

gowie



LADY GOWRIE TASMANIA  
*annual report*  
2021-22

## 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.





# contents

Chair Board of Directors Report	4
Board of Directors	7
Chief Executive Officer Report	8
General Manager Education and Care	18
General Manager Learning, Development and Inclusion	22
Chief Financial Officer	28
Financial Statements	30



## ANNE BEACH

Chair Board of Directors

I am pleased to present our 2021-22 Annual Report.

As we closed out reporting and processes for 2021-22, it provided an opportunity to reflect on what has been an interesting year, and one that presented a few challenges for our team.

After working hard in 2020-21 to keep our doors open and to provide safe and compliant services, despite the challenges presented by the COVID-19 pandemic, 2021-22 proved to be another busy year for us.

We got off to a great start, with Pedder Padder completing the transition to officially join our Lady Gowrie Tasmania (LGT) community, and welcoming our new CEO, Mat Rowell, to the team.

Mat was our first new CEO for 27 years and asking him to take on the role was no small task. However, we have been extremely lucky to have Mat join and lead our team. His engagement and support and communication with our staff, families, stakeholders and Board, helped us navigate the challenges that emerged during the year. Mat's commitment, patience, calmness and open approach were particularly valuable as we worked through the leadership transition, and beyond.

The big challenge for our team came in the lead up to December 2021, when our state's borders opened after an extended period of only limited access. This was a key change in the shift from efforts focused on containing the spread of COVID-19, to living with COVID-19. This was confronting for many of our families and our

staff and saw a number of changes as we worked through that transition. This included managing an increase in COVID-19 cases and close contacts, securing and distributing Rapid Antigen Tests (RATs) and the introduction of mandatory masks in our services; and the resulting challenge of room closures and staff being unable to attend work due to quarantine requirements. This caused a ripple across our services and added pressure to our team who were working hard to keep the doors open to as many rooms, services and programs as possible.

As a Board, we received daily updates which allowed us to monitor case numbers in our services and workplaces, actions taken and the impacts on our services and programs. We also unanimously supported a proposal from our Senior Leadership Team to implement paid special COVID leave to support our staff members that were unable to attend work due to quarantine requirements. The Board also resolved and was strongly supportive of the government mandated vaccination of our educators and staff, including Board members, as part of our ongoing focus and resolve to put 'Children First' and to provide them and their families with care and spaces that were as safe as possible.

However, we safely weathered the storm of 2021-22 and my heartfelt thanks goes to our CEO, Senior Leadership Team and all our people across all our teams for the grit, passion and commitment displayed throughout the year.

While our financial performance this year was not as strong as it has been in recent years, we have



*"... my heartfelt thanks goes to our CEO, Senior Leadership Team and all our people across all our teams for the grit, passion and commitment displayed throughout the year."*

maintained a strong balance sheet as a cumulative result of a number of years of careful budget management. This is enabling us to continue to invest in improving and expanding our facilities and services.

It also provides cover for the rainy days like we experienced this year, where we were able to juggle forced room closures and a reduction in the utilisation in our services, while still supporting our team and implementing measures such as providing additional paid leave while in quarantine.

As we catch our breath, we have a few more changes to close out the financial year, as we farewell and welcome a few faces in our leadership roles.

As part of the ongoing succession of our Board, we are farewelling three members of our team: Barbara Mawson, Chris Smith and Sharyn Gill.

Barb is our deputy chair and has served the organisation tirelessly and passionately for eight years. This comprised:

two three-year terms, and Barb twice accepting the Board's request that she stay on for an additional year to continue to share her LGT and comprehensive education knowledge and experience, as well as her caring and measured approach and insights. Among the work led by Barb was her recent role as chair of the Risk and Audit Subcommittee, advocating for a focus on our risk and audit management and supporting actions. I am very grateful to Barb for her support, calm guidance and commitment to our work and cause, both to me in my role as Chair and the Board more broadly, and for keeping our focus on the children we are working to support.

We are also farewelling Chris Smith and Sharyn Gill from our Board. Chris and Sharyn also brought extensive educational experience and insights to our team, and both dedicated three years of service to Lady Gowrie Tasmania on our Board and working in our Subcommittees. Most recently, both Chris and Sharyn have been diligent members of our Finance Subcommittee, working with the

team to carefully review and monitor our monthly results, budgeting and forward plans. Chris's rigour and willingness to support additional priority Board activities and projects, and to ask difficult questions, in particular, will be missed as will Sharyn's insights and passion towards our Mission and ideas to progress our strategic goals.

