Context

Preschool Name: Port Wakefield Kindergarten  
Preschool Number: 6629

Preschool Director: Mrs. Chris Manners  
Region: Lower North

- In 2013 our centre operated as a .35 centre under the Rural Pre-school policy
- Children could access 20 hours per fortnight under Universal Access
- Our staff was 0.4 Director- Chris Manners, 0.35 ECW- Leah Jacobs and 0.1 ECW – Sandy Burden for Occasional Care

Our centre offered:

- Universal Access Hours for Rural Pre-schools
- Pre-school support program
- Occasional Care for 2 year olds 1 session/week
- Playgroup 1 session/week run by parents

HIGHLIGHTS FOR 2013

- Rainbow Day – a celebration of our Literacy at home Program for term 1.
- Book based programming – building on the children’s knowledge with fun and engaging activities
- Visits from children from Port Wakefield Primary – cooking activities
- Amazing Literacy Race – using the book ‘Where Is the Green Sheep?’ by Mem Fox and focusing on, Oral language, Print Knowledge and Phonological Awareness
- Excursion to Adelaide with kindy and Port Wakefield Primary School – Movies and Macca’s
- Upgrades to indoors – office, bathroom and new carpet in the activity area.
- Pre-entry program
- Parent Club lunch days
- Farewell to Rural Kindy and Hello to 0.5 kindy. Afternoon tea celebration with staff, children, parents and community

Quality Improvement Plan

Staff and Governing Council completed self-audits on the seven areas of the Quality Improvement Plan (QIP) focusing on strengths and areas that needed improvement. In 2013 we focused on:

AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Our centre has collected a range of data throughout the year to measure and report on children’s learning using the Early Years Learning Framework and Developmental Learning Outcomes. The following shows how we have progressed towards meeting the targets of our Quality Improvement Plan and how we involve
children and their families in learning, how we monitor children’s development and how we will improve children’s learning outcomes.

Children’s sense of belonging is enhanced through a curriculum that connects with everyday activities and special events of families, community and cultures.

**Improve engagement and achievement in Literacy** – Oral Language as stated in the Yorke and Mid North Regional targets

**TARGETS:**

- By the end of six terms at kindy 100% of children to show growth by moving 2 strands or reaching Level 4 on the TROLL (Teacher Rating of Oral Language and Literacy) Oral Language continuum.

- All families to become involved in our Literacy at Home program.

**ACTION:**

Staff planned to focus on Oral Language activities at each session, use rhyme in everyday activities and using books with interesting words. Staff would also plan to engage in STRIVE FOR FIVE conversations with all children with conversations going back and forth between the child and adult at least five times.

Speak to parents about our Literacy at Home program and give out information about the benefits of reading with your child.

**PROGRESS:**

- Information about TROLL given to parents at Governing Council and informal chats to individual parents

- Staff looked at the TROLL data at the end of each term, how to assess children and plan for literacy. Rhyme, speaking clearly to others, using interesting or varied vocab showed to be areas for improvement

- The HAT Box was used to encourage children to use conversation with meaning.

- Staff encouraged children to speak, listen and question when talking about favourite stories, their toys, something made at the collage table, playdough, painting, playing in the sandpit and cubby house.

- Staff used Levels of questioning when speaking to children about activities

- Strive for Five conversations were observed for all children – recording the conversation by writing, taking photos and videoing.

- Encourage all families to participate in Literacy at Home – we had a target that all children would take at least 15 books home per term. This was an increase from last year from 10 to 15 books as most children loved to take lots of books home to read. Parents wrote the name of the book on a tree template. We wanted to make a forest of trees and show the children how many books were read over the year. When the tree was covered with at least 15 books we had a celebration for all children. 80% of families engaged in this literacy program. This was a drop by 10% compared to last year.

- The TROLL exit data for children leaving pre-school in 2013 showed all children moved at least 1 band on the Oral Language continuum and therefore did not reach the Regional Target of moving at least 2 levels. Two children had already reached level 4 and therefore had already reached their target.
REVIEW:

Oral Language will continue to be a high priority in our Educational program as we strive to engage children in speaking and listening activities so that children are more confident with and improve their Oral Language skills. Staff will continue to monitor and review children’s individual learning through parental discussions with individual learning plans and beginning to use Learning Stories.

AREA 2: CHILDREN’S HEALTH AND SAFETY

GOAL: To promote Healthy food choices for children’s snack and lunch.

