly following the success of the quiz night. Due to our limited financial resources there will be an increased focus on fundraising in the 2019 year.
- A change to the internal accounting system from Reckon to Xero was made on 1 January 2018. The change has resulted in efficiencies in data entry, online filing of invoices as well as the integration with Live Plan to generate forecasts for the coming years, which feed into the business plan.

The 2019 year will see increased revenue through growth in the 4-year-old program and the introduction of Pre-primary. The introduction of Pre-primary will also result in an increase in costs, however it is expected that the increase in costs will be covered by the revenue increase associated with Pre-primary.

**Daniel Ellis**  
Treasurer



# Financial Statements

## Profit and Loss

### Hensman Street Pre-School Group Inc 1 January 2018 to 31 December 2018

	31 Dec 18	31 Dec 17
<b>Income</b>		
Fundraising	290	40
Fundraising:Fundraising - entertainment boo	-	69
Fundraising:Fundraising Fete	-	4,294
Fundraising:Hall Hire	145	720
Fundraising:School Holiday Program	-	2,343
Interest Revenue - Cash REserve	24	54
Interest revenue - cheque acc	12	12
interest Revenue - Futures Fund	142	180
Interest Revenue - M/card acc	1	-
Interest Revenue - Term Deposit	684	-
Merchandise Sales	496	760
Parent Fees Refunded	-	(109)
Parent School Fees Received	156,293	157,723
Parent School Fees Received:Application Fees Received	12,685	1,425
Parent School Fees Received:Placement 4 year old	730	1,395
Parent School Fees Received:Placement Fee 2018	2,925	2,475
Parent School Fees Received:Placement Fees Received	-	10,810
Playgroup	(83)	3,129
Quiz Night Fundraising	9,250	-
Subsidies & Grants	48,070	38,797
Teacher Training	739	626
<b>Total Income</b>	<b>232,402</b>	<b>224,745</b>
<b>Gross Profit</b>	<b>232,402</b>	<b>224,745</b>
<b>Less Operating Expenses</b>		
Assets Purchased (Fundraising)	24,168	10,567
Audit & Accountancy fees	273	273
Bank Fees	(23)	270
Booklist expenses	1,487	475
Curriculum & Teaching Expenses	528	23
Curriculum & Teaching Expenses: Screening	350	-
Curriculum & Teaching Expenses:Christmas	342	350
Curriculum & Teaching Expenses:classroom Budget	1,057	582
Curriculum & Teaching Expenses:Cooking	46	369
Curriculum & Teaching Expenses:Educa	1,188	1,208
Curriculum & Teaching Expenses:Equipment&Resources	868	534
Curriculum & Teaching Expenses:Excursion & Incursions	90	630
Curriculum & Teaching Expenses:Sustainability	56	27
Curriculum & Teaching Expenses:Teaching Consumables	242	1,651
Entertainment expenses	-	821
Fees and permits	5,123	3,301
Fundraising Expenses	281	106

## Profit and Loss

	31 Dec 18	31 Dec 17
Fundraising:Quiz Night Expenses	1,030	-
General expenses	-	8
General expenses:cleaning	145	382
General expenses:Committee Admin	565	1,938
General expenses:School Consumables	187	224
General expenses:Tea & Coffee	239	443
Insurance:Business Insurance	114	914
Insurance:liability	2,640	2,425
Insurance:Voluntary Worker	329	329
Insurance:Workers Comp	1,663	1,342
Internet, Telephone & Website	1,502	1,899
Maintenance	1,301	1,266
Marketing	375	1,060
Payroll Expenses	174,069	193,477
Playground update project	836	7,244
Playgroup Hall Hire	91	-
Playgroup WA Fees	30	470
Postage	-	20
Print/marketing & stationery	-	1,184
Purchase of Merchandise	2,708	6,129
Rent & Outgoings:Cleaning	4,749	-
Rent & Outgoings:Electricity	1,487	1,019
Rent & Outgoings:Shire Rates	-	386
Rent & Outgoings:Water Useage and Rates	1,265	245
Staff training and welfare	2,636	4,174
Stationary & Printing	964	-
Superannuation	15,569	8,569
Uniforms	855	-
<b>Total Operating Expenses</b>	<b>251,428</b>	<b>256,335</b>
<b>Net Profit</b>	<b>(19,026)</b>	<b>(31,590)</b>