On behalf of the Board, thank you Barb, Chris and Sharyn. You will be missed, and we are grateful to have had your input, support and camaraderie.

In some good news, at our AGM we get the opportunity to formally welcome and appoint three new Board members: Brenton West, Helen Mitrofanis, and Kate Gillies, who will all start their first three-year term with us. Brenton, Helen and Kate bring a wealth of experience and expertise including in a range of organisations and senior leadership positions spanning corporate, people and culture, finance, on boards and much more! We are excited and privileged to welcome them to our team.

I'd also like to acknowledge Kathy Cripps, our General Manager, Education and Care. Kathy has been with us for 26 years and has been a key part of building Lady Gowrie Tasmania into the organisation it is today. Her knowledge,

experience and ability to keep calm no matter the issue, is second to none. Kathy is retiring at the end of 2022 and while we wish her the fondest possible farewell and are grateful for her dedication and investment in LGT, we will all be terribly sad to see her go. However, Kathy has built a fantastic team who have had the opportunity to observe and learn from her experience and leadership, which, along with our fantastic education and care programs, will be a part of the legacy she will leave.

My thanks also go to my colleagues on the Board and particularly for their willingness to come together throughout 2021-22, often at short notice, to work through emerging challenges and to make decisions to support our team, services, programs and families over the past year.

Lastly, a big thank you to our team – to both the people that you see each day and to those working hard behind the scenes to keep our services and programs open and safe, who supported, paid, trained and provided our team with access to the systems and tools they need to live our mission of 'Children First'.



*Muta - The Orange Bellied Parrot. By Frederick*

# 2021-2022 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**

**Andrew Freshney**

**Sharyn Gill**

**Andrew Saward**

**Chris Smith**

**Chelsea Trubody-Jager**

**New members to be appointed at the 2021/22 AGM:**

**Helen Mitrofanis (Joined October 2022)**

**Brenton West (Joined October 2022)**

**Kate Gillies (Joined October 2022)**





## MAT ROWELL

Chief Executive Officer

It is with the greatest pleasure that I present the Lady Gowrie Tasmania (LGT) Annual Report for the financial year 2021 to 2022. This reporting period also coincides with my first year as Chief Executive Officer of this wonderful community-based organisation.

As I reflect upon the past year, I am in awe of the work undertaken in our programs and services and the contributions LGT has made to the lives of so many within our community. None of this vital work that we do would be possible without the professionalism and dedication of our people. I thank each and every one of our people for their passion, commitment and contributions to ensuring 'Children First' remains the firm focus of our work.

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. I also extend a warm welcome to all new families who joined the LGT community during this reporting period.

It would be impossible to not mention that the last year has been one full of disruption and vigilance related to the opening of our borders and the emergency of COVID-19 in Tasmania. We have had to deal with significant disruption to all of our programs and services and the constantly changing public health advice about how to manage those risks.

Despite this though, we have achieved an awful lot. As you will read in this Annual Report we have not only managed to operate our business as usual for our children, in particular, but have also learned to adapt and live with what is our new normal. It demonstrates the strength, resilience and teamwork of our people that we are now in this more optimistic era.

I want say thank you to our talented and skilled Board of Directors who voluntarily give of their time, guidance, knowledge and skills so generously and wisely to support the strategic direction and success of LGT. Special thanks to Anne Beach for her support and sound advice in my work towards achieving LGT's strategic goals. On behalf of our people, I also thank the Board of Directors for their generosity with the implementation and extension of paid pandemic leave during the peak of the pandemic in Tasmania.

To the Senior Leadership Team consisting of Kathy Cripps (General Manager Education and Care), Annette Barwick (General Manager Learning, Development and Inclusion) and Sam Wesson (Chief Financial Officer), thank you for leading your people, programs and services with such professionalism and for providing invaluable support and advice to guide my work.

I would like to take this opportunity to thank Kathy Cripps for her incredible 26 years of service to LGT when she retires in December 2022. Kathy's passion for the education and care sector,



her commitment to 'getting the job done' regardless of her working hours or personal commitments and dedication to ensuring the best outcomes for children, families and educators in her work is second to none.

