

Gowrie



LADY GOWRIE TASMANIA  
*annual report*  
2020-21

## our vision

"Lady Gowrie Tasmania is a trusted, respected values-based organisation which provides a holistic suite of quality services that enable Tasmanian children to thrive. Its mandate of 'Children First' underpins all programs and services."

## acknowledgement to country

Lady Gowrie Tasmania acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Owners and Custodians of Australia and pays our respect to the longest living cultures and Elders both past and present. We acknowledge and celebrate the resilience and strength of Aboriginal and Torres Strait Islander peoples and cultures today and acknowledge and respect their deep connection and relationship with Country and Community and commit to working together for a united Australia that values the Aboriginal and Torres Strait Islander heritage and provides justice and equity for all.





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## ANNE BEACH

Chair Board of Directors

On behalf of our team, I am pleased to share with you the Lady Gowrie Tasmania (LGT) 2020-21 Annual Report.

The ongoing efforts to suppress the transmission of COVID-19 was again a focus in this reporting year, as we emerged from the first wave of infections and commenced the transition back to operating normal services and programs. While we have been lucky enough to avoid further outbreaks in Tasmania, our team remained vigilant throughout 2020-21, continuing to keep abreast of requirements and risks, and to update and implement our covid safety plan and heightened safety and hygiene protocols.

Looking back over 2020-21, you will no doubt recall a significant milestone in March, when I announced that our then CEO, Ros Cornish, had made the difficult decision to retire at the end of the financial year after nearly 27 years with LGT and 38 years in the sector. Ros was instrumental in shaping our organisation, which grew significantly over the period of her leadership. After the many Board Chairs that have worked with Ros before me, it was a privilege to be in the role at that time and to be able to acknowledge and share in celebrating Ros' outstanding achievements in the education and care sector.

This change meant we had a bit of work to do as a Board, as we embarked on the process of finding LGT's next CEO. After an extensive recruitment process, both locally and nationally, we were delighted to close out the financial year by announcing that Mat Rowell would be our incoming CEO. Mat has since seamlessly transitioned into the organisation, bringing with him a wealth of experience of working in the

not-for-profit sector and a considered and calm approach to his work at LGT. It has been heartening to see our community welcome and embrace him.

While we were working through this change, there were a number of projects that kept the team extra busy. During the second half of 2020-21, our leadership team worked closely with the Pedder Patter education and care team in the north of the state, preparing for their formal transition into the LGT family on 1 July 2021. I warmly welcome all the children, families and educators from that service. We also released our 2021-2024 Strategic Plan and continued to adjust to the emerging risks of COVID-19 and the new Delta strain, all while keeping our high-quality education and care services and other programs operating. This was only possible due to the collaborative and consistent efforts of our Senior Leadership Team – Kathy Cripps, Annette Barwick and Sam Wesson – and their supporting managers and teams.

In 2020-21 we also had some changes on the Board, as Kane Ingham and Angie Somann-Crawford completed their terms at our November 2020 AGM. It is always challenging to farewell colleagues from the Board as we continue to balance corporate knowledge, diversity of thought and skills, fresh eyes and new ideas. However, the benefits of rolling terms have continued to be evident as we welcomed Chelsea Trubody-Jager and Andrew Crozier as new Board Directors. Both Chelsea and Andrew have brought new insights and have quickly established themselves as excellent contributors and valuable members of our team.

In closing out this 2020-21 financial year update, my thanks go out to our staff and families for their patience and partnership this year, despite the continuing uncertainty brought by the COVID-19 pandemic. I would also like to thank my fellow Board Directors for their engagement, support and contributions across the year. And to make a special thank you to Barb Mawson, our Deputy Chair, for her ongoing guidance, support and commitment to LGT and keeping us focused on our mission of 'Children First'.

I hope you enjoy perusing our Annual Report, which highlights what LGT has achieved in 2020-21.



*"...we continue to balance corporate knowledge, diversity of thought and skills, fresh eyes and new ideas."*

## 2020-2021 BOARD OF DIRECTORS

Many thanks to the voluntary Board of Directors. They contribute individually and collectively to Lady Gowrie Tasmania's work in multiple ways and bring a range of complementary skills across disciplines that are relevant to the work of the organisation.

**Anne Beach (Chair)**

**Barbara Mawson (Deputy Chair)**

**Andrew Crozier (Appointed July 2021)**

**Andrew Freshney**

**Sharyn Gill**

**Kane Ingham (Until November 2020)**

**Andrew Saward**

**Angie Somann-Crawford (Until November 2020)**

**Chris Smith**

**Chelsea Trubody-Jager (Appointed June 2021)**

**June Wansong**



## MAT ROWELL

Chief Executive Officer

It is with great pleasure that I share with the Lady Gowrie Tasmania (LGT) community the Chief Executive Officer's Report for the 2020-21 reporting period. LGT has a strong and proud history of providing quality education and care services to the Tasmanian community and this year was no exception. Whilst I commenced in this position on 2nd August 2021 after the reporting period, my first impression of this organisation is that our people have a rock-solid commitment to children. The commitment from our people to 'Children First' is so evident in the interactions, conversations and dedication on display in the services and programs each and every day. The Board of LGT are also a committed, skilled, dedicated group of volunteers who give up their time to govern the organisation because they also believe in this vision.

### FAREWELL TO ROS CORNISH

Ros Cornish held the Chief Executive Officer position during this reporting period and retired in July of this year after 38 years in the education and care sector, including 27 years as CEO of LGT and 6 years as President of Early Childhood Australia 2012-2018. On behalf of the organisation, I would like to take this opportunity to thank Ros for her leadership, commitment and dedication shown not only to LGT but also to the countless children, families, educators, clients and learners she has inspired, supported and advocated for in the education and care sector. I am grateful to Ros who was very generous with her time and insights in handing over the role to me. I look forward to continuing Ros' legacy of 'Children First' in my work at LGT.

### OUR PEOPLE

To our people, thank you for your commitment to the organisation but also for your passion and dedication to the children, families, clients and learners in our services and programs. During the upheaval and uncertainty of the COVID-19 pandemic, many of you reduced your work hours, took accrued leave and undertook tasks outside your normal scope of work to support the organisation and our children, families, clients and learners. This support was so greatly appreciated, and it enabled the impact of the COVID-19 pandemic on the organisation to be minimised. More importantly, you continued to ensure permitted workers in our community were able to access education and care and that our clients and learners still had access to support services and professional learning. As restrictions eased and our services, programs and indeed the community returned to the new 'COVID-19 normal', you adapted to and remained flexible while the organisation negotiated the continual workplace, sector and policy changes.

Congratulations to the many employees who reached key milestones of 10, 15 and over 20 years of service to LGT during the 2020-21 reporting period. Your continued commitment to the organisation and our purpose is valued beyond measure. Whilst employee numbers were strong in this period, the organisation also experienced the significant workforce shortages faced by the education and care sector in Tasmania and across the nation. Many of our people are representatives on Early Childhood Australia – Tasmanian Branch and are

contributing to and advocating for change in this space. Mitigating this workforce shortage situation was and continues to be a focus in the organisation's ongoing strategic planning and commitment to the Early Years and School Age Care Workforce Strategy (EYSAC) Project. The Employee Engagement Forum (EEF) continued to drive engagement with our people through ideas and insights to positively grow the organisation's culture. Thank you to the EEF members for their continued contributions to the organisation's strategic planning, solution-focused thinking and respectful conversations.

## INVESTING IN OUR PEOPLE

Our people are LGT's greatest asset and the organisation continued to develop our people through various professional development and learning opportunities, including utilising the professional learning services provided by Gowrie Training & Consultancy. LGT remained committed to the Memorandum of Understanding with the University of Tasmania (UTAS) and the organisation has continued conversations about working together on opportunities moving into the next reporting period. Other professional learning opportunities included:

**Helen Stephen Memorial Scholarship** - LGT again provided a scholarship in Helen's memory which is awarded annually to an LGT educator who has committed to undertake study towards gaining an early childhood degree qualification. There was an outstanding field of applicants in 2020 and so it was decided that two Helen Stephen Memorial Scholarships would be awarded - one to Sophie Barwick from Oatlands Education and Care Service and the other to Stacey Dare from Midway Point Education and Care Service. Congratulations to both Sophie and Stacey and I hope the financial support provided by the scholarships has helped to support your professional learning journey.

**Aspiring Leader's Program** - this program was established as part of the Road to Recovery work undertaken in 2020 to support the organisation's workforce and succession planning by identifying aspiring leaders among our people. 15 participants were given the opportunity to participate in professional learning to broaden their skills, knowledge and understanding of our services and the education and care sector.

**Upgrading Qualifications** - LGT paid the out-of-pocket expenses to educators seeking to upgrade their qualifications through Gowrie Training & Consultancy. This included 17 trainees upgrading to a Certificate III in Early Childhood Education and Care and 8 educators upgrading to a Diploma of Early Childhood Education and Care.



Congratulations to all these educators and thank you for your commitment to your own learning journey, our organisation and the education and care sector.

## SUPPORTING MENTAL HEALTH & WELLBEING

**Be You** - is the national mental health in education initiative delivered by Beyond Blue, in collaboration with Early Childhood Australia and headspace. LGT's Education and Care Services maintained Be You memberships and accessed the various online resources and training. These opportunities for conversation, reflection and professional learning contributed towards our journey of developing a positive, inclusive and resilient learning community where our children, families and educators can achieve their best possible mental health and wellbeing.

