



# Northern Schools Early Years Cluster

Annual Report 2020





## Acknowledgement of Country

The Northern Schools Early Years Cluster acknowledges the traditional owners of the land on which we deliver our services, the Wurundjeri People, and their continuing connection to land and community. We pay our respects to them and their cultures, and to their Elders both past, present and emerging. We recognise and respect Aboriginal cultures and their unique place in Victoria's past, present and future, and believe that learning about and valuing Aboriginal cultures enhances all children's sense of place in our community.

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## Message from CEO and Chair

It almost goes without saying that 2020 has been a year of unprecedented challenge and adaptation for everyone across the globe, including for our teams across the NSEYC.

But it has also been a year of opportunity and innovation. We spent many months of the year in varying degrees of lockdown, with most families either choosing not to or being unable to physically attend kindergarten. Our teaching and administration teams had to work from home for some of this time and found new innovative ways to connect with children, families and each other and ensured that the kindergarten programs continued through our 'Loving Learning at home' program – all the while dealing with the personal stress and anxiety of the unfolding pandemic. As the leaders of the organisation, it has been at times worrying, but also incredibly inspiring to see how our teams, families and children have risen to the challenge.

Given this context, we are especially proud of the achievements of the organisation this year

(some of which are outlined in more detail later in this report). Some highlights include:

- **Implementing a 'Loving Learning at Home' program in response to COVID-19 restrictions** and lockdowns as a collective effort across the NSEYC. Our teams demonstrated a huge amount of resilience, creativity and commitment to children's (and their own) learning, taking on the challenge of using new technologies and finding new ways to connect and share learning with families. Educators gained new insights into children's family contexts, which further enhanced teaching and learning, and families reported a greater understanding of the value of learning through play.
- **Completing upgrades to the playgrounds at Moreland and Meadows Kindergartens** – despite the many barriers and setbacks arising from the pandemic our playground refurbishments were completed which has enhanced the environment for our children



Our reputation and K-6 model is now recognised both locally and nationally within the early childhood industry as an educational standard for the future

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which now provides physically inclusive spaces that maximise each child's opportunity to experience challenge, manage risk and areas for quiet, sensory-based play and rest.

■ **Developing the Bush Kindergarten program at Will Will Rook Preschool**, in recognition of the importance of linking children to the outdoors and nature as a critical part of their learning and development.

■ **Planning for the roll out of 3-year-old kindergarten and attracting \$7 million in infrastructure grants** through the State Government's Building Blocks initiative, to expand and redevelop our kindergarten facilities and support the rollout of 3-year-old kindergarten from 2022. We believe our community deserves the best early learning facilities we can possibly provide, and we are excited to make that happen.

■ **Continuing our growth trajectory**, with Bethal Primary School Kindergarten joining the NSEYC in January 2020 and our ongoing planning for the roll out of 3-year-old kindergarten.

■ **Developing the new Glenroy Hub Children's Centre**, a long day care centre located within the Glenroy Community Hub currently

under construction (due to open in 2022), in partnership with Moreland City Council.

■ **Implementing School Readiness Plans** across each of our kindergartens for the first time, working in partnership with Allied Health, FKA, Schools and the Alannah and Madeline Foundation with the aim of improving support for children in the areas of Wellbeing and Communication.

■ **Remaining connected and engaged as an organisation**, and with our partners in schools and the community, throughout one of the most challenging times our sector and the modern world has faced.

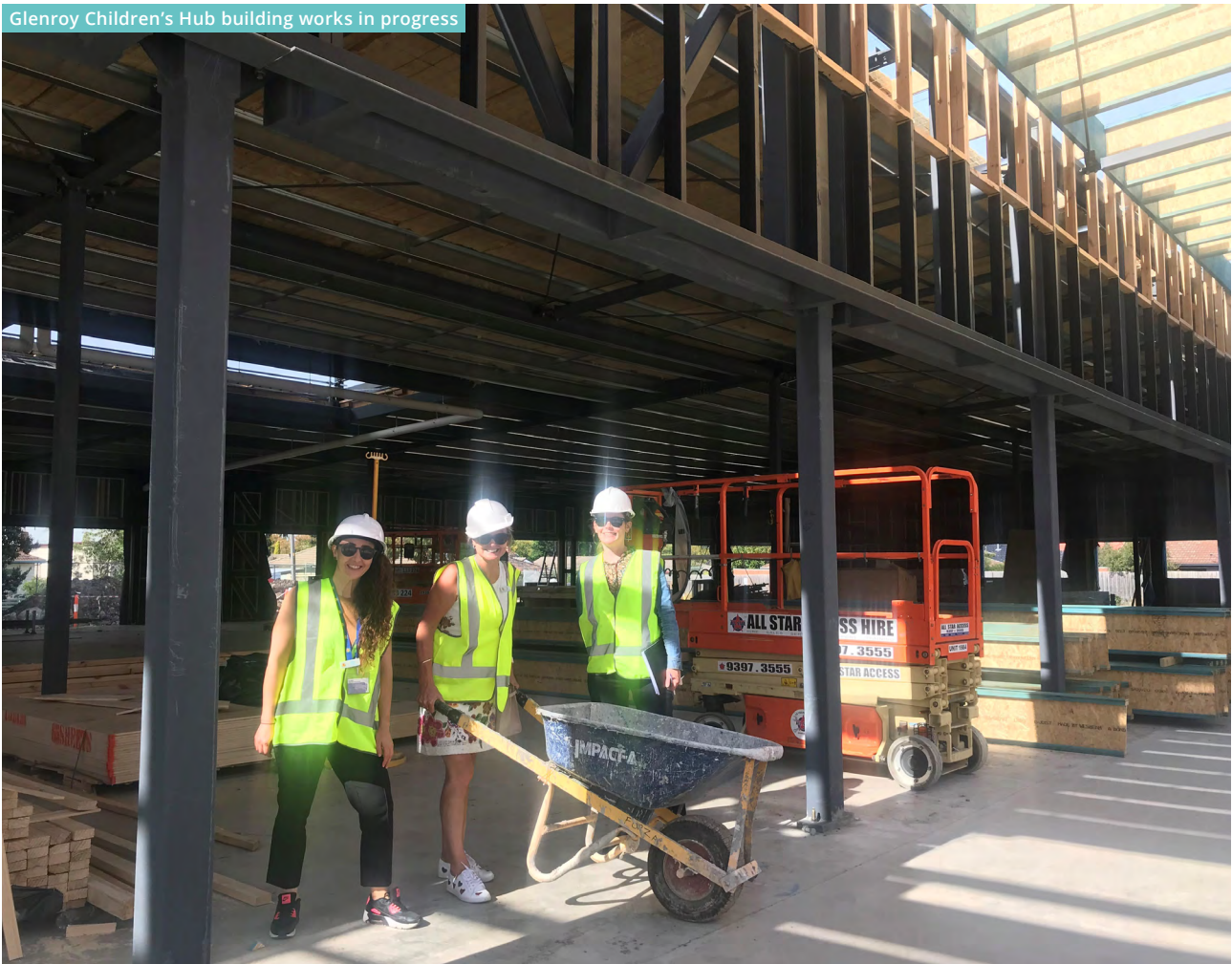
Importantly, we have continued to attract and retain high quality kindergarten staff, developed collegiate relationships between teaching professionals and ensured that the kindergartens are financially viable. Our reputation and K-6 model is now recognised both locally and nationally within the early childhood industry as an educational model and standard for the future, particularly given the State Government's increased investment in building kindergartens on school sites.