Thank you to Gary Fox for providing professional support to the Board of Directors, CEO and Senior Leadership Team. Gary commenced in May 2022 and brings to LGT a wealth of knowledge in governance and management and I appreciate both his professional and personal support in my role as CEO.

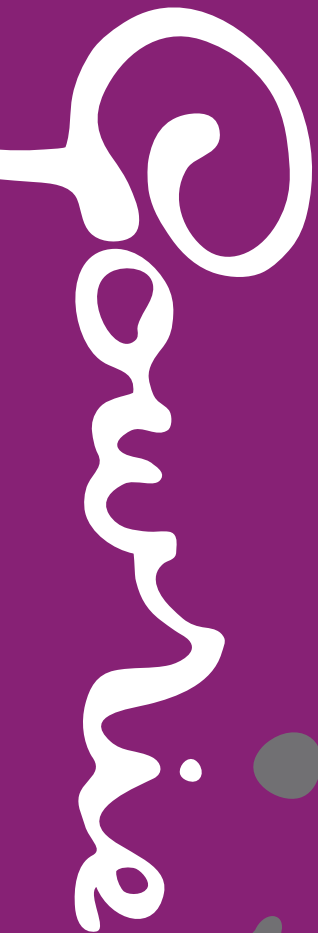
As I mentioned above, LGT was again faced with the challenge of negotiating workplace, sector and policy changes due to the COVID-19 pandemic. I thank our families, clients, learners and our people for their cooperation and flexibility as we worked towards minimising the impact of these changes. During this reporting period LGT distributed over 35,000 rapid antigen tests to families and our people, and implemented a range of new policies, systems and processes to keep our staff and our children, families, and learners safe.

I am so proud of everything that LGT and our people have achieved in this reporting period. I hope you enjoy this new, online version of the 2021/22 Annual Report, which includes a summary from me of our achievements under each pillar of our Strategic Plan 2021-2024 and reports from our people leading LGT's various services and programs.

LGT has a long and proud history and it is such a privilege to be leading our people to ensure we remain a strong, adaptable organisation that puts 'Children First' well into the future.

*"I thank each and every one of our people for their contribution and commitment to ensuring 'Children First' remains the firm focus of our work."*





## 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.

## Strategic Goal 1: Excellence in all our work

The achievements and outcomes of LGT's services and programs during the 2021-22 reporting period are outlined throughout this report but I would like to highlight other achievements that also contributed to 'excellence in all our work'.

Striving for excellence in service and program delivery must be underpinned by truly listening to our children, families, clients, learners and our people. The new Education and Care Philosophy, launched in September 2021, was the result of collaborating with and listening to all LGT stakeholders resulting in a shared vision to guide our pedagogy and practice. Most importantly, the children's voices and visions were encapsulated through their quotes and artwork which feature prominently throughout the document. You can view the Lady Gowrie Tasmania Education and Care Philosophy [here](#).

To capture the voices of our families a satisfaction survey was distributed which resulted in a fantastic overall customer experience and satisfaction rating of 92% and a list of priorities for the organisation to work towards improving. To capture the voices of our people LGT conducted 2 surveys that drove the priorities of the People and Culture team. Clients and learners of Gowrie Training & Consultancy are provided with regular opportunities for feedback and evaluation, as are the clients of our Child and Family Wellbeing Program.

Striving for excellence also means continuous improvement in our service offering and looking for new opportunities. Gowrie Training & Consultancy celebrated the re-registration of the Registered Training Organisation for another 7 years and has taken on various innovative projects including the *Lady Gowrie Tasmania Pathway to a Traineeship (LGTP) Program* funded by the Australian Government Local Jobs Program. Work has also commenced on LGT's new Reconciliation Action Plan (RAP) which will again underpin and guide our work in deepening the organisation's cultural awareness and competence, and respect for First Nations Australians through advocating against racism and discrimination.

New opportunities and innovations within our Education and Care Services included celebrating the first year of the online Community of Practice (CoP), the development of various support documents to guide and challenge the practice of educators, collaborating with Gowrie Training & Consultancy to support professional learning for

Outside School Hours Care (OSHC) educators and the development of a Community Action Plan (CAP) to safely build supports for our people in order to prevent and reduce suicide.