**Integrated Family Support Service (IFSS)** - is funded by the State Government Department of Communities and offered casework and case management services to the Tasmanian community with the aim to improve the health, wellbeing and safety of children aged from birth to 18 years and their families through strengthening parenting via the provision of practical parenting assistance. The service reflected upon our mantra of 'Children First' and worked with families to address the needs of their children. Referrals were made through the Strong Families, Safe Kids Advice and Referral Line with the program servicing both south-east and south-west Tasmania.

The role of Integrated Family Support is via a strength-based approach to build parenting capacity. This is achieved through individual case management and includes, but not limited to, support to navigate the legal system, support to access NDIS, referral and liaison with other specialist agencies, access to emotional support and counselling, family mediation, education and coaching around children's developmental needs, coaching and supporting the development of parental understanding of and responding to children's behaviour.

The program operated at full capacity with periods of time experiencing clients on 'active hold' and cases recognised and allocated as complex. There was a total number of families supported of 31 and a total number of children and young people supported of 75. Many of the families allocated through the Advice and Referral Line had multiple and complicated needs and required intense long-term support. The areas where families required support have included, but not limited to developmental delays, physical and mental health illness, medical and health related issues, grief and loss, adolescent behavioural and health issues, abuse and legal issues.

**Lady Gowrie Tasmania Child and Family Wellbeing Program** - families and staff have accessed and been provided with tailored, responsive support according to the needs identified by individual families or staff. Support was provided via a variety of means - telephone

support, face-to-face support, active case management support, in home support, advocacy, targeted parenting support, provision of/access to resources and specialised targeted services/agencies and/or referral to an appropriate specialised support service.

Requests for support were received via Service Managers, General Managers, individual families and individual staff, many of which have previously accessed the program and then done so again for different support needs. Support for families and our staff include those impacted by family violence, mental health, substance misuse/abuse, grief and loss, homelessness, financial difficulty, family breakdown, and support in building and strengthening parenting skills.

### 'REFLECT' RECONCILIATION ACTION PLAN

Reconciliation is an important element of LGT's mission and vision. The Reconciliation Action Plan (RAP) provides a genuine commitment to building our organisation as a culturally aware, responsive and inclusive workplace for Aboriginal and Torres Strait Islander peoples. The actions of the organisation's RAP Working Group were significantly impacted by COVID-19 in this reporting period but nevertheless, the group has continued to act as conduits to champion the RAP across the services and programs. A key action of the organisation's RAP was for services to investigate developing an individual service



Narragunnawali RAP with the intent to build service ownership and establish and maintain community relationships. The Integrated Centre for Children and Families and Kingston Education and Care Service agreed to pilot this action. Other achievements have included:

**Professional Development** – distributing the Narragunnawali webinars and sourcing other resources for our people to foster stimulating conversations and encourage individual and group reflection within services and programs.

**Opportunities for Connection** – services and programs recognised and celebrated our First Nation's Peoples through conversations and action. During NAIDOC Week 2020, our people from Head Office walked along the South Hobart Rivulet Track to reflect upon and understand the story of the muwinina people of Hobart through palawa Wiradjuri artist Luana Towney's travelling book, ngayapi niyakara.

**Supply Nation Member** - maintaining the organisation's commitment to support the Aboriginal and Torres Strait Islander business community through the procurement of goods and services.

**Acknowledgement to Country** - children and educators participated in an Acknowledgement to Country each morning demonstrating respect and value for our First Nations Peoples and Country.

## REPRESENTATION & ADVOCACY

Our people continued to actively represent LGT on many organisations and groups that advocate for the best outcomes for children and their families, educators and communities. Advocating our deep experience and expertise with children to Government processes is an important part of what we do, how we maintain a positive reputation in the sector and with Government and how we participate in seeking change that positively impacts children and their families.

Of particular importance in the 2020-21 reporting period was LGT's involvement in the Consultative Group and consultation process of the Tasmanian Government's Child and Wellbeing Strategy Discussion Paper to inform the development of comprehensive long-term whole of government strategy for children and young people in Tasmania. LGT also developed a submission to this process. Ros Cornish was a member of the Child & Youth Wellbeing Strategy Advisory Group that was formed to help advise the Government on the development of the strategy. As a result of this consultation process, the Tasmanian Government's Child and Youth Wellbeing Strategy for

## OUR PEOPLE

10+ YEARS OF SERVICE  
*34 Employees*

15+ YEARS OF SERVICE  
*22 Employees*

20+ YEARS OF SERVICE  
*6 Employees*

TOTAL NUMBER OF EMPLOYEES  
**520**

0-25 year olds – 'It takes a Tasmanian Village' was released on 22 August 2021. I will now represent LGT on this group as an advocate for our children, our families and our people. The organisation also responded to and advocated for important reviews, including the National Quality Framework which will guide any changes to national law and regulations in the education and care sector.

Other representation that validated our organisation's reputation in the sector as a strong advocate for children included:

**Gowrie Australia** – Connected by our shared and proud history, this group of state-based Lady Gowrie organisations continued to network and provide a united voice on federal policy issues facing the education and care sector. Contributions to Gowrie Australia's publication, Reflections, continued to celebrate best practice pedagogy and inspire those educating and caring for young children. LGT's contribution to Reflections, 'You have to be very brave to be a dinosaur: re-imagining OSHC programs at Lady Gowrie Tasmania', was published in November 2020 and is included in this report. The article highlights the important role our OSHC educators and services play in educating and caring for young children and supporting their families.

**Department of Health** - Move Well Eat Well

**Department of Education** - Stakeholder Reference Group (represented as ECA Tasmania Branch)



**Department of Education** - Early Learning Initiatives Steering Committee (represented as ECA Tasmania Branch)

**Department of Education** - B4 Leaders Coalition

**Department of Education** - Australian Early Development Census Committee (represented as ECA Tasmania Branch)

**Department of Education** - Australian Early Development Census Committee – Targeted Support (represented as ECA Tasmania Branch)

**Australian Government** - Early Childhood Education & Care Advisory Group

**Department of Education** - Children’s Education and Care Industry Reference Committee (represented as ECA Tasmania Branch)

**Early Childhood Australia** - National and State Branches.

## NEW INITIATIVES, PROJECTS & UPGRADES

**Initiatives** - LGT continued its partnership with the Department of Education initiative – Working Together (WT) with the Alanvale Education and Care Service facilitating 10 places at the service for 3- year-old children who had not accessed any form of early learning. Evidence based research highlights the importance of positive early childhood experiences as these set the trajectory for adult life. This makes the WT program, and indeed all early learning programs, so vital for young children.

**Projects** - LGT is committed to driving the best educational outcomes for our children and as such undertook research into the current curriculum planning and non-contact time

model for education and care services. The research undertook an analysis of different organisations across Australia, and it was pleasing to note LGT entitlements continue to be favourable. LGT was also involved in the following projects:

- **‘Onlife learning in the early years’** - this study was conducted by Principal Investigator Professor Susan Edwards from Australian Catholic University in partnership with LGT. This included three LGT education and care services and mentors from the Gowrie Training & Consultancy (GT&C) team. The project’s focus was on how children’s play in contemporary digital societies is not entirely traditional nor digital in nature. This project focused on building new knowledge about young children being ‘onlife’. ‘Onlife’ explains how people are always on and offline at the same time. This study was an opportunity for early childhood teachers and educators to learn about ‘onlife’ learning for early childhood education.
- **‘Young children in digital society: An online tool for service provision’** – this nationwide research project, based on the four areas of advice provided for educators in the ECA Statement on Young Children and Digital Technologies, commenced with funding from the Australian Research Council and Industry Partners. LGT is working with Monash University and Australian Catholic University and is specifically involved in ‘children’s digital citizenship including their online safety’. The project will research how children, families and educators can use the advice in their daily lives and will generate rich examples of how this

advice translates to digital practices in the best interests of young children. These examples will help adults make decisions about technology use that support children to live safely and productively with technologies over the course of their lives.

**Upgrades** - LGT funded upgrades at Battery Point Education and Care Service (new roof, carpets, vinyl and kitchenettes in education & care spaces) and Kingston Education and Care Service (outdoor play spaces and landscaping). Bowen Road Education and Care Service received a playground update and Acton Education and Care Service received new fencing with thanks to funding provided by the Department of Education - Education and Care Minor Infrastructure Grant.

## STRATEGIC DIRECTION

This reporting period saw the conclusion of the 2017-2020 Strategic Plan and the commencement of the planning phase for the organisation's next strategic plan. A consultative process was undertaken in collaboration with our community to develop a clear set of goals and importantly, unpack what being a value-based organisation really means. Following this process, the Board of Directors endorsed a new strategic plan for the organisation from 2021-24. These priorities (as highlighted in the Strategic Plan summary contained in this report) are structured around four goals that drive all that we do and informs our practice, operational plans and budget processes. The organisation also established a Road to Recovery program which was a series of meetings and initiatives undertaken by our people to progress various projects and to help the organisation to move forward from the impacts of the COVID-19 pandemic. It is pleasing to note that despite the upheaval and uncertainty in the world, our people remained committed and focused on the organisation's mission. I look forward to working with and supporting our people to achieve the organisational goals as set out in the Strategic Plan 2021-24.