Reflecting on the year that has been and all that we have achieved (despite the many challenges)

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Glenroy Children's Hub building works in progress



makes us incredibly proud to lead this organisation. We thank every single educator and staff member, our Principal Executive team, the NSEYC Board and all of our stakeholders for their contributions to these achievements and dedication to the work that we all do for children and families.

In the year ahead, along with our continuing focus on supporting ongoing quality improvement across our organisation, we will be working with our partners to develop the Glenroy Hub Children's Centre, partner with Holy Child Primary School to develop their Early Years Centre on their school site, plan for expansion of our 3-year-old kindergarten programs, and implement 10 infrastructure projects across our kindergarten facilities. Exciting times are ahead!



**Val Karaitiana**  
Chair



**Sigi Hyett**  
CEO

OUR PURPOSE

To love a  
life of learning  
and living

**WE VALUE**  
**TRUST**

We demonstrate honesty, integrity, reliability,  
social justice in our programs and practice.

**RELATIONSHIPS**

We acknowledge each person's intrinsic value,  
being considerate, authentic and courteous.

**RESPECT**

We are welcoming, connected and  
inclusive of our communities.

**LEARNING**

We strengthen the capabilities of  
each individual in our communities.



## Our purpose, values and strategic goals

The NSEYC Board and Management recognise that good governance enables the NSEYC to operate in a manner that meets ethical, legal and business expectations and at the same time fulfill its commitments to funding bodies and staff who work at our services, and most importantly the children and families attending our services. In 2019, together with our community we reviewed our purpose, values and developed our strategic goals for the following three years, and these continue to guide our efforts. Having this framework in place enabled the organisation to adapt and

respond to the challenges of 2020 while still working towards our agreed goals.

The organisation's sole purpose is to improve outcomes for children, families and community by strengthening a love of learning and living.

Our core values of trust, respect, relationships and learning are underpinned by a strong commitment to integrity, respect for and compliance with the law, an emphasis on best practice and a caring spirit.

## Our model

The Northern Schools Early Years Cluster was formed by members of the Broadmeadows Primary Schools Principal Network in 2011, with 5 kindergartens co-located on school sites. The vision of this group of Principals and early years staff was to develop an Early Years Management organisation to support local families and meet changing community needs, providing a platform to implement Government reforms such as the introduction of Universal Access to 15 hours of kindergarten and to improve outcomes for children and families.

This vision has strengthened community connections between schools, early years services and the local community through a Kindergarten to Year 6 model (or in some cases, birth to Year 6) that assists children to reach their full potential by providing integrated

service delivery, quality education and smooth transitions for children entering into their first formal school year.

Primary school Principals take an active role in the governance and oversight of the kindergartens via the NSEYC Principals Executive Group, working closely with the Early Years Management team to plan for future infrastructure and service requirements based on the needs of the local community.

Our unique model provides improved access and aims to increase kindergarten attendance and participation. The growth of the organisation has been steady over the past 9 years, expanding its platform from five kindergartens to 11 in 2020, with a further expansion into the delivery of long day care planned from 2022.



## Our management team

During 2020 our Management and administrative team has implemented improvements to our systems and processes, facilitated continuous quality improvement and best practice compliance with regulations, and supported the implementation of School Readiness Plans. In addition, the Management team supported educators to adapt to the demands of the COVID-19 restrictions, including providing guidance and resources for the delivery of the Loving Learning at Home program, implementing COVID-safe plans for the operation of on-site kindergarten programs, as well as facilitating opportunities for staff to connect and collaborate throughout the year.

Towards the end of 2020, in light of the growth of the NSEYC and its expansion into long day care, the CEO reviewed the management

structure and increased resources in some areas to allow for the following changes from 2021:

- The Operations Manager and Quality and Risk Coordinator roles were combined to create a full-time Operations Manager role (formerly 0.6EFT)
- A new Communications and Engagement Manager role was created (0.6EFT)
- A new Finance Manager position was created (0.6EFT).