LGT's latest news, achievements, innovations and examples of excellence have been shared and communicated regularly with our community through CEO Connections, Storypark, Education and Care Newsletters, Gowrie Training & Consultancy Newsletters, Inclusion Agency Tasmania Newsletters, local newspapers and social media platforms. LGT continued to engage our community by celebrating relevant national celebrations including NAIDOC Week, Children's Week and Harmony Day. LGT continued to provide families with current research and resources to support and enhance their parenting journey.

## Strategic Goal 2: Valued, respected, professional team

Our people are LGT's greatest asset, and the organisation continues to develop our people through various professional development and learning opportunities, including utilising the professional learning services provided by Gowrie Training & Consultancy. Whilst there was no face-to-face attendance at the Early Childhood Australia Conference in 2021 due to COVID-19 restrictions, our people were encouraged and supported to attend the conference virtually. Attendance at this conference ensures our people stay in touch with the latest research, pedagogy, practices, and innovations in our sector.

LGT again provided our people with the opportunity to apply for the Helen Stephen Memorial Scholarship which is awarded annually to an educator who has committed to undertake study towards gaining an early childhood degree qualification. Congratulations to Paula Innes-Browne who was the 2021 scholarship recipient of the award and fund to help support her professional learning journey. LGT also paid the out-of-pocket expenses to educators seeking to upgrade their qualifications through Gowrie Training & Consultancy. This included 49 trainees upgrading to a Certificate III in Early Childhood Education and Care and 53 educators upgrading to a Diploma of Early Childhood Education and Care.

More information about developing and supporting our people in the 2021/22 reporting period can be found in the People and Culture Overview [here](#).

### Strategic Goal 3: Leadership for children in our community

Our people continued to actively represent LGT through their continued advocacy for the best outcomes for children and their families, communities, our workforce and our sector. Advocating our deep experience and expertise with children to state and federal 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, educators, communities, and our sector.

Our advocacy and representation included:

- Participation on Peak Bodies – Gowrie Australia, Early Childhood Australia, Tasmania Branch executive members and Early Childhood Australia Inc., Board Member Early Childhood Australia Inc. Reconciliation Advisory Group – National
- Ministers Reference Group on Early Childhood Education and Care (Australian Government)
- Advisory Council Member for Community Services Industry Plan
- Children’s Education and Care Industry Reference Committee
- Department of Education, Children and Young People, Stakeholders Reference Group
- Department of Education, Children and Young People – Community Services and Health Industry Advisory Group
- Department of Education – B4 Leaders Coalition
- Department of Education – Early Childhood Education and Care (ECEC) Reference Group
- Department of Health – Move Well Eat Well Program
- Australian Early Development Census (AEDC) Reference Committee – Department of Education, Children and Young People (Including AEDC Targeted Support for Families Subcommittee).
- Australian Early Development Census (AEDC) Interagency Committee
- Hobart Perinatal and Infant Mental Health Group
- Reconciliation Tasmania – Circle Group members
- Tasmanian Community Services Industry Plan - Workforce Coalition Member

In my advocacy role as CEO, I also developed stronger connections with key stakeholders, government ministers and the Tasmanian Commissioner for Children and Young

People, Leanne McLean, through representation on advisory boards and face-to-face meetings. My representation on many advisory boards ensured that the issues facing LGT, and our sector remained the firm focus of discussions and kept these issues on the agenda for future policy decisions affecting our sector. We have also continued our strong advocacy by having a regular presence in the media, through opinion pieces in The Mercury to television and radio interviews in which we have continued to advocate for the best interests of our children, families, workforce and the education and care sector.

LGT also continued its partnership with the Department of Education initiative – Working Together (WT) with the Alanvale Education and Care Service facilitating 8 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.

Other LGT and GT&C funded projects for the 2021/22 reporting period can be found [here](#).

LGT’s contributions to Gowrie Australia’s national publication, Reflections, can be found [here](#).

### Strategic Goal 4: Growth and flexibility on strong foundations

Despite the COVID-19 and workforce challenges facing the organisation and the education and care sector in the 2021-22 reporting period, LGT and our people proved yet again our ability to remain adaptable, flexible and keep its focus on ‘Children First’. The COVID Response Team (CRT) was established and met fortnightly to collectively deal with rising numbers of cases when the Tasmanian borders opened in December 2021, the swift distribution of 35,000 RAT tests, vaccination policies, strategies to keep our community safe and the distribution of regular communications to families and our people. Workforce shortages proved to be more challenging than previous years but were mitigated by the flexibility of our people to change working patterns, paid pandemic leave and educator recruitment drives across the state. New positions were created to support the workforce in the People and Culture, Education and Care and Marketing and Communications teams.