## IN SUMMARY

Upon reflection of the incredible amount of work undertaken in just 12 months as outlined in this report, it is very clear to me that our people are very dedicated, committed and passionate about ensuring the best outcomes for our children, families, clients, learners and the broader community. On behalf of LGT, I take this opportunity to thank all our people - our cooks, our cleaners, our utilities officer, our educators, our managers, our corporate staff, our administrative staff, our consultants, our inclusion professionals, our IHC

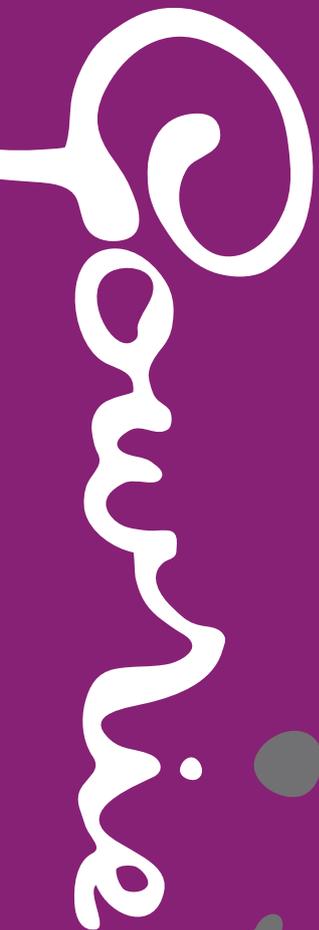
professionals, our project managers, our Middle Management team and our Senior Leadership Team.

To the Senior Leadership Team consisting of Sam Wesson (Chief Financial Officer), Kathy Cripps (General Manager Education and Care) and Annette Barwick (General Manager Business Development and Research), thank you for leading your programs and services with such professionalism and providing valuable support to the CEO role. Thank you to our talented and skilled Board of Directors who give of their time, knowledge and skills so generously and wisely to support the strategic direction and success of LGT. Thank you to those families, clients and learners who have placed their trust in our organisation to provide either education and care for their children, or to provide support for their family or to provide professional support for their individual learning journey.

Finally, I extend a warm welcome to the children, families, educators and other staff who joined our organisation from Pedder Patter on 1st July 2021. Thank you all for your support during the planning phase and implementation of measures (undertaken in the 2020-21 reporting period) to transition your much-loved education and care service into the LGT community.

I look forward to working together with the LGT community to achieve the best outcomes for our children, families, people, clients and learners in our services and programs and ensuring that 'Children First' remains our firm focus.

*"To our people, thank you for your commitment to the organisation but also for your passion and dedication to the children, families, clients and learners in our services and programs."*



## vision

“Lady Gowrie Tasmania is a trusted, respected values-based organisation which provides a holistic suite of quality services that enable Tasmanian children to thrive. Its mandate of 'Children First' underpins all its programs and services”.

### 1 Excellence in all our work

We consistently deliver quality education and care services that are responsive to the diverse needs of Tasmanian children and their families.  
We provide programs to support families and those who care for and educate children.

### 2 Valued, respected, professional team

We are a diverse team of people who are valued for their skills and knowledge and are passionate about our work.  
We select, develop, and support our people to work to their strengths.

### 3 Leadership for children in our community

We are respected as knowledgeable and courageous advocates for the best interests of Tasmanian children and their families.  
We contribute to building capability and quality of the education and care sector.

### 4 Growth and flexibility on strong foundations

We have sound governance and a strong foundation which gives us the confidence to grow, be flexible, and to take the initiative.  
We are financially sustainable and scalable.



## A MESSAGE OF THANKS TO ROS CORNISH LADY GOWRIE TASMANIA'S CEO FOR 27 YEARS

On behalf of all past and present children, families, employees and Board Directors at Lady Gowrie Tasmania we say – THANK YOU!

These two simple words cannot do justice to our gratitude and appreciation for your contribution to our organisation, our people and our sector over the last 27 years. Lady Gowrie Tasmania has grown and diversified under your leadership into the multifaceted organisation that it is today. Your tireless advocacy to have education and care recognised as a valued profession has given our people job security and rewarding careers. Your passion and belief in the Tasmanian community-based education and care sector will long be remembered by your peers.

The lives of the many children, families and peers who have been part of the Lady Gowrie Tasmania story over the years, under your leadership, have been enhanced by the programs and services this organisation stands for. 'Children First' will be your legacy and we commit to ensure that this position statement continues to guide our practice and direction, as we move into the next chapter of Lady Gowrie Tasmania's story.

We wish you and your family the greatest happiness and fulfilment in the future.



# ANNETTE BARWICK

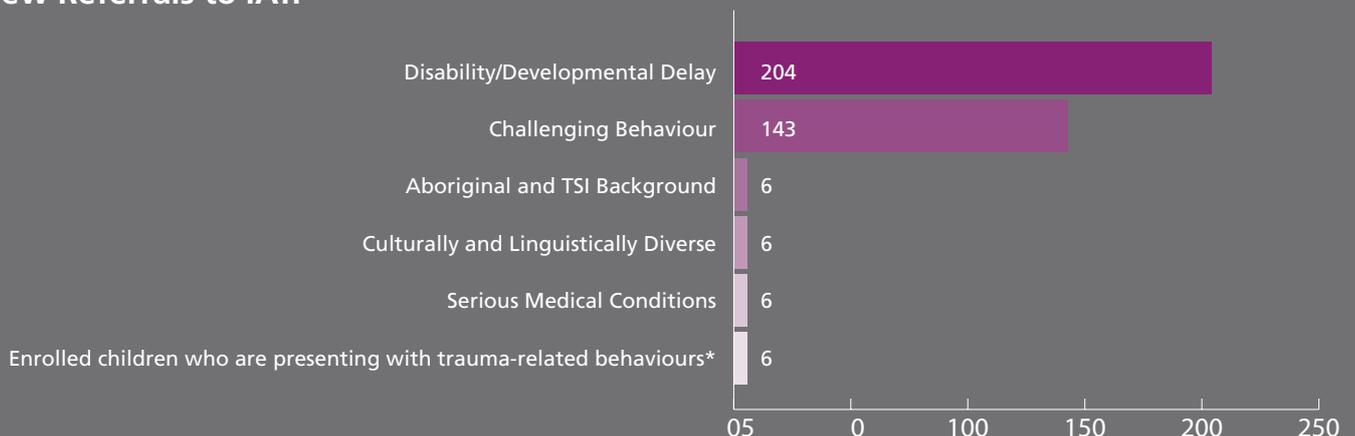
General Manager Business Development and Research

The previous Professional Development & Support team transformed into the Business Development and Research team. As Abraham Maslow stated, “In any given moment we have two options: to step forward into growth or step back into safety”. This quote depicts a year of transformation, including our people and two new program areas pivotal in the organisation’s restructure and COVID-19 Road to Recovery work. Business Development & Research Division of Lady Gowrie Tasmania (LGT) consists of the following program areas:

- Gowrie Training & Consultancy (Inclusive of RTO 45602)
- Early Years & School Age Care (EYSAC) Project (contracted by Early Childhood Australia – Tasmania Branch)
- Innovation & Growth
- Inclusion Support Program
- In Home Care Support Agency
- People and Culture
- Organisation Operations
- Marketing and Communications.

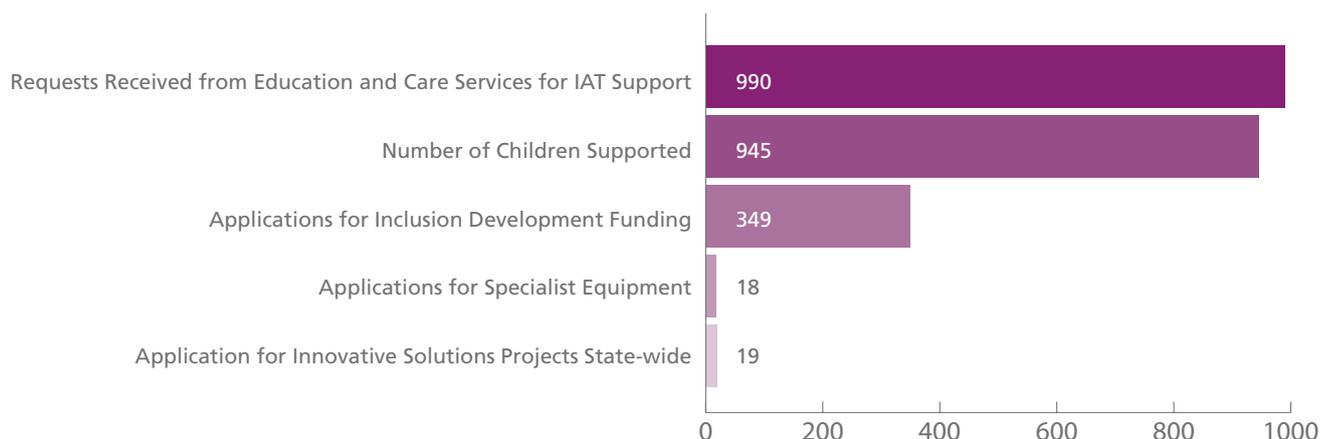
**Inclusion Support Program (ISP)**- an Australian Government funded program assists eligible education and care services to provide and embed quality inclusive practices for all children and to support the inclusion of children with additional needs, with their peers, so all children have genuine opportunities to access, participate and achieve positive learning outcomes. LGT is the Inclusion Agency Tasmania (IAT) for education and care services and continued to focus on a high level of service provision through reflective practice opportunities, coaching support and working with education and care services in the development, implementation and evaluation of Innovative Solution Programs. Total referrals of individual children where services required IAT support in 2020-21 was 367. New referral data (individual children referred to IAT where education and care services require advice and support on inclusion and active participation in daily programs) and support provided is included below:

## New Referrals to IAT:



\*Often children are referred for challenging behaviours but it is only once IP begins supporting the child’s inclusion within a service that ‘trauma backgrounds’ are uncovered.