These changes will help to ensure the ongoing effective operation and financial oversight of the organisation, including a high level of operational support for the kindergarten teams, and a greater focus on external and internal communications and engagement.

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## Our board and executive group

We recognise that having a central body with a robust governance structure and expertise in managing kindergarten services is essential to our ongoing operations and delivery of quality education and care. The Board of Directors oversees the strategic direction of the organisation. It comprises representatives from local government, the community sector, and school leaders. School Principals are also part of an Executive Group that supports networking, collaboration and information-sharing between

sites, and continuity of learning for children between kindergarten and schools.

The Board, Executive Group and Management teams work in partnership to create attractive employment opportunities, support effective links between existing services, promote the benefits of kindergarten within the local area, provide coordinated professional support and development for continuous improvement while supporting effective collaboration between kindergartens and primary schools.

**Valerie Karaitiana**, Chair, Principal Executive  
**Suzie Mansell**, Secretary  
**Leanne Giardina**, Treasurer  
**Lynne Gunning**, Member  
**Pam Streete**, Member, Principal Executive  
**Sylvia Dickson**, Member  
**Kathy Townley**, Member  
**Felix Ohle**, Member

Board Members

**Paul Kenna**, Belle Vue Park Primary School  
**Teresa DeMercurio**, Bethal Primary School  
**Leanne Lewis**, Broadmeadows Primary School  
**Val Karaitiana**, Dallas Brooks Community Primary School  
**Roger Pell**, Fawkner Primary School  
**Joanne Money**, Glenroy Central Primary School  
**Pam Streete**, Glenroy West Primary School  
**Anthony Potesta**, Meadows Primary School  
**John Williams**, Moreland Primary School

Executive Principal Group

**Sigi Hyett**, CEO  
**Bec Howell**, Operations Manager  
**Elicia Napoli**, Teaching and Learning Facilitator  
**Libby Farley**, Quality and Risk Coordinator  
**Linda Burns**, Accounts Officer  
**Kirti Crute**, Enrolment Officer  
**Amira Mourad**, Administration Officer

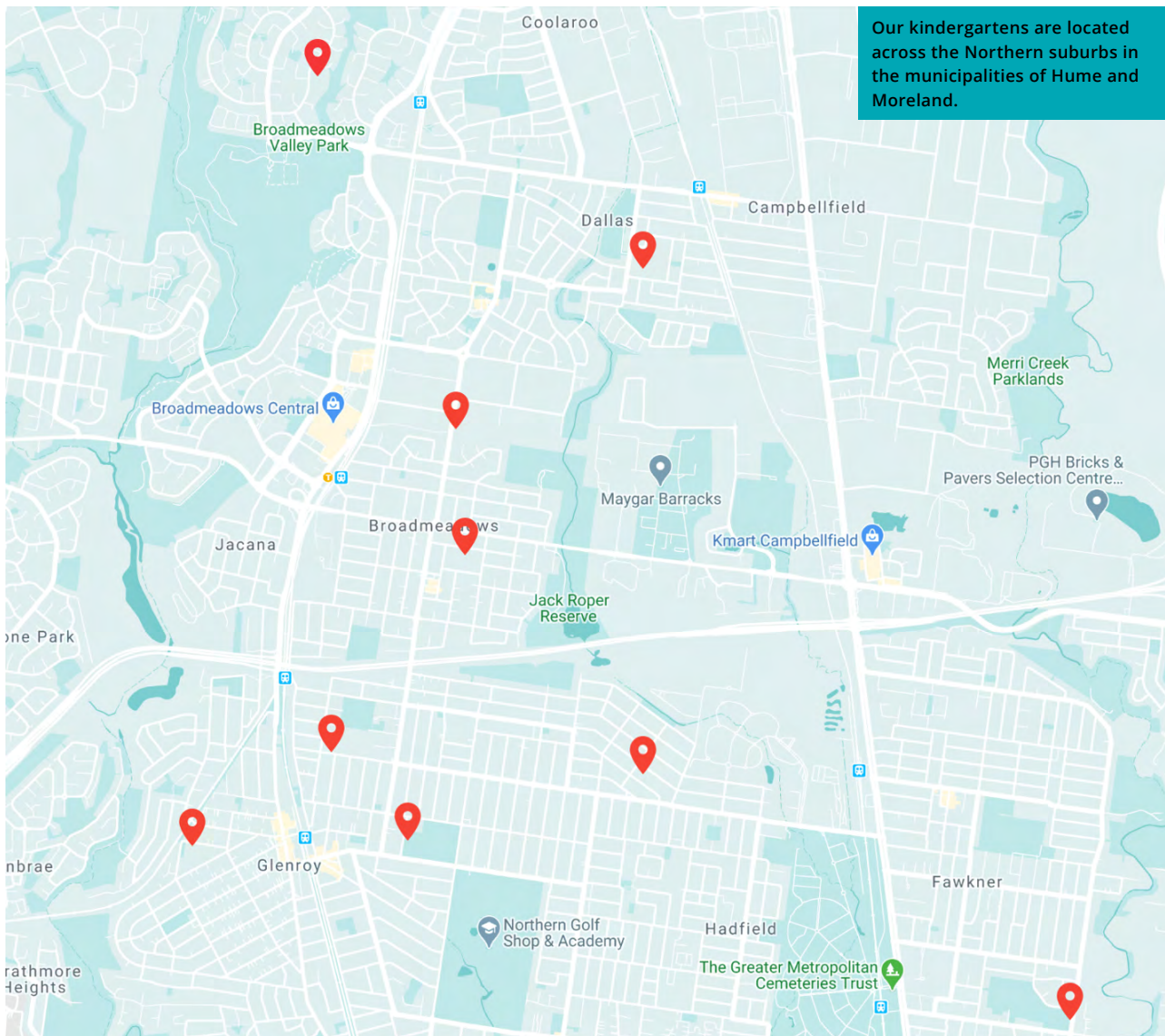
Our management & administration

# Our kindergartens

Our vision is to provide an effective kindergarten program that provides a flexible learning environment, where children will find varied opportunities in which they can:

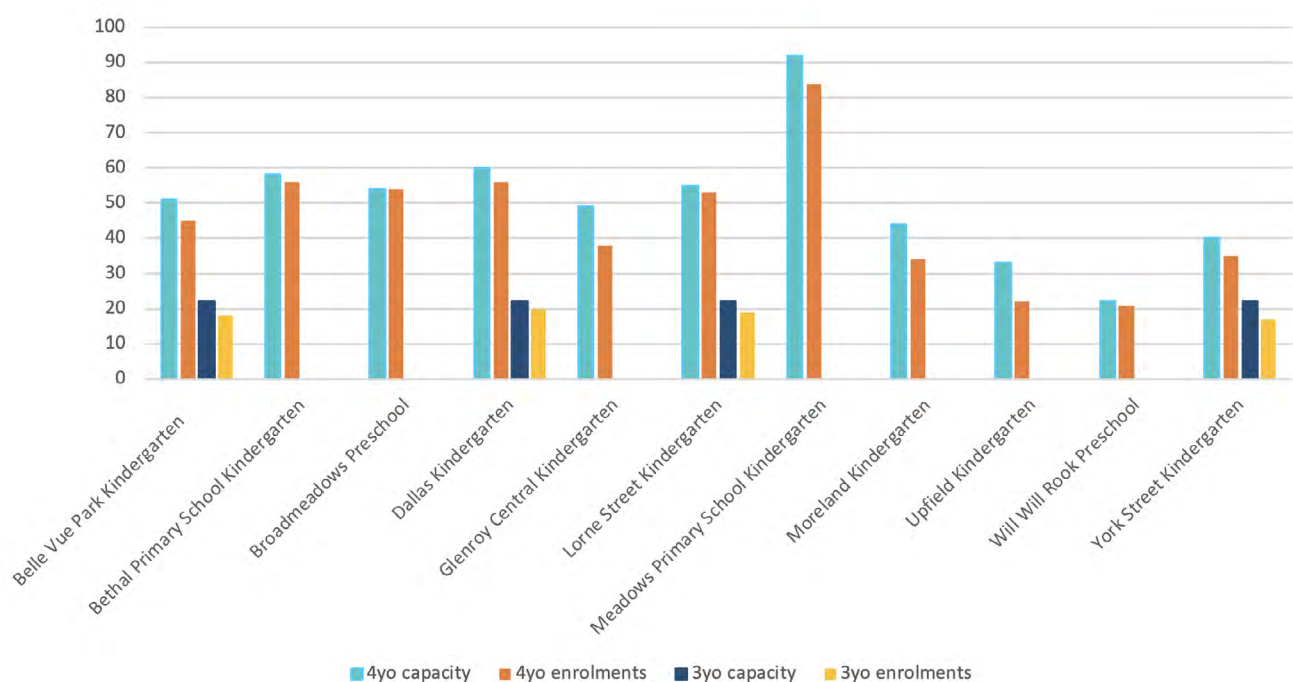
- learn social behaviours that benefit both the individual and the group,
- develop critical thinking, explore, create and learn to solve problems,
- discover, collect and classify information about the world,
- build and clarify concepts, extend present knowledge and experience,
- learn about words, explore usage and meanings for effective communication with others,
- and above all have fun!

Ten of our eleven kindergartens are co-located on school sites enabling the kindergarten programs to be integrated with the schools, providing a K-6 model at each site. Each kindergarten team comprises at least one Bachelor-qualified Early Childhood Teacher and at least one qualified early childhood educator. We value ongoing professional learning and collaboration for our teams, where the sharing of knowledge and skills strengthens staff's capabilities, and ultimately provides better outcomes for children, families, staff and community.





## 2020 ENROLMENTS (AS AT END OF 2020)



**IN 2020 WE PROVIDED A KINDERGARTEN PROGRAM FOR OVER 570 CHILDREN ACROSS THE FOLLOWING SERVICES:**

- **Belle Vue Park Kindergarten** – 3 and 4-year-old kindergarten. Located in the grounds of Belle Vue Park Primary School, Morell St, Glenroy
- **Bethal Primary School Kindergarten** – 4-year-old kindergarten. Located in the grounds of Bethal Primary School, 26-52 El Dorado Crescent, Meadow Heights
- **Broadmeadows Preschool** – 4-year-old kindergarten. Located in the grounds of Broadmeadows Primary School, 62-79 Blair St, Broadmeadows
- **Dallas Kindergarten @ Dallas Brooks Primary School** – 3 and 4-year-old kindergarten. Located within the school at 24-36 King St, Dallas
- **Glenroy Central Kindergarten** – 4-year-old kindergarten. Located in the grounds of Glenroy Central Primary School, 10 Logan St, Glenroy
- **Lorne Street Kindergarten** – 3 and 4-year-old kindergarten. Located in the grounds of Fawkner Primary School, 40 Lorne St, Fawkner
- **Meadows Primary School Kindergarten** – 4-year-old kindergarten. Located in the grounds of Meadows Primary School, 41 Gerbert Street, Broadmeadows
- **Moreland Kindergarten** – 4-year-old kindergarten. Located in the grounds of Moreland Primary School, 157-163 Moreland Rd, Coburg
- **Upfield Kindergarten @ Dallas Brooks Community Primary School** – 4-year-old kindergarten. Located within the grounds of the school at 24-36 King St Dallas
- **Will Will Rook Preschool** – 4-year-old kindergarten. Located at our bush kindergarten site, 208A Hilton St, Glenroy
- **York Street Kindergarten at Glenroy West Primary School** – 3 and 4-year-old kindergarten. Located in the grounds of Glenroy West Primary School 60 William St, Glenroy

Unfortunately, our three-year-old programs were not able to operate beyond Term 1 in 2020, as they were not financially viable due to very low numbers of children continuing their enrolment during COVID-19 restrictions.