ACTION
Staff planned many activities to help promote making Healthy Food choices. The most successful activity was recording what children had for snack each day. Pictures were placed on the wall by the snack area with a title ‘What are you having for snack today?’ Staff would record how many apples, bananas etc

Discussions at Governing Council for our sites Food and Drink Guidelines.

PROGRESS
The children were involved with the counting and also reminding others if a food was a ‘sometimes food’. The activity was used every day and children were very eager to bring healthy foods so they could be recorded on the pictures.

Food and Drink Guidelines were sent to all parents to promote, encourage and develop healthy eating habits.

REVIEW
Continue to promote Healthy Food choices using the popular fruit count cooking, sending recipes home and helpful hints for healthy lunch boxes.

Review Healthy Eating Guidelines at Governing Council and promote the Right Bite website.

AREA 3: PHYSICAL ENVIRONMENT

GOAL
Risk assessment of old playground areas and equipment

Use Facilities Grants to upgrade and replace indoor areas

PROGRESS
Assessments were done on the old wooden structures and climbing gym

Upgrading of office and bathroom areas and replacing floor coverings were considered inside priorities

ACTION
Discussions with staff, parents and Grounds committee showed that the old wooden structures and climbing gym need to be removed due to old and worn parts.

Planning with Facilities Manager, staff and Governing Council led to all indoor upgrades completed.
REVIEW

Removal of all old play equipment as soon as possible to create a more natural outdoor area in 2014. Create a list of the changes parents, staff and children would like to see in a new outside play area.

AREA 4: STAFFING ARRANGEMENTS

An Occasional Care Co-ordinator was appointed for term 3 and 4.

AREA 5: RELATIONSHIPS WITH CHILDREN

GOAL

Staff to focus on the well-being scale – happiness and satisfaction using this as a tool for supporting and observing children’s levels of well-being.

ACTION

Observations were made at the end of term 1 looking at confidence, self-esteem, sense of self, vitality, enjoyment, and ability to rest and relax. Other checklists were also used to help assess children’s well-being - Traffic Lights for each child using red, orange or red stickers. Children with a red or orange sticker were monitored for speech or behavior difficulties. You Can Do It checklist using persistence, confidence, organization, getting along and resilience was also used.

PROGRESS

Using the data from the observations and checklists staff were able to establish a definite pattern of well-being vs engagement in learning activities. One of the programs used involved all children having a quiet time after lunch, relaxing to music and stories. Children responded by being calmer and eager to join in with play activities.

REVIEW

Continue to use RRR and various assessment tools to monitor children’s well-being involvement and learning.

AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

GOAL

Use the enrolment process to inform parents about centre expectations of regular attendance.

Review transition program with school for 2014 with Same First Day.

Support Parents for Same First Day 2014

ACTION

Parents were informed about regular attendance for their children at pre-school.

Meetings between parents, kindy and school staff to discussion transition programs.

Offer a pre-entry program for children starting pre-school in 2014.

PROGRESS

Attendance data clearly shows that parents value the importance of their children regularly attending pre-school. (see attendance data and graph)
Staff from kindy and school organized weekly visits between kindy/school and a five week program for children starting school in 2014 for term 4. Parents had information sessions with the school principal to learn about Same First Day.

The pre-entry program was offered to children who would be starting pre-school in 2014. The program ran over 9 weeks with one session per week on Wednesday afternoons side by side with the kindergarten session.

**REVIEW**

Weekly visits between school and kindy helped to establish and maintain respectful and trusting relationships with other children and educators. This will continue in 2014 as both sites have committed to ‘Integrating pre-school in the first years of school 2014’ trial. Parents responded well to the information sessions and want to continue with them.

Pre-entry sessions were well received by parents. The program helped to build positive relationships with staff and support children with learning kindy routines.

**AREA 7: LEADERSHIP AND SERVICE MANAGEMENT**

**GOAL:** To develop a Mission Statement which guides all aspects of our centre.

- To review and update centre policies

**ACTION:** Look at our current Mission Statement. Does it need to change?

- Find out what policies need to be updated and what is needed for NQS.

**PROGRESS:** Staff and parents have read the current statement and agreed to look at how we can re write our statement to include the many changes taking place in our rural preschools.

- Most policies need to be updated. The list of what policies pre-schools need to have was read out at Governing Council. Support from Regional Education Office staff with the current information.

**REVIEW:** We need to be more effective in documenting policies and procedures. Staff and parents are currently working towards a new philosophy statement and implementing policies.