## Support provided by IAT:



**In Home Care Support Agency (IHCSA) Tasmania** - is an Australian Government funded program supporting families to access Government subsidised education and care in the family home. IHCSA assist families who are unable to access mainstream education and care options, such as those who work non-standard hours, are geographically isolated or have challenging and complex needs. In this reporting period 32 families were supported across Tasmania with 3 IHC service providers approved to provide IHC across Tasmania.

**Gowrie Training & Consultancy (GT&C)** - LGT became a Registered Training Organisation (RTO - 45602) in its own right. In June 2020 learners commenced transitioning from the Partnership Agreement with Gowrie South Australia to LGT. In the reporting period, learner numbers fluctuated with the highest number reaching 223 learners for several months. The RTO delivered the Certificate III and Diploma of Early Childhood Education and Care in addition to several accredited skills sets. The RTO is responsive to the workforce challenges the education and care sector is facing and therefore the qualifications are delivered on an as needs basis. GT&C highlights included:

- 26 Certificate III in Early Childhood Education and Care (17 specific Lady Gowrie Tasmania trainees) and 16 Diploma of Early Childhood Education and Care (8 specific Lady Gowrie Tasmania trainees) facilitated
- Successful tender through Skills Tasmania – Train Now – 45 Teacher Aids from Catholic Education Tasmania completing this program
- OSHC Re-imagining Behaviour program (4 months) facilitated with 15 services in the north of the state
- Professional learning programs of between 8 and 14 weeks delivered to 17 external services state-wide

- Pivot to facilitating professional learning webinars to the sector (nationally), taking into consideration ongoing workforce challenges (release of educators for face-to-face sessions) and ongoing COVID-19 landscape
- Children’s workshops in vacation care programs continued to inspire young children in woodwork and tinkering.

Several grants, both small and large, were considered in the 2020/2021 financial year for compatibility with GT&C. Through a process of ‘sifting’, research, and internal and external consultation, we applied for grants that we believed GT&C could successfully deliver in scope with our

*"In my given moment we have two options: to step forward into growth or step back into safety."*

ABRAHAM MASLOW

resources and capability. Significantly, several of our projects encompassed a focus on community engagement, with particular attention to supporting community action in relation to children's development and wellbeing. Additionally, we continued to explore opportunities to contribute to the growth and development of programs and people within LGT. Projects included:

**Mental Health Week 2020 Project: 'We all have a role to play in supporting children's mental health'** - a video and a tip sheet were developed for families who use LGT services. The resources, which advocate for active parental engagement with children to support optimal mental health, were a direct response to the COVID 19 pandemic in 2020, where Tasmanian children's lives were noticeably disrupted. They were hosted on both the LGT website and the GT&C website.

**Australian Early Development Census Community Grants Project: 'The Flourishing Physical Child – Geeveston'** - GT&C partnered with Queensland University of Technology (QUT) to lead an action research project in Geeveston, with a focus on driving community action to optimise children's physical development and wellbeing. Starting from a position of concern over the rates of overweight and obesity in Tasmania, GT&C consulted with community representatives and co-designed (with Associate Professor Megan Gibson from QUT) a research program, which identified and confirmed community priorities and levers. A significant product of the research group's work was a Geeveston Community Framework for Young Children's Physical Health and Wellbeing.

**Lady Gowrie Tasmania Project: 'Lady Gowrie Tasmania Intergenerational Care Project'** - the intergenerational care project was conceived as a direct response to COVID-19, which interrupted established relationships between three LGT long day care services and three aged care homes. Due to the vulnerability of the aged care residents, LGT children were unable to continue visiting. To re-establish relationships, meetings were held with representatives from the aged care homes and the idea of online connection was discussed. From this, projectors compatible with online connection were purchased and a booklet, outlining a range of online intergenerational connection activities was developed and distributed.

**DESE - Local Jobs Program 2020-2021 Project: 'Lady Gowrie Tasmania Pathway to a Traineeship'** - GT&C recognised an opportunity through the Local Jobs Program to build LGT's workforce through a pre-employment program offered to two cohorts. The

program was designed to foreshadow a traineeship with LGT or employment in LGT's OSHC programs. The project was commenced in the 2020/2021 financial year. This included working closely with Workskills to screen and recruit suitable program participants and inducting the first cohort of participants to the program in June 2021.

**B4 Story Tellers Community Grant Project: 'Geeveston/ Cygnet B4 Story Tellers'** - this project was developed in scope with the statewide B4 community story tellers initiative, which was developed to train people to share the core story about children within Tasmanian communities. The core story essentially states young children's optimal development, wellbeing and positive life trajectories are influenced by caring families and communities. Three LGT employees attended professional learning to then lead a series of two workshops developed for delivery in Geeveston and in Cygnet, followed by a series of online 'yarning' sessions to deepen knowledge and strengthen confidence as community 'story tellers'.

**Calvary Tasmania Community Council Grants Project: 'First Steps Towards Physical Health and Wellbeing'** - this project was designed to strengthen parents' capability as key agents in their children's physical development through participation in a series of active yoga workshops for parents with infants and toddlers. GT&C partnered with wayraparattee Child and Family Centre, who hosted the workshops. Additionally, a series of parent guides were developed to support continuing 'at home' yoga with parents and children.

**Early Childhood Australia – Tasmania Branch, Early Years and School Age Care (EYSAC) Workforce Strategy** - LGT is contracted by Early Childhood Australia – Tasmania Branch to lead the EYSAC Project. Thriving children need thriving educators to reach their full potential. We also know that thriving economies need thriving education and care services. The synergy between these two points is 'the workforce'. A professional, proficient, and activated workforce that can meet both the vital quality early learning of children (our future workforce) and, the economic growth and stability of our home state. The Project Manager, Kellie Watson, worked tirelessly over the reporting period to strengthen engagement and consultation, unearth possibilities and opportunities, and support sector connections in the delivery of actions designed to address workforce challenges. This important work is essential in ensuring quality outcomes for children, families and indeed educators themselves.

The organisational restructure of 2020 resulted in the following areas joining the BD&R team:

**People and Culture** - a shift from the traditional human resources focus to reflect the person centred and values-based organisation, LGT is today. Tracking trends on areas that need improvement and additional systems and processes to be implemented was also a focus.

**Organisation Operations** - established in 2020, this new role is responsible for the managerial and operational activities, including business practices, to create the highest level of efficiency possible within LGT aligned with the organisation's strategic direction. Work carried out included coordinating LGT's IT, facilities and maintenance, and supporting the implementation of minor infrastructure grants in education and care services as per the CEO's report. Of significance in this reporting period was the reviewing, updating and monitoring of the organisation's COVID-19 Safety Plan and keeping our people informed of the many government directives to keep our children, families, clients, learners and our people safe.

**Marketing and Communications** – regular communications with our people, families, clients, learners and our community continued through CEO updates, newsletters, staff publications and social media. This reporting period saw more of a focus on providing relevant and reliable resources within LGT's communications on topics including self-care, sustainability, mental health and wellbeing, behaviour support and simple learning opportunities for families to undertake at home. The LGT website was completely redeveloped, redesigned and launched in October 2020 providing our community with a much easier to navigate source of information.

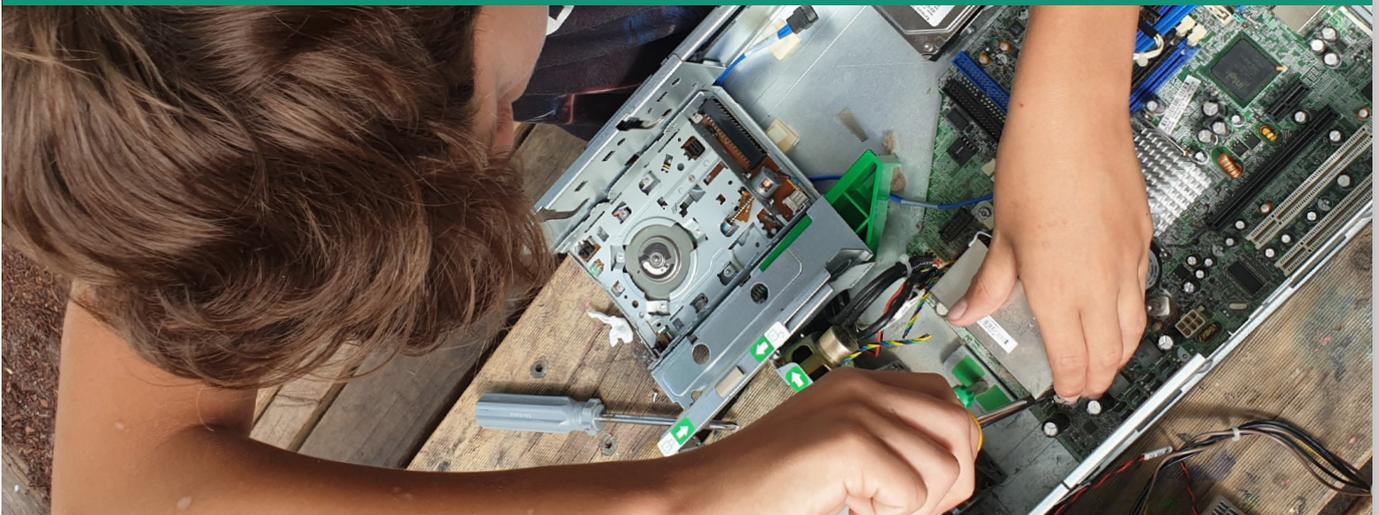
In closing, I refer to the quote at the beginning of my report, our people could have easily stayed in the 'safe zone'. However, courage, determination and commitment to LGT's purpose was a key driver in stepping forward, and many times into the unknown. I am genuinely privileged and grateful to work with such amazing people. Thank you BD&R team for being you!