Notably we also decided to strengthen our expertise by creating a new Facilities Manager role and negotiating a

new IT services contract with better access for our team. This meant that we saw Mel Byrne move back to Education and Care in a new role as Compliance Manager. We thank her for her significant contribution to organisational operations over a number of years.

LGT continued to thrive and seek new opportunities for growth and development. The purchase of the old Department of Education Midway Point Kindergarten building on Penna Road, Midway Point will see the opening in 2023 of an exciting new early learning service offering a play and nature-based program for children from three to five years of age. The Board of Directors and Senior Leadership team began investigating the possibility of LGT purchasing the Campbell Street Education and Care Service and Glenora buildings. I note strong growth in the north as we welcomed to our community the children and families from Punchbowl Outside School Hours Care (OSHC) Pedder Long Day Care (LDC), Youngtown OSHC, West Launceston OSHC and West Launceston Preschool. Discussions were resumed about reviving and

strengthening the Memorandum of Understanding with University of Tasmania (UTAS) School of Education in terms of scholarships, internships and opportunities for shared teaching and learning.

LGT's solid financial position combined with successful government grant applications saw upgrades to many LGT buildings and education and care services. Education and Care Unit (ECU) Minor Infrastructure Grants supported significant upgrades to outdoor play and learning areas in the north at University North LDC, Alanvale LDC and Norwood LDC. In the south outdoor blinds to extend all-weather play spaces were installed at Midway Point and South Hobart and upgrades to fencing in The Paddock area at Acton LDC supported safety and supervision in this wonderful play and learning space. A signage audit was undertaken by the Marketing and Communications team and approval given to update outdated contact details and branding on most of the organisation's external signage. It is expected that all new signage will be in place in early 2023.



## People and Culture Overview

The 2021-22 year was a busy time for the Lady Gowrie Tasmania (LGT) People and Culture Team and during this time we welcomed Emma Eiszele to the team.

The project of scoping a contemporary HRMS system was strong focus during this period, with Employment Hero being the chosen platform and was rolled out in October 2022.

The 2021-2022 year also saw the re-implementation of the Employee Engagement Forum, with a new action plan in place and expressions of interest being disseminated to our people to join the forum.

Relationships Australia is now LGT's Employee Assistance Program (EAP) provider to provide additional support to our people. Our people also continued to access the LGT Child and Family Wellbeing Program in times of need.

The People and Culture team introduced the use of web-based staff exit surveys to enable a contemporary platform in order to capture critical data to ensure the retention of our people.

This reporting period also saw the relaunch of Culture Amp which provides an additional platform for our

people to provide feedback to enable the organisation to drive meaningful change and strengthen employee engagement.

LGT also participated in 'Get Moving in May', staff fitness challenge, a big congratulations to Lynne Carhart, from our Finance Team, who was the individual winner and the Learning, Development and Inclusion team who won the group category.

We look forward to seeing the results of these new initiatives, to continuing to support our people and to strengthening the culture of LGT.

**Terri Nichols – People and Culture Manager**



Shared below is the article celebrating Paula's achievement published in the December 2021 Education and Care Newsletters:

## 2021 Helen Stephen Memorial Scholarship Recipient

"The recipient of the Helen Stephen Memorial Scholarship in 2021 is Paula Innes-Brown.

Paula is a team leader in the 3-5 program at University South. Paula started her journey with Lady Gowrie Tasmania University South in 2016 as a student studying her certificate three and was quickly engaged as a permanent educator and began studying her Diploma qualifying in 2019. Paula then went straight on to enrol in an Early Childhood Education Degree through Swinburne University of Technology online which she is still completing part-time.

Paula has always shown an interest in learning all she can about her chosen field of early childhood education and seeks out professional development opportunities whenever she can. Paula also embraces supporting the service to be involved in action research projects and has taken on the role of lead educator in the ELLA program which explores the Mandarin language with children.

Paula has taken on the role of Team Leader in the 3-5 program, she has excelled in providing an exciting and innovative child lead program. Paula has a particular interest in sustainability and providing the children with environments that stimulate their learning. Paula enjoys encouraging the children's interest in different directions and therefore the program has followed some very interesting and divergent topics. **CONGRATULATIONS PAULA "**



## Celebrating Anniversaries of Our People

To the following people who have reached significant anniversaries at LGT, 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.