**Intervention and Support Programs**

Support programs for targeted children with speech difficulties were implemented by staff into general curriculum planning as well as small group/individual support time. The DECD Speech Pathologist provided staff and parents with program recommendations to help with development of speech and language skills. Parents were also involved with helping their children with the same speech programs at home. With parents and staff supporting children with the same language programs, improvements in speech were evident over the year. Staff continued to encourage development of expressive language skills, modeling speech, practicing phonological awareness skills and using levels of questioning for children to understand and respond appropriately.

**Report from Governing Council**

Thank you to the other members of Governing Council giving me the opportunity to be the Chairperson for Governing Council 2013.
We closed 2012 with saying goodbye to Kim Hoskins and wished her and partner Kym the best with arrival of their first child and new position at Stansbury Primary School.

We welcomed new Principal, Jenny Gordon and CPS Worker, Merry Bennett, who have both been welcomed with open arms by students and parents.

Both the Kindy and School received Maintenance Funding which finished off the odd outstanding projects and completed other maintenance required.

The Kindy received a grant of $1500.00, a change table with steps was purchased, which assists with not having to bend over to change nappies.

Governing Council Members and the school community were saddened to hear of the passing of their former committee member and school parent, Anthony (Ted) Griffiths during 2013.

PWPS Fund Raising committee – sales of Hot Cross Buns and a Car Boot Sale.

Parent Club lunches, Easter raffle, Mother’s & Father’s Day raffle, Christmas raffle.

PWPS/kindy staff and SSO's/ECW's continuous training & developing, learning new programmes and data collection of students achievements.

Keeping Parents updated with their child/children’s education. Ongoing upgrading of procedures & practices.

Thank you to the Staff & SSO's for the effort you all put into the students and the school community.

A big thank you to the follow Governing Council members and to all the volunteers in Parent Club the Fund Raising Committee, Community Mentors and Merry Bennett (CPS Worker), with your support, time & effort great things are achieved within our school/kindy.

Kind Regards

Wendy Amos
Port Wakefield School Governing Chairperson

Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2011 - 2013

During 2013 up to 13 students were enrolled including 2 children with special needs.
Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>2011</td>
<td>12</td>
<td>11</td>
<td>6</td>
<td>10</td>
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<td>2012</td>
<td>11</td>
<td>14</td>
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<tr>
<td>2013</td>
<td>13</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

Attendance

Figure 2: Attendance by Term

Universal Access of 20 hours per fortnight was offered to all children. Attendance was 92.3% in term 1 and 91.7% in term 2. Both terms were well above the state average of attendance and highlights parents commitment to their children attending the local pre-school.

Table 2: Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Centre</td>
<td>91.7</td>
<td>81.8</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td>2012 Centre</td>
<td>81.8</td>
<td>85.7</td>
<td>76.5</td>
<td>78.6</td>
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<tr>
<td>2013 Centre</td>
<td>92.3</td>
<td>91.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry.
Note 1: Figures have been revised for previous years, using integer deemed attendance not decimal.
Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.
Source: Preschool Data Collection, Data Management and Information Systems

Feeder Schools
Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0366 - Port Wakefield Primary School</td>
<td>Govt.</td>
<td>83.0</td>
<td>90.0</td>
<td>83.3</td>
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<tr>
<td>0477 - Balaklava Primary School</td>
<td>Govt.</td>
<td>10.0</td>
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<tr>
<td>8496 - Horizon Christian School</td>
<td>Non-Govt.</td>
<td>17.0</td>
<td>16.7</td>
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<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.
Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management and Information Systems

Client Opinion

This year a site survey was given to parents. We asked parents for their ideas and opinions about what we are doing at our centre.
WHAT’S WORKING WELL – think about quality teaching and learning, program, learning environment, opportunities to discuss your child’s progress, decision making.
Parents say:
- Quality teaching and learning is excellent.
- More focus on letters and number practice.
- Always feel welcome and able to discuss my child’s progress.
- Excellent learning environment.
- Children always feel comfortable.
- I am happy with the teaching at the kindy. Things that I didn’t think my child would know she has learnt at kindy.
- Always feel welcome when we arrive at kindy. It’s nice to have a chat with both teachers even if it’s not about kindy stuff.
- Both teachers let you know your child’s progress every week. Even the special extra little things the kids do such as helping other kindy kids or the Occasional Care kids.

OUR KINDY WOULD BE EVEN BETTER IF?
Parents say:
- Maybe a bit more funding to buy new equipment.
- The Government should give them a huge grant for a new playground.
- There is nothing I would change they are doing a great job.
I believe the kindy is great the way it is. They have so many things to help them learn and play.

Leadership and Decision Making. We need to improve on more parents having the opportunity to be involved in Governing Council and helping with planning and policy making.