# reflections

GOWRIE AUSTRALIA PUBLICATION ISSUE 5 2020



## YOU HAVE TO BE VERY BRAVE FROM A DINOSAUR YOU KNOW - RE-IMAGINING OSHC PROGRAMS AT LADY GOWRIE TASMANIA

Billie Cowell – Lady Gowrie Tasmania

*“If your actions create a legacy that inspires others to dream more, learn more, do more and become more, then, you are an excellent leader.”*

Dolly Parton

Often maligned and mis-named as the ‘poor cousin’ of education, now more than ever, Outside School Hours Care (OSHC) is playing an increasingly vital role in the lives of children and their families. This year, when Tasmanian schools moved to remote learning in response to the COVID 19 pandemic, OSHC programs continued to operate, providing care for children of essential service workers. Under normal circumstances, in addition to before and after school care, when there are public holidays, school holidays and student free days, it’s OSHC that steps in to offer supportive and nurturing experiences for children.

Across time, community expectations of OSHC have changed. This is reflected in the Strong Partnerships initiative, which was developed in 2018 by The Department of Education, Tasmania, in close consultation with the Tasmanian education and care sector. The Strong Partnerships Framework, which provides a range of tools and resources across seven

domains, demonstrates a strong and shared commitment to children. This commitment suggests we are now entering a *golden age* for OSHC, with its legitimacy gaining ground.

With strengthened community and school expectations for children come increased expectations for the OSHC sector to deliver fluid school to care behaviour support plans, community involvement schemes, complex and rich vacation care programs and the sustained delivery of high quality education, as seen through the lens of *My Time, Our Place: Framework for School Age Care in Australia*. So where does this leave our OSHC teams and their leaders with their professional development? How can OSHC leaders continue to inspire and motivate their teams to “*dream more, learn more, do more and become more*”?

Earlier this year, Lady Gowrie Tasmania OSHC team leaders and managers were invited to participate in a project with Gowrie Training and Consultancy. Initial workshops, designed to strengthen connection and focus across the leadership team, addressed shared areas of professional interest, including communication, environments and leadership. Each workshop was followed by a series of online meetings, where team leader’s perceptions were further challenged, around everything from afternoon conversations with parents to

## YOU HAVE TO BE VERY BRAVE FROM A DINOSAUR YOU KNOW - RE-IMAGINING OSHC PROGRAMS AT LADY GOWRIE TASMANIA

the way in which documentation was managed for program enrichment. In due course, we all agreed to be brave and turn the mirror towards our own professional practices and spaces.

With the gradual easing of COVID 19 restrictions, Gowrie Training & Consultancy was able to venture out into the community to see Lady Gowrie Tasmania OSHC programs in action, engage in reflective conversations and look at pedagogical documentation. These visits led to further questions and added layers of professional development complexity to the project.

As we moved through the project, 'environments' took centre stage. Were our environments reflective of best practice? Were our environments inspiring curiosity and playfulness? Were our environments supportive of the complexities that go hand in hand with working in what is sometimes a *tricky* space?

When speaking with the educators, we would often hear the reasons as to why they *couldn't* and reasons as to why they *didn't* but rarely did we hear stories of where they had *tried, reflected and tried again*. Limitations on space, storage, rolling in and rolling out of halls and classrooms, lack of capacity to be able to really make a space feel like their own, all of the obstacles in the way, both perceived and real, over time had become barriers to bravery. One educator, reluctant to consider change, commented, "What if it doesn't work?" My response to him?

*"You'll never do a whole lot unless you're brave enough to try."*

Dolly Parton again!

And besides, don't we owe it to the children and families we support to try? To at least be a little brave?

Scott Gibson, from Gowrie Training & Consultancy is a practical, hands on coach, and it was his approach to service visits, along with a thoughtful session devoted to exploring materials and their potential for enriching OSHC environments, that encouraged our OSHC leaders and educators to work towards overcoming their barriers, to *try, reflect and try again*.

"What I've realized," one educator said, "is that I'm actually afraid. What if something were to happen, you know? I'm not sure I *am* brave enough to try changing up the environment so much. And how do I find the space and the time to do this stuff?" This was a profound reflective moment for the educator as she examined her (perceived) professional limitations and the (perceived) limitations of the space in which she worked.

"We could totally do that ..." another of my educators murmured to me, holding a pile of loose parts and tinkering tools in her hands. "...we could set up a table and have an educator there to guide the children and they would love this! We could *totally* do it!" There it was, the spark of imagination, the first glimpse of bravery. This ripple of conversation spread through the room and continued in team meetings and informal conversations in the weeks that followed. Some educators continued to be confronted with practices and environmental inclusions

they saw as dangerous, like loose parts, ropes and fire, yet others were increasingly inspired to get started.

Scott's service visits saw the boot of his car laden with ropes, tarpaulins, gears, pulleys, natural fibres, boxes of ancient keyboards and phones - a traveling treasure trove of exploration, fine motor manipulation and inquiry rich invitations to play, build, assemble and disassemble. "It was great!" a service team leader said to me, brimming with enthusiasm. "I knew this is what I wanted to offer the children but I didn't know how. You don't just dump this stuff on a table and walk away. You have to be willing to play, have a chat and just be that role model they need." She talked about how excited she was to see Scott pull up, the buzz amongst the children as they slung ropes over low hanging branches of the trees in the school playground, and how the children worked together to create simple machines as a team. "It was so easy. But like you said, we just have to be brave enough to do it."

Two weeks later, when visiting the service, I encountered a floor with a path across it made from squashed cardboard boxes, "Watch out!" some children cried as I strayed from the path "The floor is LAVA!" I jumped back onto the boxes. How foolish of me to ignore the environment around me, to not be informed by the clues and cues being given by the arrangement of the resources. How could I have ignored the towering city of shoe boxes to my right, the pit of angry dinosaurs to my left, surrounded by a sturdy barrier of braided wool, tangled ropes and soda water bottles? "You have to be very brave from a dinosaur you know", one of the kinder children whispered to me, taking me by the hand and helping me along the path to safety. She was right.

This OSHC environment demanded our bravery, and not only that, the children deserved it too.

### References:

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## KATHY CRIPPS

### General Manager Education and Care Services

I would like to begin my report by sharing the Acknowledgement of Country developed by children and educators, led by Michelle Hughes-Gage educator and Tasmanian Aboriginal woman, from Kingston Education and Care Service:

*'We would like to acknowledge the Tasmanian Aboriginal community, past and present, in our programs every day. Together we touch the ground of the land of the palawa people (Action – touch ground). We reach for the sky that covers the land of the palawa people (Action - raise hands). And we touch our hearts to care for the land of the palawa people (Action – touch hearts).'*

The wording is inspired by the writing of Aunty Tracey Linn Bostock who was a descendant of the Bundjalung Nation, her grandparent's Country. It acknowledges the 'palawa people' in respect of the Tasmanian Aboriginal traditional lands that the children and educators play and work on at their service.

COVID-19 was never far from our mind in this reporting period with current updates and communications being circulated to support the wellbeing of our children, families and educators. Thank you to our community who have continually supported and adapted to learning to live with this new way of life involving COVID-19 plans, sanitising, physical distancing and QR codes.

It's the children and our people that bring the learning to life and make the individual education and care services what they are. LGT is very proud of the longevity of many of our people who have worked for the organisation for over 10 years and some for over 20 years. I congratulate them for their ongoing commitment to LGT and thank them for their dedication and passion for the children that they educate and care for every day.

Thank you to our educators who inspire, educate and care for the children and support families in our services and each other. The work you do every day contributes towards LGT's purpose of 'Children First' and is having an enormous impact on our next generation. Congratulations to the many educators who commenced or completed their education and care qualification. Lifelong learning is something to be shared, embraced and acknowledged as we navigate our everyday practice with children.

Thank you to our Program Leaders and Managers who again displayed leadership, compassion, understanding and adaptability, and ongoing daily support to their teams. Every day the Education and Care Leadership Team work together to inspire and support our people. Without their commitment, passion, energy, skills and knowledge we would not be able to care for and educate the children, and support families utilising our education and care services. Educators have continued to undertake professional development throughout the year, and our people have embraced a whole new world of technology. Connecting on-line more often to engage, ponder, support and most importantly check in on each other, which has brought the team closer as a collective group of professionals.

Children often teach us that life is to be treated with kindness, enjoyment and wonder. The consultative process and planning for the new Education and Care Philosophy (launched in August 2021) was conducted during this reporting period. This process resulted in the following words chosen by the LGT community to guide our everyday pedagogy and practice:

- Wonder and Investigation
- Connection and Possibility
- Education and Advocacy.

I look forward to sharing the endless possibilities this new philosophy presents for children, taking the lead in their own learning and development.

I am proud that LGT provides education and care for many children in a variety of ways - Long Day Care, Occasional Care, Outside School Hours Care and Family Day Care. This flexibility enables families to choose the type of education and care that suits their children and their families' needs. Thank you to the Family Day Care educators that work as sole operators and are supported by our committed and capable LGT Family Day Care Scheme people. Congratulations to Lady Gowrie Tasmania Family Day Care educator, Dorka Kabaivanof, in winning the 2020 Excellence in Family Day Care Regional Award for Hobart and Southern Tasmania. Thank you Dorka and indeed all our Family Day Care educators for making a difference to the children and families in your local community.