## Our people

Our dedicated team are committed to providing opportunities for all children to learn, thrive and reach their full potential. This shared common purpose is crucial to the overall NSEYC culture and was exemplified in 2020 with the organisation's response to the COVID-19 pandemic.

Our teams have developed a shared understanding of our purpose both within their own immediate working group and of our whole organisation. This has enabled our everyday work to be aligned to our purpose, as well as the National Quality Standards, creating a strong sense of connectedness across the organisation.

The values of the whole organisation are demonstrated within our teams daily. Trust, respect, and strong relationships provide ongoing opportunities for learning.

In 2020, our teams continued to expand their knowledge, skills, and capabilities through professional learning, as part of the School Readiness Plans and the NSEYC professional learning calendar.

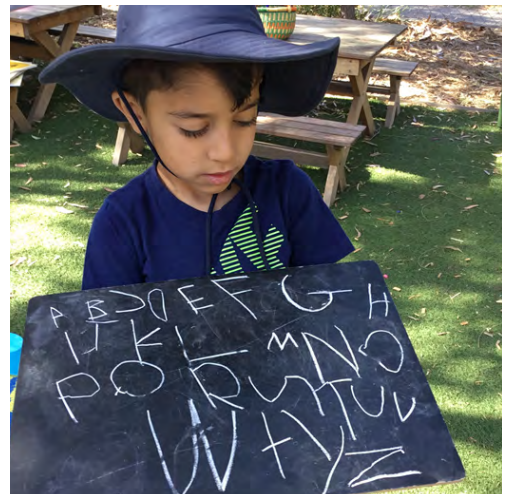
Given the COVID-19 restrictions, much of this professional learning was delivered virtually, and the low attendance of children at kindergarten meant educators had less opportunities to put their learning into practice. Educators nonetheless reported that the learning was very beneficial and they valued the opportunity to be able to focus on theory in a deeper way. The 2021 School Readiness Plans will include opportunities to build on and consolidate this learning in practice.

Although we were unable to hold typical face-to-face staff meetings or a face-to-face Annual Conference in 2020, technology became our new best friend and we all learnt new skills that enabled our teams to come together multiple times throughout the year via online meeting platforms to share insights and ideas, and to connect with each other. We also held online trivia sessions, themed dress-ups and other games to add some fun and variety.





The values of the whole organisation are demonstrated within our teams daily. Trust, respect, and strong relationships provide ongoing opportunities for learning.





## Our community

The NSEYC services are situated within the northern suburbs of Melbourne, with our 11 kindergartens located across the municipalities of Hume and Moreland, in the suburbs of Glenroy, Fawkner, Coburg, Dallas, Meadow Heights and Broadmeadows. The communities we work within are vibrant and richly multicultural. Our families and children speak many languages, with the most predominant being Arabic, Punjabi, Turkish and Urdu, with an increasing number

of Samoan and African families also moving into the area. These diverse cultures are also reflected amongst our teams and within our programs.

There are also high levels of vulnerability and disadvantage amongst our communities, which is why it is so important that we work with our communities and partners to provide the highest possible quality early learning experiences in these most formative years and help close the gap of disadvantage for children entering formal schooling. The aim is to empower children in their learning journey, and to support families as their first and most important educators. This was especially critical in 2020, when experiences in the home became the most important learning opportunities for many children who were not accessing early childhood education services.





## Our partnerships

Partnerships and collaboration are central to the governance and integrated service delivery model of the NSEYC. We could not achieve what we do without our partners; from our Board members, school principals, local councils, and the Department of Education and Training, through to on-the-ground professionals and support workers who work with our teams every day.

The NSEYC is unique in that we employ a collaborative governance model with strong oversight and involvement of local primary schools and other partners. The NSEYC Board of Directors includes local government and community sector representatives, as well as school principals.

At the organisational level, we work closely with the Hume Moreland Area of the Department of Education and Training, and with Moreland and Hume City Councils. This includes representation on the following groups for each council:

- **Moreland Children, Young People and Families Plan Governance Group, planning group for the Glenroy Community Hub, the Moreland Central Enrolment Reference**

**Group, the Moreland Early Years Network Group, the Moreland Educational Leaders' Network Group and the Moreland Ready, Set Prep steering group.**

- **Hume Best Start Executive Group and Working Group, the Hume Early Years Partnership, the Hume Early Years Network Group, and the Hume Educational Leaders' Network Group.**

Our kindergarten staff work in partnership with multi-disciplinary professionals and schools to support children and families to fully engage in early learning and improve their health and wellbeing. This includes Allied Health professionals from Merri Health and DPV, trauma-informed specialists through the Alannah and Madeline Foundation, Kindergarten Inclusion Support workers, Preschool Field Officers, Child First and primary school teaching and support staff.

We are continuing to strengthen links with other organisations such as community health services, early childhood intervention services, family services, refugee and migrant support services, neighbourhood houses and Aboriginal cooperatives.