Relationships and Communication. Parents agreed they were comfortable about approaching staff about their child’s progress and felt welcome at the kindy.

Support of Learning. Most parents agreed they were supported with their child’s learning needs.

Quality of Teaching and Learning. Parents agreed that staff were enthusiastic in their teaching.
Parents were also asked for their opinion on how to organize session times for 2014 as we move from 20 hours per fortnight to 30 hours per fortnight.

**Session times**

**OPTION 1**  
Week 1  Tuesday, Wednesday, Thursday 8.45am -2.45pm  
Week 2  Tuesday, Wednesday 8.45am -2.45pm Thursday staff non-contact day

**OPTION 2**  
Tuesday, Wednesday 8.45am -2.45pm Thursday 8.45 -11.45am Staff non-contact pm

Parents were unanimous in choosing option 1. This will be our session times for 2014. All agreed at Governing Council as it will allow parents with children at school and pre-school to drop off their children at the same time and pick up the pre-school children before picking up the school children.

A survey was completed by parents of children enrolled in the Occasional Care program.

All parents agreed that they received adequate induction and information about the Occasional care service.

Communications, feedback, child safety, good health practices, learning and developing through play and staff sharing knowledge of child development all recorded a moderate to high agreement— a score of 5-6.

Comments: What do you like about Occasional Care?

- *The people, staff and kids are so friendly*
- *The staff seem to take an interest in all of the children and their progress.*
- *My child appears to be relaxed going and responds well to the staff there.*
- *My child enjoys being included in all the different activities provided there*
- *I like it that they meet other kids*
- *My child likes painting and playing.*
## Annual Report 2013

### 7:PORT WAKEFIELD KINDERGARTEN

General Ledger Profit and Loss for Prior Year, period 13

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>PTD Posting</th>
<th>YTD Posting</th>
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<tr>
<td><strong>GRANTS : DETE</strong></td>
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<tr>
<td>R-ZOP-6142</td>
<td>GRANT - RECURRENT FUNDING</td>
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<td>R-ZOP-6196</td>
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<td><strong>Total for GRANTS : DETE</strong></td>
<td>2,753.06</td>
<td>105,218.51</td>
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| **GLOBAL BUDGET REVENUE**                        |             |             |
| R-ZOP-65118 | GB-TCH SUPPLEMENTATION                 | 0.00        | 1,191.99    |
| R-ZOP-65118 | GB - TCH SUPPLEMENTATION              | 0.00        | 13,409.20   |
| R-ZOP-65131 | GB-UNIVERSAL ACCESS GRANT             | 0.00        | 657.96      |
| **Total for GLOBAL BUDGET REVENUE**              | 0.00        | 15,259.15   |

| **PARENT CONTRIBUTION REVENUE**                  |             |             |
| R-ZOP-6410 | PRESCHOOL - PARENT CONTRIBUTION       | 0.00        | 2,207.16    |
| R-ZOP-6495 | PLAYGROUP - FEES                      | 0.00        | 423.00      |
| **Total for PARENT CONTRIBUTION REVENUE**        | 0.00        | 2,630.16    |

| **OTHER OPERATING REVENUE**                      |             |             |
| R-ZOP-6815 | PRESCHOOL - DONATIONS                 | 0.00        | 800.00      |
| R-ZOP-6850 | PRESCHOOL - INTEREST REVENUE          | 0.03        | 176.29      |
| **Total for OTHER OPERATING REVENUE**            | 0.03        | 976.29      |
| **Total Revenue**                                | 2,753.09    | 124,084.11  |

| **SUPPLIES AND SERVICES**                        |             |             |
| E-ZOP-7121 | PRESCHOOL - CONSUMABLES                | 0.00        | 629.52      |
| E-ZOP-7136 | PRESCHOOL - FREIGHT                   | 0.00        | 171.35      |
| E-ZOP-7139 | PRESCHOOL - FUNDRAISING EXPENSES      | 0.00        | 1,381.61    |
| E-ZOP-7160 | PRESCHOOL - POSTAGE                   | 0.00        | 37.85       |
| E-ZOP-7169 | PRESCHOOL - R & M                     | 0.00        | 152.00      |
| E-ZOP-7172 | PRESCHOOL - RESOURCES                 | 0.00        | 1,697.68    |
| E-ZOP-7181 | PRESCHOOL - STATIONERY                | 0.00        | 177.54      |
| E-ZOP-7184 | PRESCHOOL - BOOKS & RESOURCES         | 0.00        | 268.36      |
| E-ZOP-7190 | PRESCHOOL - WASTE                     | 0.00        | 479.30      |
| E-ZOP-7199 | PRESCHOOL PROGRAM - OTHER EXPENSES    | 95.70       | 1,923.09    |
| E-ZOP-7183 | PLAYGROUP - AFFILIATION FEES          | (95.70)     | 175.35      |
| **Total for SUPPLIES AND SERVICES**              | (95.70)     | 7,093.75    |