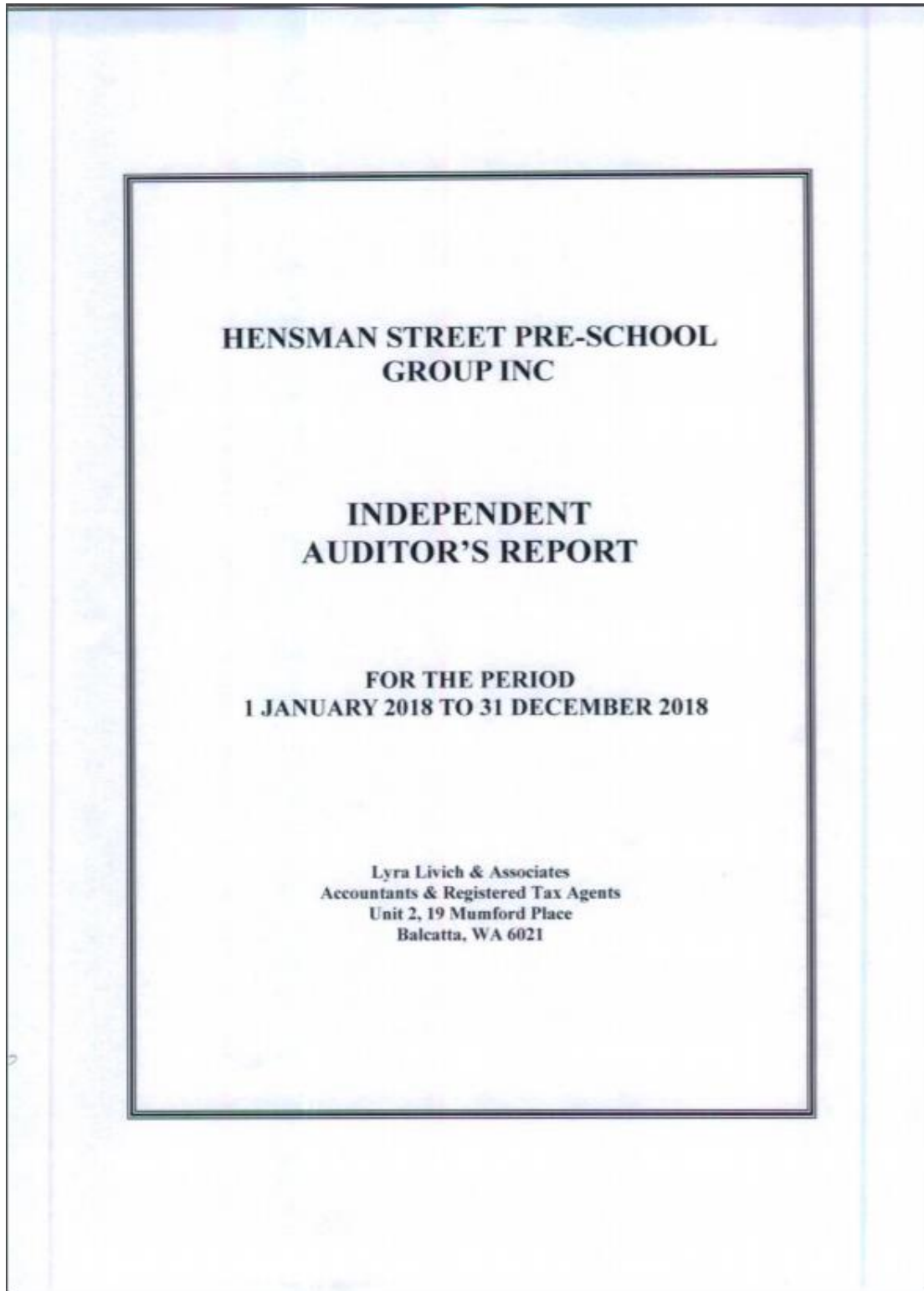
# Balance Sheet

## Hensman Street Pre-School Group Inc As at 31 December 2018

	31 Dec 2018	31 Dec 2017
<b>Assets</b>		
<b>Bank</b>		
Hensman St Pre-School - Cheque	4,793	4,253
Hensman ST TD6 302798	23,468	22,785
HSK Cash Reserve - Futures Fund	15,783	30,140
HSK Cash Reserve Account	1,785	4,412
HSK Debit Mastercard Acc	532	52
<b>Total Bank</b>	<b>46,361</b>	<b>61,641</b>
<b>Current Assets</b>		
Accounts Receivable	250	4,073
Accounts Receivable Original	-	91
<b>Total Current Assets</b>	<b>250</b>	<b>4,164</b>
<b>Total Assets</b>	<b>46,611</b>	<b>65,805</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Conversion clearing account	-	(1,269)
GST	(557)	315
GST Payable	-	5
Payroll Liabilities	-	8,092
Superannuation Payable	3,920	1,985
<b>Total Current Liabilities</b>	<b>3,363</b>	<b>9,127</b>
<b>Non-Current Liabilities</b>		
PAYG Tax	5,596	-
<b>Total Non-Current Liabilities</b>	<b>5,596</b>	<b>-</b>
<b>Total Liabilities</b>	<b>8,959</b>	<b>9,127</b>
<b>Net Assets</b>	<b>37,652</b>	<b>56,678</b>
<b>Equity</b>		
Current Year Earnings	(19,026)	(31,590)
Opening Bal Equity	38,569	38,569
Retained Earnings	18,109	49,699
<b>Total Equity</b>	<b>37,652</b>	<b>56,678</b>



## Independent Auditor's Report



## INDEPENDENT AUDIT REPORT

To: THE MEMBERS OF HENSMAN STREET PRE-SCHOOL GROUP INC.

### Scope

#### *Financial reports and Members' Responsibility*

The financial reports presented for audit by the members indicate the financial performance and financial position of the association for the period 1 January 2018 to 31 December 2018. My audit was based on the supporting data presented to me by the members of the association. The members are responsible for preparing and maintaining adequate accounting records and internal controls that are designed to prevent fraud and error and for the accounting policies and accounting estimates inherent in the financial reports.

The members have determined that the association is a non-reporting entity and that the financial reports are therefore special purpose financial reports, which do not require the application of all accounting standards in Australia or other particular financial reporting requirements. The members have determined that the accounting policies used are consistent with the association's financial reporting requirements and are appropriate to meet the needs of the users of these reports. No opinion is expressed as to whether the accounting policies used are appropriate to the needs of the users of the financial reports.