The Lady Gowrie Tasmania education and care services played a significant role in supporting children and families through one of the 18 long day care services, 1 family day care scheme, 1 preschool program and 37 outside school hours care programs.

This is evidenced by during the reporting period Lady Gowrie Tasmania supported:

- 4,688 children
- 3,646 families

These figures are comprised of:

Long Day Care

- 2,188 children
- 1,872 families

Outside School Hours Care

- 2,376 children
- 1,616 families

Family Day Care

- 124 children
- 158 families

	Families	Children
Total Long Day Care (LDC)	1,872	2,188
Total Outside School Hours Care (OSHC)	1,616	2,376
Total Family Day Care (FDC)	158	124
<b>Total all services</b>	<b>3,646</b>	<b>4,688</b>

*"It's the children and our people that bring the learning to life and make the individual education and care services what they are."*



In this reporting period the waiting list data includes 94 applications from families per month, 624 children placed from the waiting list into LGT education and care services and the period ended with 705 children remaining on the waiting list.

## PEDAGOGY AND PRACTICE

The introduction of the Community of Practice was an exciting development for LGT in this reporting period. Through the Storypark platform, a space was developed where services and educators across the state built upon a deeper sense of connection across the organisation, celebrated pedagogy, shared examples of practice and articles to support their learning and have like-minded community to ask questions and critically reflect upon practice. We also focused on the importance of the Educational Leader role in supporting and leading continuous quality improvement. We worked towards ensuring dedicated time is allocated to lead improvements through our Quality Improvement Plans.

We piloted a change in the Educational Leader role at the Battery Point and Acton Education and Care Services with great success in long term improvements in programming and documentation. The Educational Leaders worked alongside educators to support a deeper knowledge of the program cycle, documentation and have the support of a mentor. The role also entailed working alongside educators in rooms to support practices and strategies for continual improvement. I worked closely with Managers in leadership meetings and one-on-one sessions with a focus on programming and documentation, environments, critical reflection and Quality Improvement Plans. Visiting services and working with educators within team meetings allowed for robust professional development, reflective conversations and strategies to strengthen understanding of evidence-based practice.

**Shannon Allocca - Program Leader Pedagogy and Practice**

## EDUCATION AND CARE SERVICES

The implementation of a new organisational structure within LGT saw the creation of a number of new key positions and the formation of a Middle Management team. In the education and care space, the Middle Management Team have worked collaboratively to develop systems and structures, collegiality and opportunity for input on policy matters, strengthening of pedagogy within services and supporting the leadership and growth of Service Managers through professional learning and strategic support. These positions also created small sub-groups to inform projects and initiatives which included a commitment to addressing the workforce issues we are facing in the sector, advocacy for the education and care profession and for children and the Education and Care Philosophy which was our primary focus in the second half of the reporting period.

The work on the philosophy enabled our people to come together to discuss what 'Children First' really meant to us and how we demonstrated this through our daily practices. Feedback was gathered from internal and external stakeholders to hear their thoughts about what came to mind when they heard the resonating mantra of LGT - 'Children First'. The recurring themes were about caring and nurturing relationships, learning through play and exploration, joy, wellbeing and quality. From this feedback came the evolution of the words:

- Wonder and Investigation
- Connection and Possibility
- Education and Advocacy.

As a leadership team we drew inspiration through book readings and mark making with the children and affirmation from friends of LGT, including Nic Stephen in his presentation of the Helen Stephens memorial award last year when he noted that some of the words his mother Helen (a much admired teacher at Lady Gowrie Tasmania Battery Point Kindergarten for over 25 years) used to describe children being 'full of wonder and joy'. The Education and Care Philosophy was the work of so many in the LGT community and we thank you all for your insight and wisdom during its development. The philosophy has since been launched and is being implemented in services by the dedicated Service Managers and passionate educators.

**Kylie Britten (Program Leader South) and Courtney Hobbs (Program Leader North)**

*"The work on the philosophy enabled our people to come together to discuss what 'Children First' really meant to us."*

### Wonder and Investigation

Children's sense of wonder is ignited through active listening and responsive interactions with educators.

Children are encouraged and supported to imagine and investigate through play-based encounters designed to guide, challenge and inspire learning.

Environments are thoughtfully designed to foster children's choice, collaboration, communication, exploration and curiosity.

Children possess infinite potential, they are supported to actively contribute to decisions, use critical thinking skills to collaborate, learn from and alongside others.

*"Wonder is in our hearts..."*

Isabel - Age 4



Abigail

### Connection and Possibility

Educators nurture all children to develop dispositions toward empathy, resilience and understanding of their own emotions and those of others.

Children are encouraged to connect with the natural world to develop their own identity and a deep sense of belonging to home and place.

The diverse culture and experiences of every educator, child and family are valued and respected through our genuine commitment to authentic partnerships with the community.

Critical reflection is undertaken on all aspects of our practice to identify opportunities for research and training to support our commitment to continuous improvement.

*"Connecting also means filling up people's buckets."*

Mia - Age 4



Isabel

### Education and Advocacy

Collaboratively we use our voices to document and share with all stakeholders how children learn and develop to ensure the importance of quality education and care is elevated.

Educators are supported to share and articulate the important work they do with children to promote the early and middle childhood workforce as a crucial profession.

Our programs respect and value the continuous cultural practices, spiritual and knowledge that Aboriginal and Torres Strait Islander peoples have maintained for over 60,000 years. Within our environment in collaboration and partnership we will learn together and share our knowledge as learners and as educators. Together we endeavour to establish and maintain respectful and genuine partnerships. We acknowledge and respect Tasmanian Aboriginal ownership of Lutruwita and continued custodianship of the traditional lands that we play, work and live on.

The safety, wellbeing and inclusion of all children is fostered by providing programs that support the unique learning trajectory of every child.

*"If grownups like you were everywhere I think we would know there are possibilities."*

Oscar - Age 9



Mae



## SAM WESSON

Chief Financial Officer

The 2021 financial year saw Lady Gowrie Tasmania (LGT) deliver another strong financial result, with the organisation being largely able to operate at pre-pandemic levels for over eleven months. In addition to this, there was significant Government financial support in the July-September quarter as operations transitioned back to a more normal setting.

There is still uncertainty on the horizon – most notably when the borders re-open on 15th December – and while plans are in place to mitigate these risks, we should still expect a level of financial disruption ahead. Fortunately, LGT is well placed to withstand any further financial impacts of the coronavirus pandemic in the coming years, thanks to the hard work and commitment of many.

Turnover for the year increased to \$26.5m with child care fees exceeding \$20m in a year for the first time. This also included the receipt of Commonwealth Government support with \$1.5m from the ECEC Relief Package and \$1m of JobKeeper payments. Total revenue from operations increased from the prior year by \$880k. Prudent cost management from FY20 continued throughout the year and contributed to a net operating surplus of \$2.8m.

Cash assets of \$20.4m represent an increase of \$3.3m from the previous year and forms a key component of a balance sheet with net assets of \$26.3m. This strong financial position provides a platform for pursuing strategic objectives into the future.

The full results for the year ended 30th June 2021 are set out in the audited financial report, with the audit completed by Wise, Lord and Ferguson. All mandatory reporting requirements have been met and an unqualified audit opinion was issued.

My sincere appreciation to Wise Lord and Ferguson for their ongoing support in undertaking the financial statements audit. A further thank you to my fellow members of the Finance Sub Committee – Andrew Freshney (Chair), Chris Smith, Sharyn Gill, Mat Rowell and Angela Mason – for their continued commitment to the responsibilities and functions of the Finance Sub Committee. Lastly, a big thank you to the Finance Team for their hard work and diligence throughout the past year.

I look forward to continuing to work collaboratively with both the Board, and the broader LGT team in the coming year.

# audited financial report



*"This strong financial position provides a platform for pursuing strategic objectives into the future."*

**Lady Gowrie Tasmania Inc.**  
**Income Statement**  
**Year Ended 30 June 2021**

	Note	2021 \$	2020 \$
<b>Revenue From Ordinary Activities</b>	<b>2</b>	26,500,023	25,619,747
<b>Expenses</b>			
Children's Services		21,311,490	19,698,935
Support Services		1,272,769	1,218,683
Administration		250,387	1,431,955
Projects		876,178	1,046,526
<b>Total Expenses</b>	<b>3</b>	<u>23,710,824</u>	<u>23,396,099</u>
<b>Net Operating Surplus</b>		<u>2,789,199</u>	<u>2,223,648</u>

**Lady Gowrie Tasmania Inc.**  
**Balance Sheet**  
**Year Ended 30 June 2021**

	Note	2021 \$	2020 \$
<b>Current Assets</b>			
Cash & Cash Equivalents	4	20,390,890	17,057,789
Trade Debtors	5	863,337	128,310
Other Debtors	6	66,171	1,505,861
<b>Total Current Assets</b>		<u>21,320,398</u>	<u>18,691,960</u>
<b>Non Current Assets</b>			
Land, Buildings & Leasehold Improvements	7	8,960,992	9,203,614
Plant & Equipment	8	142,781	214,213
Intangibles	9	96,011	96,011
<b>Total Non Current Assets</b>		<u>9,199,784</u>	<u>9,513,838</u>
<b>Total Assets</b>		<u>30,520,182</u>	<u>28,205,798</u>
<b>Current Liabilities</b>			
Trade Creditors		176,218	310,292
Other Creditors	10	754,383	1,166,555
Provision for Employee Leave	11	1,811,222	1,766,982
Unexpended Grants	12	548,795	620,617
<b>Total Current Liabilities</b>		<u>3,290,618</u>	<u>3,864,446</u>
<b>Non Current Liabilities</b>			
Provision for Employee Leave		895,679	796,666
<b>Total Non Current Liabilities</b>		<u>895,679</u>	<u>796,666</u>
<b>Total Liabilities</b>		<u>4,186,297</u>	<u>4,661,112</u>
<b>NET ASSETS</b>		<u>26,333,885</u>	<u>23,544,686</u>
<b>Funds &amp; Reserves</b>			
Asset Revaluation Reserve		888,255	888,255
Accumulated Surplus	15	25,445,630	22,656,431
<b>TOTAL FUNDS &amp; RESERVES</b>		<u>26,333,885</u>	<u>23,544,686</u>

The accompanying notes form part of the financial statements.