| **GLOBAL BUDGET EXPENSES**                       |             |             |
| E-ZOP-79491 | OCCASIONAL CARE FEES                   | 0.00        | 320.00      |
| E-ZOP-73512 | GB-SITE FUNDED WORKS                   | 0.00        | 10,924.00   |
| E-ZOP-71111 | GB-SAL/WAGES-TEACHERS                  | 0.00        | 61,659.85   |
| E-ZOP-71112 | GB-SAL/WAGES-ANCILLARY                | 0.00        | 29,027.28   |
| E-ZOP-71114 | GB-SAL/WAGES-TRT                      | 0.00        | 1,230.69    |
| E-ZOP-71119 | GB-SAL/WAGES - CS ANCILLARY           | 0.00        | 221.62      |
| E-ZOP-73511 | GB PRESCHOOL - REPAIRS & MAINTENANCE   | 0.00        | 324.35      |
| E-ZOP-75177 | GB-MICROSOFT LICENCE RECHARGE         | 0.00        | 35.00       |
| **Total for GLOBAL BUDGET EXPENSES**             | 0.00        | 103,743.39  |

| **FACILITIES AND UTILITIES EXPENSES**             |             |             |
| E-ZOP-7192 | PRESCHOOL - TELEPHONE CHARGES          | 0.00        | 552.33      |
| E-ZOP-7220 | PRESCHOOL - CLEANING EXPENSES          | 0.00        | 161.33      |
| E-ZOP-7225 | PRESCHOOL - CLEAN CONTRACT ONGOING     | 0.00        | 602.50      |
| E-ZOP-7226 | PRESCHOOL - CLEAN CONTRACT PERIODIC    | 0.00        | 30.91       |
| E-ZOP-7240 | PRESCHOOL - ELECTRICITY COSTS          | 171.54      | 1,032.17    |
| E-ZOP-7250 | PRESCHOOL PROGRAM -GROUNDS EXPENSES    | 0.00        | 696.80      |
### General Ledger Profit and Loss for Prior Year, period 13

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<th>Account</th>
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<td><strong>Total for EMPLOYEE EXPENSES</strong></td>
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<td><strong>PARENT CONTRIBUTION EXPENSES</strong></td>
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<td><strong>Total for PARENT CONTRIBUTION EXPENSES</strong></td>
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<td><strong>Total Expenses</strong></td>
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<td></td>
<td><strong>Surplus or (Deficit) funds</strong></td>
<td>2,677.25</td>
<td>9,759.22</td>
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### Assets

- **CASH (CURRENT)**
  - A-ZOP-1110 PRESCHOOL - CASH AT BANK 799.57

Total for CASH (CURRENT) 799.57

- **INVESTMENTS (CURRENT)**
  - A-ZOP-1210 PRESCHOOL - SASIF INVESTMENT 20,737.44

Total for INVESTMENTS (CURRENT) 20,737.44

- **RECEIVABLES (CURRENT)**
  - A-ZOP-1310 PRESCHOOL - ACCOUNTS RECEIVABLE 847.95

Total for RECEIVABLES (CURRENT) 847.95

- **GLOBAL BUDGET ASSETS**
  - A-22G-15118 ACCRUED RECURRENT FUNDING 1,246.97

Total for GLOBAL BUDGET ASSETS 1,246.97

Total Assets 23,631.93

### Liabilities

- **LIABILITIES**
  - L-ZOP-3560 PRESCHOOL - ACCRUED EXPENSES 188.69

Total for LIABILITIES 188.69

- **OTHER LIABILITIES (CURRENT)**
  - L-2ZZ-3515 WS - GST HOLDING ACCOUNT (110.21)

Total for OTHER LIABILITIES (CURRENT) (110.21)

- **SCHOOL EQUITY**
  - F-ZOP-5100 PRESCHOOL - ACCUMULATED SURPLUS 13,794.23
  - F-ZOP-5110 PRESCHOOL - NET INCOME YEAR TO DATE SURPLUS/(DEFICIT) CURRENT PERIOD 7,081.97

Total for SCHOOL EQUITY 23,553.45

Total Liabilities and Equity 23,631.93