#### *Audit Approach*

I conducted an independent audit of the financial reports in order to express an opinion to the members. My audit was conducted in accordance with the Australian Auditing Standards to provide reasonable assurance as to whether the financial reports are free of material misstatement. The nature of an audit is influenced by factors such as the use of professional judgement, selective testing, the inherent limitations of internal control and the availability of persuasive rather than conclusive evidence. Therefore, an audit cannot guarantee that all misstatements have been detected.

I performed procedures to assess whether in all material respects the financial reports represent fairly, in compliance with Accounting Standards in Australia and other mandatory financial reporting requirements in Australia, a view which is consistent with my understanding of the association's cash flow position and of its performance which is represented by the results of its operations.

I formed my opinion on the basis of these procedures, which included:

- examining on a test basis, information to provide evidence, supporting the amounts and disclosures in the financial reports,
- assessing the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the members.

Whilst I considered the effectiveness of management's internal controls over financial reporting when determining the nature and extent of my procedures, my audit was not designed to provide assurance on internal controls. I performed procedures to assess whether the substance of business transactions are accurately reflected in the financial reports. These and our other procedures did not include consideration or judgement of the appropriateness or reasonableness of the business plans or strategies adopted by the members and management of the association.

#### **Independence**

I am independent of Hensman Street Pre-School Group Inc. having met the independence requirements of the applicable Australian Professional Ethical Pronouncements and the Corporations Act 2001.

The audit opinion expressed in this independent audit report has been formed on the above basis.

#### **Audit Opinion**

In my opinion, the financial reports for the period 1 January 2018 to 31 December 2018 give a true and fair view of the association's performance and cash flow for the respective period and comply with Australian Accounting Concepts and applicable Accounting Standards.

  
\_\_\_\_\_  
**Toni Livich**  
**Institute of Public Accountants (124279)**  
**Lyra Livich & Associates**

14 January 2018

## Grants Report

In 2018, on behalf of Hensman Street Kindy, several grant applications were submitted and a number of positive outcomes were achieved. The kitchen renovation grant was no doubt one of the most impressive grants applied for in 2017 and, thanks to the extensive efforts from my predecessor, received a successful outcome in 2018. As a result, Hensman Street Kindy now enjoys a beautiful new and functional kitchen and wet area for art activities.