**Lady Gowrie Tasmania Inc.**  
**Statement of Cash Flows**  
**Year Ended 30 June 2021**

	Note	2021 \$	2020 \$
<b><u>CASH FLOWS FROM OPERATING ACTIVITIES</u></b>			
Operating Grants Received		1,777,223	1,857,691
Receipts from Customers		22,665,316	24,063,239
JobKeeper Wage Subsidy Received		2,376,000	2,190,000
Interest Received		156,319	249,773
Payments to Suppliers and Employees		(23,591,821)	(25,561,759)
<b>Net Cash Inflow (Outflow) from Operating Activities</b>	<b>13</b>	<b>3,383,037</b>	<b>2,798,944</b>
<b><u>CASH FLOWS FROM INVESTING ACTIVITIES</u></b>			
Payments for Property, Plant & Equipment		(49,936)	(330,997)
<b>Net Cash Inflow (Outflow) from Investing Activities</b>		<b>(49,936)</b>	<b>(330,997)</b>
<b><u>CASH FLOWS FROM FINANCING ACTIVITIES</u></b>			
<b>Net Cash Inflow (Outflow) from Financing Activities</b>		<b>-</b>	<b>-</b>
Net Increase (Decrease) in Cash and Cash Equivalents		3,333,101	2,467,947
Cash at the beginning of the Financial Year		17,057,789	14,589,842
<b>Cash and Cash Equivalents at the end of year</b>		<b>20,390,890</b>	<b>17,057,789</b>

The accompanying notes form part of the financial statements.

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

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**1. Statement of Significant Accounting Policies**

This financial report is a special purpose financial report prepared for use by the Board and members of Lady Gowrie Tasmania Inc (the Association). The Board have determined that the Association is not a reporting entity.

The financial report has been prepared in accordance with the requirements of the following Australian Accounting Standards:

AASB 101 Presentation of Financial Statements  
AASB 107 Statement of Cash Flows  
AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors  
AASB 110 Events After The Reporting Period  
AASB 119 Employee Benefits  
AASB 1048 Interpretation of Standards  
AASB 1054 Australian Additional Disclosures

No other Australian Accounting Standards, Urgent Issues Group or other authoritative pronouncements of the Australian Accounting Standards Board have been applied.

The financial report is prepared on an accruals basis and is based on historic costs and does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The following specific accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report:

*Revenue*

Revenue comprises income from the children's services, Government grants, and training income. Income from major sources is shown in Note 2.

Revenue is measured by reference to the fair value of consideration received or receivable by the Association for services provided, excluding any taxes, rebates and discounts.

Revenue is recognised when the amount of revenue can be measured reliably, collection is probable, the costs incurred or to be incurred can be measured reliably, and when the criteria for recognition of the Association's different activities have been met.

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

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**1. Statement Of Significant Accounting Policies (continued)**

When grant revenue is received the Association determines whether the contract is enforceable and has sufficiently specific performance obligations. Where both attributes are present the revenue is recognised in the Balance Sheet as a liability until the obligation has been satisfied. Otherwise the grant is recognised as income on receipt.

*Cash and Cash Equivalents*

Cash includes cash on hand, deposits held at call with banks, and other short-term highly liquid investments with original maturities of 12 months or less.

*Trade and Other Debtors*

Trade debtors are expected to be collected within 12 months of the end of the reporting period and are classified as current assets. All other receivables are classified as non-current assets.

*Provision for Doubtful Debts*

At the end of each reporting period, the carrying amounts of trade debtors are reviewed to determine whether there is any objective evidence that the amounts are not recoverable. A provision for doubtful debts is established when there is objective evidence that the Association will not be able to collect all the amounts due.

*Land, Buildings & Leasehold Improvements*

Land, buildings and leasehold improvements are carried at cost or independent valuation and depreciated over their useful lives or for leasehold improvements over the term of the lease, whichever is less. Where leasehold improvements have been funded through a grant this treatment stands, unless the terms of the grant specify otherwise.

*Plant & Equipment*

Plant and equipment are carried at cost or independent valuation and are depreciated over their useful lives to the entity.

*Trade and Other Creditors*

Trade and other creditors represent the liability outstanding at the end of the reporting period for goods and services received by the Association during the reporting period that remain unpaid. The balance is recognised as a current liability with the amounts normally paid within 30 days of recognition of the liability.

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

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**1. Statement Of Significant Accounting Policies (continued)**

*Provision for Employee Leave*

Provision is made for the Association's obligations to pay annual leave. Annual leave is not discounted and is provided for based on the employee's entitlement at the end of the financial year.

Long service leave entitlements are provided for in full for all full time, part time and casual employees from the first day of service based on the probability of the employee becoming eligible for the entitlement. These amounts are measured and recognised at the present value of the future payments.

*Unexpended Grant Funding*

It is the policy of the Association to treat grant monies as unexpended grant liabilities in the Balance Sheet where the Association is contractually obliged to provide the services in a subsequent financial period to when the grant is received or, in the case of specific project grants, to the extent the project has not been completed.

*Comparatives*

Where applicable, prior year comparatives have been changed to be consistent with allocations of the current year.

*Related Party Transactions*

During the course of the financial year no services of organisations in which Members of the Board have a relationship on a commercial basis has been entered into. If conflicts of interest arose Board Members would, where appropriate, decline to participate in Board discussion and decision making.

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

	<b>2021</b>	<b>2020</b>
	\$	\$
<b>2. Revenue From Ordinary Activities</b>		
Children's Services	22,659,377	18,570,114
Government Grants	1,849,045	1,834,556
Training	463,624	373,511
Interest Income	156,319	249,773
JobKeeper Wage Subsidy	1,009,500	3,556,500
COVID-19 Rent Relief	158,086	89,214
Other Income	204,072	946,079
<b>Total Revenue From Ordinary Activities</b>	<b>26,500,023</b>	<b>25,619,747</b>
<b>3. Expenses</b>		
Wages & Employee Expenses	20,224,460	18,397,259
JobKeeper Wage Subsidy Top-Up Payments	149,078	804,900
Operating Expenses	2,973,376	3,789,360
Depreciation	363,910	404,580
<b>Total Expenses</b>	<b>23,710,824</b>	<b>23,396,099</b>
<b>4. Cash</b>		
Cash At Bank	788,541	846,845
Term Deposit	19,599,149	16,207,844
Cash On Hand	3,200	3,100
<b>Total Cash</b>	<b>20,390,890</b>	<b>17,057,789</b>
<b>5. Trade Debtors</b>		
Trade Debtors	877,213	147,133
Provision Doubtful Debts	(13,876)	(18,823)
<b>Total Trade Debtors</b>	<b>863,337</b>	<b>128,310</b>

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

	<b>2021</b>	<b>2020</b>
	\$	\$
<b>6. Other Debtors</b>		
Prepayments	64,409	126,111
Sundry Debtors	1,762	750
JobKeeper Wage Subsidy (ATO)	-	1,366,500
Cash Flow Boost (ATO)	-	12,500
<b>Total Other Debtors</b>	<b>66,171</b>	<b>1,505,861</b>
 <b>7. Land, Buildings &amp; Leasehold Improvements</b>		
Freehold Land At Cost	1,050,000	1,050,000
Freehold Land At Valuation (April 2000)	360,000	360,000
	1,410,000	1,410,000
Building At Cost	601,892	584,697
Building At Valuation (April 2000)	605,000	605,000
Accumulated Depreciation	(446,838)	(416,780)
	760,054	772,917
BP Infant Playroom Upgrade	33,034	33,034
Accumulated Depreciation	(15,073)	(14,248)
	17,961	18,786
Campbell Street Building Upgrade	201,323	201,323
Accumulated Depreciation	(166,666)	(165,043)
	34,657	36,280
Davey Street & Macquarie Street Building At Cost	6,362,805	6,362,805
Accumulated Depreciation	(820,990)	(661,919)
	5,541,815	5,700,886
Acton Building At Cost	1,189,543	1,189,543
Accumulated Depreciation	(372,852)	(343,113)
	816,691	846,430