### 5 Years

Monaliza Agnos	Claudia Holter	Briar McClay
Cassandra Armstrong	Megan Hoskinson	Gina Minns
Carol Ayres	Emma Hughes	Rachael Padman
Kaycee Burns	Paula Innes-Brown	Alison Page
Simone Carr	Liezl Jayari	Cathleen Pickett
Belinda Clark	Jaimi-Lee Jones	Crystal Pierce
Caitlin Wickham	Jasbir Kaur	Sophie Pockett
Kerry Davies	Jasmine Langley	Malissa Richards
Alacoque Fisher	Joanne Langley	Brooke Summers
Kristi Fletcher-Jones	Danielle Lowe	Angela Taylor
Kylie Hall	Denise Marks	Tonya West
Tracey Hawkins	Angela Mason	Man (Michelle) Wu
Nicole Hodgkinson	Amy Massie	Julie Zaporozec

### 10 Years

Lynne Carhart  
Suzanna Jones  
Jackie McGuiness  
Stephanie McMaster  
Marigold Taylor  
Avril Townsend  
Caelin-Jane Weir

### 15 Years

Vanessa Ashwood  
Leah Blake  
Stacey-Lee Dare  
Anna Houllis

### 20 Years

Annette Barwick  
Roxanne Ellis  
Joye Fennell  
Maree Howard  
Kellie Watson  
Lisa Youd

## Child & Family Support Services Overview

This program has provided support for both Lady Gowrie Tasmania (LGT) families, employees and their children at a state-wide level with the program responding to multiple requests for a variety of child and family wellbeing and parenting matters. These requests were considered and delivered in a manner that was identified to be the most helpful including but not limited to, information provision, referral to specialised support services as well as more intensive and targeted child and family wellbeing support to 28 families and employees.

The program provided support for families referred for support via Strong Families Safe Kids Advice and Referral Line via the Integrated Family Support Service Program which operated at capacity throughout the year with 31 families and 79 children and young people receiving support.

The Integrated Family Support Service Program delivered child and family focused parenting support for vulnerable and at-risk families across Southern Tasmania via a case management model. Families receiving support were impacted by a variety of social and environmental factors that impact on, create barriers to and can prevent parents from raising their children and providing a family structure that is safe, nurturing, harmonious and happy.

By developing a respectful and trusting working relationship with families and supporting them in identifying what is working well for their family as well as where they see gaps. Targeted, fit for purpose, goal driven

action plans that families have ownership of were then developed. Integrated Family Support Service Program staff have been able to support families in navigating their pathway of change at a pace and in a manner that reflects the family's individual circumstances.

The Program continues to work with families using the Domains of Wellbeing and goals are set in the areas of Loved, Safe, Material Basics, Health, Learning, and Participation and having a positive sense of Culture and Identity. All family members including children and young people are able to participate in the process and have their voices heard.

Families seek support for a variety of life factors. The overwhelming numbers of families in receipt of support have reported that the program has made a real difference to their lives and enabled them to make changes they may not have felt were possible. For some, this may be having their young person re-engaged in learning and enjoying watching them experiencing success at school. For some, it is being able to recover and move forward after surviving a situation of family violence, or the impacts of their own or a loved one's substance addiction, or to feel confident as a parent whilst living with a mental health illness and the impact this might have to their capacity at times.

Strengthening parenting and helping parents to re-gain and/or increase their knowledge, skills, confidence, and enjoyment in their parenting role continues to be the program's focus, often at times of great stress and when families face enormous challenges.

**Cindy Woolley - Family Support Service Manager**





### 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



### 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



### 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





# KATHY CRIPPS

## General Manager Education and Care

As this is my last annual report as General Manager – Education and Care I would like to offer some reflective thoughts as my tenure comes to an end.

Lady Gowrie Tasmania (LGT) has offered me many amazing opportunities to learn and grow professionally and personally within the organisation. I have experienced many roles from working directly with children, leading and supporting services, working within the Inclusion Support team, working for the Professional Development team and for the last 12 plus years I have overseen the Education and Care space as the General Manager – Education and Care. This is the space that has led me to aspire to do the best in adhering to our mantra of 'Children First'. This has only been possible with a great team of people that have the same vision and ethos to do their very best by children and their families.