# Achievements in 2020

2020 has been a year of unprecedented challenges but has also presented opportunities for innovation and creativity. The restrictions arising from COVID-19 required us to be flexible and find new ways of achieving our goals, and we were able to make considerable progress despite the challenges. Some key achievements against our strategic goals are outlined below.

## GOAL 1 PROVIDE A QUALITY CHILDREN'S SERVICE

### DEVELOPMENT OF A BUSH KINDERGARTEN PROGRAM

Linking children to the outdoors and nature is critical for their learning, development, health and wellbeing. In recognition of this, one of our strategic objectives was to implement at least one bush kindergarten program. Will Will Rook Preschool is located in a natural setting with many plants, rocks and trees, and is adjacent to parkland owned by the Wurundjeri people – making it the perfect place to initiate the program. Embracing nature pedagogy has been a learning journey for all involved, including educators, children and families. During 2020, the team at Will Will Rook Preschool worked collaboratively with families to develop their understanding of the benefits for children of learning through play in nature, and to respectfully challenge beliefs about the impact of being outdoors during inclement weather. This approach has led to a new understanding and appreciation of nature amongst educators, families and children alike, and has been [profiled by the Department of Education and Training as a case study](https://nseyc.org.au/wp-content/uploads/ARTICLE-re-WWR-Nature-Pedagogy-ECIB-News-Sept-2020.pdf).<sup>1</sup>

### IMPLEMENTATION OF SCHOOL READINESS PLANS

School Readiness Plans were implemented across each of our kindergartens for the first time in 2020, with the aim of improving support for children in the areas of Wellbeing and Communication. This would have been a challenge even during a 'normal' year, but COVID-19 certainly caused some additional barriers to smooth implementation.

Thankfully, our partners and teams were able to adapt and find new delivery methods to ensure that children benefited even if they

were not attending kindergarten face-to-face. This included:

- Reflective Practice sessions facilitated by Heather Barnes (Early Childhood Consultant), focused on children's wellbeing
- Tailored, collaborative sessions delivered by Allied Health speech pathologists and psychologists from DPV and Merri Health, focused on communication and wellbeing
- Learning modules and intensive support through the Alannah and Madeline Foundation's Trauma Consultancy Service
- Respectful Relationships training through the Department of Education and Training
- Support, resources and training from FKA to implement bilingual libraries at the kindergartens.

## GOAL 2 OPERATE A FINANCIALLY AND ENVIRONMENTALLY SUSTAINABLE ENTERPRISE

### IMPLEMENTATION OF RESOURCESMART PROGRAM

We were successful in applying for and undertaking the [ResourceSmart in Early Childhood program](https://nseyc.org.au/wp-content/uploads/ARTICLE-re-WWR-Nature-Pedagogy-ECIB-News-Sept-2020.pdf)<sup>2</sup> at Will Will Rook Preschool, which will ultimately improve our environmental sustainability efforts across all NSEYC services. The program, facilitated by CERES Environment Park, helps early learning centres embed sustainable practices into their service operations in order to meet National Quality Standard 3.2.3 (The service cares for the environment and supports children to become environmentally responsible). The program covers the areas of operations, curriculum and community links, with learning modules focusing on energy, waste, water and biodiversity. This

<sup>1</sup> <https://nseyc.org.au/wp-content/uploads/ARTICLE-re-WWR-Nature-Pedagogy-ECIB-News-Sept-2020.pdf>

<sup>2</sup> <https://sustainability.ceres.org.au/resourcesmart-schools/resourcesmart-in-early-childhood/>





Upon returning to kindergarten later in the year, children settled back into the environment and were able to seamlessly connect with their peers and educators to continue their learning.

program was shared with the wider group of staff across our cluster and supported our teams to improve sustainable practices in all our kindergartens.

#### REVIEW OF MANAGEMENT STRUCTURE

In light of the growth of the NSEYC and some staffing changes, in late 2020 we undertook a review of our management structure to ensure the ongoing sustainability of our operating model, which resulted in the following changes for implementation from early 2021:

- An increase to the time fraction of the Operations Manager role (to full-time)
- Introduction of a new Finance Manager role (part-time)
- Introduction of a Communications and Engagement Manager role (part-time)

contact was critical to maintaining and strengthening relationships. Home learning packs were developed to incorporate children's individual interests and circumstances, and parents were supported to use what was available in the home to provide rich learning experiences. Upon returning to kindergarten later in the year, children settled back into the environment and were able to seamlessly connect with their peers and educators to continue their learning.

Our kindergarten staff demonstrated an incredible amount of resilience, creativity and commitment to children's (and their own) learning during this difficult time, taking on the challenge of using new technologies and finding new ways to engage and share strategies with families and each other. The Loving Learning at Home program was highlighted as a [case study by the Department of Education and Training's central and regional offices](https://nseyc.org.au/wp-content/uploads/ARTICLE-re-Loving-Learning-at-Home-ECIB-Oct-2020.pdf)<sup>3</sup>.