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

	2021 \$	2020 \$
<b>7. Land, Buildings &amp; Leasehold Improvements (continued)</b>		
Storage Unit	199,436	199,436
Accumulated Depreciation	<u>(20,053)</u>	<u>(15,067)</u>
	179,383	184,369
Leasehold Improvement	457,198	455,098
Accumulated Depreciation Leasehold Improvement	<u>(415,321)</u>	<u>(386,006)</u>
	41,877	69,092
Leasehold Improvements Bowen Road	250,000	250,000
Accumulated Depreciation Bowen Road	<u>(91,446)</u>	<u>(85,146)</u>
	158,554	164,854
<b>Total Land, Buildings &amp; Leasehold Improvements</b>	<u>8,960,992</u>	<u>9,203,614</u>
<b>8. Plant &amp; Equipment</b>		
Plant & Equipment At Cost	1,267,118	1,248,205
Accumulated Depreciation	<u>(1,166,738)</u>	<u>(1,098,759)</u>
	100,380	149,446
Motor Vehicles At Cost	182,072	182,072
Accumulated Depreciation	<u>(139,671)</u>	<u>(117,305)</u>
	42,401	64,767
<b>Total Plant &amp; Equipment</b>	<u>142,781</u>	<u>214,213</u>
<b>9. Intangibles</b>		
Goodwill Kingston Education & Care	96,011	96,011
<b>Total Intangibles</b>	<u>96,011</u>	<u>96,011</u>

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

	2021 \$	2020 \$
<b>10. Other Creditors</b>		
Accrued Expenses	218,559	210,041
Accrued Wages	439,997	365,488
Business Continuity Payments (ATO)	-	315,610
Grants Received in Advanced	57,025	100,206
GST Payable / (Receivable)	(11,765)	5,256
Superannuation Clearing	-	117,875
Work in Progress Accounts	1,041	14,250
Sundry Creditors	49,526	37,829
<b>Total Other Creditors</b>	<u>754,383</u>	<u>1,166,555</u>
<b>11. Provision for Employee Leave</b>		
Annual Leave	1,157,606	1,022,244
Rostered Days Off	28,099	25,718
Long Service Leave	619,486	714,576
Maternity Leave	6,031	4,444
<b>Total Provision for Employee Leave</b>	<u>1,811,222</u>	<u>1,766,982</u>
<b>12. Unexpended Grants</b>		
Building Sustainable Workforce Foundations	65,561	72,947
Early Years & School Age Care Workforce Plan	12,122	40,430
GATIRS Program	80,988	78,265
Gowrie Training Communication Project	38,204	38,211
In Home Care Support Agency	35,538	20,700
Inclusion Support Program	149,944	157,483
Lady Gowrie Tasmania Consultancy Project	87,712	100,928
Local Jobs Program	12,692	-
Outside School Hours Care Quality Assurance	-	32,231
Phoenix Children's Services Project	17,323	17,323
Special Purpose Grants	48,711	62,099
<b>Total Unexpended Grants</b>	<u>548,795</u>	<u>620,617</u>

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

	<b>2021</b>	<b>2020</b>
	\$	\$
<b>13. Cash Flow Information</b>		
Reconciliation of cash flow from operations with surplus from operations:		
<b>Surplus for the year</b>	2,789,199	2,223,648
Depreciation	363,910	404,580
Loss on Disposal of Assets	80	-
<b>Changes in assets and liabilities</b>		
Decrease / (Increase) in Trade Debtors	(735,027)	731,740
Decrease / (Increase) in Other Debtors	1,439,690	(1,391,991)
(Decrease) / Increase in Provision for Employee Leave	143,253	24,055
(Decrease) / Increase in Trade Creditors	(134,075)	259,165
(Decrease) / Increase in Other Creditors	(412,171)	524,612
(Decrease) / Increase in Unexpended Grants	(71,822)	23,135
	<b>3,383,037</b>	<b>2,798,944</b>
<b>14. Audit Remuneration</b>		
Remuneration of the auditor, Wise Lord & Ferguson for:		
Auditing the financial statements and grant acquittals	20,670	18,500
Other services	8,700	29,050
	29,370	47,550
Remuneration of the internal auditor (BDO)	14,501	15,500
	14,501	15,500
<b>Total Audit Remuneration</b>	<b>43,871</b>	<b>63,050</b>
<b>15. Accumulated Surplus</b>		
Opening Balance	22,656,431	20,432,783
Current Year Surplus	2,789,199	2,223,648
<b>Closing Balance</b>	<b>25,445,630</b>	<b>22,656,431</b>

**Lady Gowrie Tasmania Inc.**  
**Notes to the Financial Report**  
**Year Ended 30 June 2021**

2021	2020
\$	\$

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**16. Events After The Reporting Period**

*Pedder Patter Child Care Centres Inc*

The Board of Pedder Patter Child Care Centres Inc agreed to transfer their net assets and operations to the Association effective 1st July. This consisted of a long day care service, two outside school hours care programs and a pre-school program, operating across two school sites and a freehold property in Launceston.

*Property Purchase*

On the 3rd August the Association entered a conditional contract for the strategic purchase of a Hobart CBD property subject to satisfactory due diligence and final Board approval by 1st November 2021. If these conditions are satisfied then settlement will occur 30 days later. A 10% deposit was paid on the 25th August 2021.

**Lady Gowrie Tasmania Inc.**  
**Directors' Declaration**  
**Year Ended 30 June 2021**

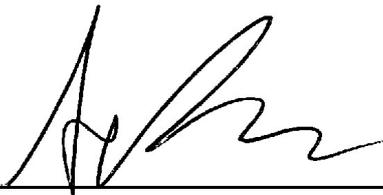
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The Board of Directors has determined that the Association is not a reporting entity and that the special purpose financial report should be prepared in accordance with the policies outlined in Note 1 to the financial statements.

In the opinion of the Board of Directors, the financial report:

1. Presents a true and fair view of the financial position of Lady Gowrie Tasmania Inc as at 30 June 2021 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that Lady Gowrie Tasmania Inc will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Board and is signed for and on behalf of the Board by:



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Chair



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Deputy Chair

Dated: 29th October 2021

## INDEPENDENT AUDITOR'S REPORT

To the Members of Lady Gowrie Tasmania Inc.

### Report on the Audit of the Financial Report

We have audited the financial report of Lady Gowrie Tasmania Inc. (the Association), which comprises the balance sheet as at 30 June 2021, the income statement and statement of cash flows for the year then ended, and notes to the financial report, including a statement of significant accounting policies, and the director's declaration.

In our opinion the financial report of Lady Gowrie Tasmania Inc. has been prepared in accordance with the *Associations Incorporation Act (Tas)* and Division 60 of the *Australian Charities and Not-for-Profits Commission Act 2012*, including:

- (a) giving a true and fair view of the Association's financial position as at 30 June 2021 and of its financial performance for the year then ended; and
- (b) complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

### Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Association in accordance with the *Australian Charities and Not-for-profits Commission Act 2012* (ACNC Act) and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the Association's financial reporting responsibilities under the ACNC Act. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

## Responsibility of the Directors for the Financial Report

The directors of the Association are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the *Associations Incorporation Act (Tas)*, the ACNC Act and the needs of the members. The directors' responsibility also includes such internal control as the directors determine is necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the responsible entities either intend to liquidate the Association or to cease operations, or have no realistic alternative but to do so.

## Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

As part of an audit in accordance with Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by responsible Association.
- Conclude on the appropriateness of responsible Association's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up

to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

A handwritten signature in blue ink, appearing to read 'Joanne Doyle', with a long horizontal line extending to the left.

**JOANNE DOYLE**

Partner

Wise Lord & Ferguson

Dated: 29 October 2021

## Auditor's Independence Declaration to the Executive Committee of Lady Gowrie Tasmania Inc.

In relation to our audit of the financial report of Lady Gowrie Tasmania Inc. for the financial year ended 30 June 2021, to the best of my knowledge and belief, there have been no contraventions of the auditor independence requirements of any applicable code of professional conduct.

A handwritten signature in blue ink that reads 'Joanne Doyle'.

**JOANNE DOYLE**  
Partner  
WISE LORD & FERGUSON

Date 29 October 2021

LADY GOWRIE TASMANIA INC

BOARD OF DIRECTORS 2021

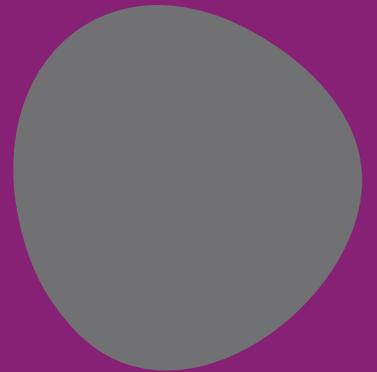
Anne Beach	Chair – Appointed Apr 2017
Barbara Mawson	Deputy Chair – Appointed May 2014
Kane Ingham	Appointed Apr 2017- Term ended Nov 2020
Andrew Saward	Appointed Nov 2017
Angie Somann-Crawford	Appointed Nov 2017- Term ended Nov 2020
June Wansong	Appointed Nov 2017
Andrew Freshney	Appointed Nov 2019
Sharyn Gill	Appointed Mar 2020
Chris Smith	Appointed Mar 2020

To the best of our knowledge and belief the abovenamed persons comprised the Board of Directors of Lady Gowrie Tasmania Inc., in the 2021 financial year.



**JOANNE DOYLE**  
Partner  
WISE LORD & FERGUSON

Date 31 October 2021



## LADY GOWRIE TASMANIA

346 Macquarie Street South Hobart

PO Box 422 South Hobart TAS 7004

T: 6230 6800

E: [info@gowrie-tas.com.au](mailto:info@gowrie-tas.com.au)

[www.gowrie-tas.com.au](http://www.gowrie-tas.com.au)

# 'Children First'