In September 2018, Hensman Street Kindy was selected by FundSEEKER as the community group winner of a six-month subscription to FundSEEKER's funding opportunity listings and suitability reviews. The first newsletter was received in November and will provide additional opportunities to obtain resources for further development of the students at Hensman Street Kindy through its STEM focus and unique science-and play-based approach. Grant applications submitted by Hensman Street Kindy during 2018 are outlined below.

### **Lotterywest**

Community Spaces and Building Grant: This application was successful and \$22,000 was awarded for renovation of the school's kitchen and storage area.

### **City of South Perth**

Community Funding Grant: An application for \$3,500 was submitted to the City of South Perth for the purchase and installation of two flagpoles to permanently fly the Aboriginal and Torres Strait Islander flags as part of the school's Indigenous program, as well as an electronic projector to facilitate active interaction by teachers and students through a range of digital media. This grant application was successful.

### **Landcare Australia**

Woolworths Junior Landcare grant: A \$1000 grant was applied for to develop renewable food production facilities. Landcare Australia will announce the successful grant recipients in Term 1 2019, so fingers crossed.

### **WA Government - Department of Education**

Per Capita Funding: This program provides ongoing funding for recurrent operations at approved non-government schools and independent pre-schools to improve the educational outcomes of all students. The application process is ongoing. Watch this space!

### **WA Government - Department of Local Government, Sport and Cultural Industries**

PALS (Partnership, Acceptance, Learning and Sharing): PALS is an initiative of the Department which encourages Western Australian schools to develop projects that promote reconciliation between Indigenous and non-Indigenous people in their local community. We were successful in securing a \$1000 grant application submitted to fund an arts-based project with a local Aboriginal artist.

**Lucien Van Der Lans**  
**Grants Coordinator**



# Compliance Report



2018 was a steep learning curve for me as the incoming Compliance Director. Fortunately, all of the school’s policies were largely up to date as a result of last year’s re-registration visit from Department of Education Services.

The outgoing Compliance Director, Simone Barnes (school life member), and School Development Manager, Tanya Steers, have done an excellent job writing and updating policies over the years allowing me some time to come up to speed. I have spent a majority of the year reading and understanding our policies and the requirements of the Department of Education Services and Association of Independent Schools of Western Australia (AISWA).

The key policy updates for the year were:

- Emergency Plan & Student Safety Policy – Updated information
- Parent Information Book – New section on Acknowledgement of Country & Cultural Competence
- Privacy Policy – New reporting requirements due to the Privacy Act

As the school continues to grow, so does the importance of good quality policies and documentation. It has been a privilege to be part of the school board and work with great staff and other board members this year. I am looking forward to another successful year for the school in 2019.

**Ben Bristow**  
**Compliance Director**



## Members of the Board

<p>JOSH ELLIS PRESIDENT</p>	<p>PAULINE ROBERTS VICE PRESIDENT</p>	<p>DANIEL ELLIS TREASURER</p>
		
<p>BEN BRISTOW COMPLIANCE DIRECTOR</p>	<p>MICHELLE HUNTER SECRETARY</p>	<p>KELLIE MCGRATH SCHOOL DIRECTOR</p>
		
<p>LUCIEN VAN DER LANS GRANTS COORDINATOR</p>	<p>TANYA STEERS SCHOOL DEVELOPMENT MANAGER</p>	
		

Hensman Street Kindy is a not-for-profit, community Kindy catering for 3-5-year-old children in South Perth and surrounding areas. The School has been operating since 1977 and is registered with Department of Education Services as an independent school.

Hensman Street Kindy aims to provide children with social interaction and a cognitive and physical development program. We offer a wide range of activities to stimulate development and encourage lots of fun!

At Hensman Street Kindy, we focus on making your child's first foray into education a secure, nurturing, and enjoyable experience - setting your child up with a love for learning, which will place them well to get the most out of their educational career.

Hensman Street Kindy

46 Hensman Street

South Perth WA 6151

**Tel** (08) 9474 9066

**Email** [office@hensmanstreetkindy.com.au](mailto:office@hensmanstreetkindy.com.au)

[www.hensmanstreetkindy.com.au](http://www.hensmanstreetkindy.com.au)



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