### GOAL 3 STRENGTHEN COMMUNITIES

#### DELIVERY OF A 'LOVING LEARNING AT HOME' PROGRAM IN RESPONSE TO COVID-19

As soon as COVID-19 began to impact children's attendance at kindergarten, we identified a critical need to ensure that children and families were supported to continue their learning and stay connected to the kindergarten community. Our educators and management team worked collaboratively and swiftly to develop a multi-faceted plan to ensure continuity of children's learning throughout the crisis, combining the use of technology, home-learning packs and outreach support, reflecting our community's diverse needs. Connecting through other platforms using technology such as an online learning portal, zoom sessions, and telephone

### GOAL 4 STRENGTHEN OUR WORKFORCE

#### SUPPORTING OUR PEOPLE TO STAY CONNECTED, SAFE AND WELL DURING COVID-19

The pandemic required us to rethink the way we work together as an organisation that previously relied on face-to-face meetings and events for collaboration and networking. The NSEYC staff embraced communication platforms such as Teams and Zoom to participate in online meetings and connect with colleagues, and to engage in professional learning. This enabled us to continue implementation of the School Readiness Plans and other initiatives (albeit

<sup>3</sup> <https://nseyc.org.au/wp-content/uploads/ARTICLE-re-Loving-Learning-at-Home-ECIB-Oct-2020.pdf>

in a different format). The Management team also implemented regular phone calls with every staff member to help combat the isolation of working from home, held regular All Staff forums and fun events, and developed COVID-Safe plans for every kindergarten to operate safely when children returned on-site. Most importantly, our team members looked after each other, checking in on colleagues' wellbeing and sharing ideas for working and learning at home effectively throughout the lockdowns. According to a recent staff survey, the NSEYC emerged from the crisis as a more connected organisation than before.



We were successful in securing \$7 million in grants to expand and redevelop our kindergarten facilities

#### GOAL 5 PURSUE GROWTH OPPORTUNITIES TO MEET OUR PURPOSE

##### REFURBISHMENT OF MORELAND AND MEADOWS KINDERGARTEN

Through the DET's 2019 infrastructure grants program we were successful in attracting **\$152,029** to upgrade the Moreland Kindergarten outdoor play space, and **\$48,000** for Stage 1 of the Meadows Kindergarten outdoor play space, and these projects were completed in 2020. We engaged Jeavons Architects to design and manage the projects, as they have significant expertise in creating engaging natural play spaces. Children, families and staff all contributed ideas for the play spaces, and the works were completed in 2020.

##### ATTRACTING \$7 MILLION IN BUILDING BLOCKS INFRASTRUCTURE GRANTS

We were successful in securing the following grants to expand and redevelop our

kindergarten facilities to support the rollout of 3-year-old kindergarten from 2022:

- **\$3,706,595** to expand and redevelop facilities, including upgrading the outdoor spaces, at Meadows, Bethal, Will Will Rook and Moreland Kindergartens to accommodate three-year-old kindergarten programs
- **\$2,400,000** for modular kindergarten facilities at York Street and Upfield Kindergartens to accommodate three-year-old kindergarten programs
- **\$986,295** for upgrades to outdoor spaces at Lorne Street, Dallas, Broadmeadows and Belle Vue Park Kindergartens to provide improved quality outdoor learning opportunities for both three and four-year-old children.

In addition, we secured **\$16,500** in IT grants to upgrade laptops and printers at the kindergartens to support planning, assessment and the learning from home program.

##### DEVELOPING THE NEW GLENROY HUB CHILDREN'S CENTRE

In 2019 the NSEYC was selected by Moreland City Council as the operator for the Glenroy Hub Children's Centre, as part of the Glenroy Community Hub due to open in 2022.

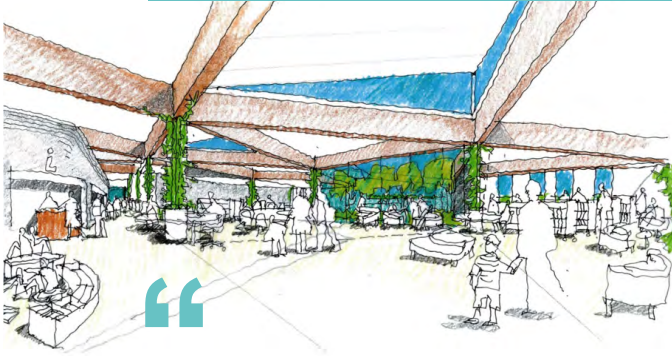
The Hub will also offer other services and programs on site such as a library, Maternal and Child Health, a community garden, health services and more. This will see the NSEYC expand into the under three age group for the first time, offering education and care for children from six weeks of age until they start school. We know that the first three years are when the foundations are laid for children's lifelong health, wellbeing and achievement. Our involvement in the hub will enable us to extend our model to these younger years where we know we can make an even greater impact on the outcomes for children in our community – particularly those who are experiencing vulnerability. 2020 saw considerable progress in the development and construction of the Hub, with the NSEYC having significant input to the design and operating model of the overall facility. Our planning for operation of the Children's Centre has also commenced.



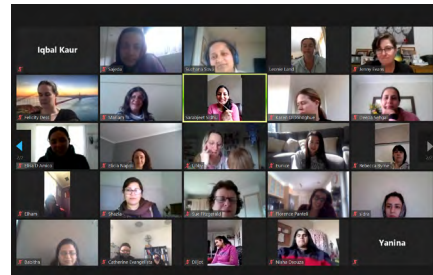
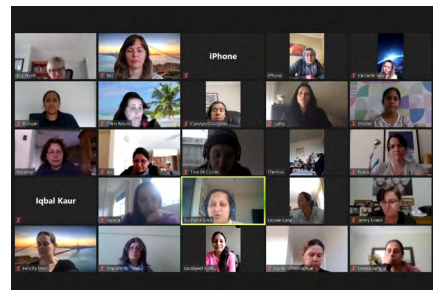


Refurbishment of Moreland and Meadows kindergarten

Image of 'Community Hub' on Wheatsheaf Road, Glenroy

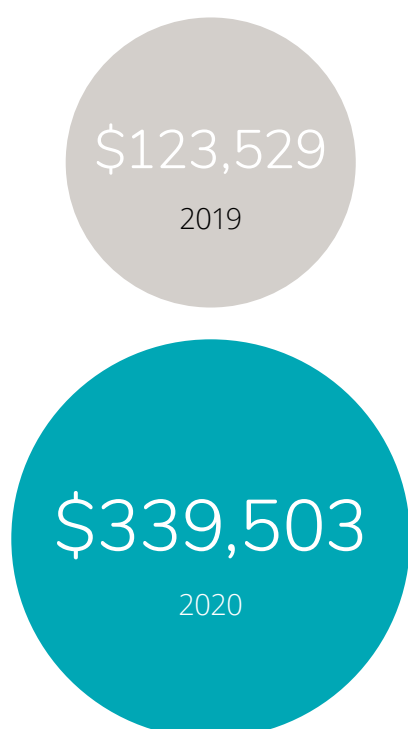


Our involvement in the hub will enable us to extend our model to these younger years where we know we can make an even greater impact



# 2020 Financial Report Notes

## Net Profit / Surplus (A\$)



## Total Expenditures

**\$3,653,287**

increase by 36% on 2019 year

### Expenses include:

- Consultants & early learning costs **\$65K**
- Equipment purchases **\$42K**
- External Grants expended **\$210K**
- School readiness programs **\$238K**

## Key Indicators

**\$3.99M**

Turnover now exceeds \$3.99 Million

**42%**

Increase by \$147,925 (increase by 42% on prior year)

**\$2,695,182**

Total increase of \$1,503,108 in last four years (since 2016)

**20%**

Representing 5th consecutive year of growth over 20%

**\$100K**

Includes \$100K ATO Cash Flow Boost due to COVID-19 Business Relief measures



## Wages & On Costs

	2020	2019	2018	2017
Wages	<b>\$2,293,551</b>	\$1,447,000	\$1,259,811	\$1,083,483
AL & LSL	<b>\$19,816</b>	\$36,278	\$99,022	\$45,956
Relief Staff	<b>\$141,435</b>	\$231,362	\$256,373	\$98,328
Super	<b>\$238,032</b>	\$161,417	\$142,880	\$121,879
Work-cover	<b>\$29,727</b>	\$30,643	\$25,008	\$11,217
Total Costs	<b>\$2,722,561</b>	\$2,279,224	\$2,049,473	\$1,572,849
As % of Turnover	<b>68.0%</b>	81.38%	77.25%	73.65%

Translates to \$2 out of every \$3 paid as wages/employment costs = "Service Delivery"

Increase by \$443,337 = 19% (compared to turnover increase of 36%)

Greater emphasis on specialist programs

## Balance Sheet (Statement of Financial Position)

**\$2,443,522**

**Total Assets**  
\$2,443,522  
(represented  
96% cash)

**\$496,561**

Overall net  
increase in  
**cash reserves**  
of \$496,561 =  
increase by 26%  
(11% prior year)

**\$589,428**

**Liabilities** (all  
current) \$589,428  
= increase from  
2019 year \$239K  
(68%)

**x4.2**

**Fully Funded** by  
cash reserves  
(liquidity ratio) =  
4.2 times


**\$1,854,093**

**Total Net Assets**  
\$1,854,093 =  
increase by  
\$339,503 = 22%

**x35**

Total Net Assets in  
**2011** was \$52,649  
(35x growth in 10  
years)

**Note – Leave Entitlements Provision now an "unlimited contingent liability"**



# The year ahead

After the challenge of 2020, we are excited to once again have the chance to work collaboratively with our teams and partners towards our strategic goals in 2021. We are yet to fully understand the impacts of the COVID-19 pandemic and associated restrictions on our communities (especially on children), but we expect to see an increase in families and children experiencing vulnerability due to the inherent stress and isolation experienced by all. This makes it especially important that we work in partnership with our stakeholders to provide the best possible early learning experiences for children and identify and provide further support where it's needed. Our key priorities for 2021 will be:

- Implementing School Readiness Plans, including a new Access to Early Learning program which aims to support three and four-year-old children from families with complex needs to fully participate in high quality, universal early education and care
- Embedding 'exceeding' themes of the National Quality Standard within our kindergarten programs and across the organisation, as part of a continuous effort to improve the quality of learning for children
- Further strengthening the K-6 model through a more formalised approach to collaboration between kindergarten and Foundation teams, with the aim of supporting continuity of learning and a smooth transition to school for children, particularly those experiencing vulnerability or with developmental delays
- Managing the delivery of the Building Blocks facility extensions and upgrades and applying for more grants where required
- Planning, promotion and recruitment of staff for additional three-year-old kindergarten programs from 2022
- Developing the operational model for the new Glenroy Children's Hub (under construction, opening in 2022) and formalising a new partnership with Holy Child Primary School to manage their new early childhood education and care service (under construction, also opening in 2022)
- Implementing a Communication and Engagement Strategy to support the achievement of our strategic goals and promotion of the organisation.

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# Acknowledgements

Thank you to all our stakeholders. We value the strong partnerships we have with our community and sector and acknowledge their commitment and role within our organisation.

Thank you for your contribution to the NSEYC this year.

- Alannah Madeline Foundation
- Australian Education and Care Quality Authority
- Belle Vue Park Primary School
- Bethal Primary School
- Broadmeadows Primary School
- Dallas Brooks Community Primary School
- Department of Education and Training
- DVP Health
- Early Learning Association of Australia
- Enterprise Care
- FKA Children's Services
- Fawkner Primary School
- Gardiner Architects
- Glenroy Central Primary School
- Glenroy West Primary School
- Heather Barnes
- Hume City Council
- Jeavons Architects
- Meadows Primary School
- Merri Health
- Michael Overman Accountancy
- Moreland Primary School
- Moreland City Council
- Uniting
- Victorian Aboriginal Education Association Inc
- Victorian School Building Authority
- Wurundjeri Tribe