In the 2021-22 reporting period our people were our focus. COVID-19 continued to keep us on our toes, as we

learned to live by the rules and learned to live with the pandemic. This period also saw us learn to work differently, working from home when required (for those that were not at a service delivery level) when social distancing was required to remain COVID-19 safe. The biggest thank you goes to our Service Managers and educators who kept the doors of our education and care services open for children and their families. Both Service Managers and educators were flexible and adaptable in navigating moves to other services to support many colleagues who had become unwell and were required to isolate for a period.

Our 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, 2 preschool programs and 43 outside school hours care programs. This is evidenced during the reporting period where LGT Education and Care Services supported:



LDC - 2403 Children  
OSHC - 2616 Children  
FDC - 154 Children

*NB - 466 children use both LDC and OSHC*



LDC - 1856 families  
OSHC - 1790 families  
FDC - 129 families

*NB - 301 families use both LDC and OSHC*

This reporting period saw many other challenges - workforce issues, low utilization, floods, outages, supply issues, mandates, masks, COVID-19 plans - to name just a few!

We also have had success in line with the Strategic Plan 2021-2024. Trainees now have a designated person who supports, mentors, coaches and monitors their progression with study. The leadership program has been reviewed and renewed to provide intentional teaching and will commence in November 2022. Educators who strive to be leaders will be given the opportunity to participate in professional learning to broaden their skills, knowledge and understanding. This program will also support our education and care services with underpinning and succession planning to enable services to have strong, well-prepared leaders of the future.

The team have experienced fun times, sad times, weddings, births and sadly we have experienced losses within services. But the one thing about our people is the ability to bounce back, support each other, move onwards and upwards, accept each other and it's all this which makes LGT a great place to be.

I think the next chapter in the LGT journey will be exciting, for example, the building plans in 2023 to expand into and support the Sorell community at the Penna Road site. The infrastructure that has been put into place across the organisation will allow education and care to focus on its core value - 'Children First'. We can build a bigger and brighter future within this space, with a focus on what our job is and will continue to be - providing the best education and care for our children.

On closing I would like to thank my colleagues with whom I work closely with on the Senior Leadership Team (Mat Rowell, Annette Barwick and Sam Wesson) and the Education and Care Program Leaders (Courtney Hobbs, Kylie Britten, Miffy Wedd, Shannon Gall, Kathy Ortmann and Mel Byrne) for a great year that has made the decision to retire that little bit harder.

## Pedagogy and Practice

We have now celebrated our first year of using the Lady Gowrie Tasmania (LGT) Community of Practice to share our exemplary examples of pedagogy and practice within all services at LGT. Collectively we created a library of resources to support educators in their important work and provided a place where we can collaboratively plan together and post about sharing helpful resources,

*"...this is only possible with a great team of people that have the same vision and ethos to do their very best by children and their families."*



training opportunities and provide provocations for reflection. We conducted a review of the platform's effectiveness in its first year and collected evidence about how it supported educators within their roles to engage in continuous improvement to raise service quality. I am so passionate about the impact of the Community of Practice that I successfully applied to speak at the 2022 ECA National Conference in Canberra to share this as an example of how we can use technology to drive quality pedagogy and practice.

This year we also implemented a four-tiered professional learning cycle designed to communicate LGT's expectations of high-quality practices. We held state-wide 'Think Tanks' to gather our collective voices on what matters to us in offering high quality education and care and how to practically implement our vision for best practice. Through collecting our vision and matching this with research of best practice, we created a suite of support documents that will eventually make up our updated Curriculum Practices Guide. State-wide online professional learning also took place to unpack these support documents to ensure they were embedded at every LGT service. The documents included:

- Embedding the Lady Gowrie Tasmania Education and Care Philosophy
- The Role of the Room Leader
- Rituals, Routines and Transitions
- Reflective Practice and Critical Reflection

Future pedagogical support documents that are near completion are Quality Relationships and Engagement with Children, Planning and Documentation and Learning Environments. There are further plans to extend these documents within the next financial year.

Within my role this year I worked closely with Service Managers to support making their Quality Improvement Plans effective in their momentum and in capturing exceeding themes. Managers hold the very important role of being Educational Leaders and driving pedagogical improvements and we have worked at creating strategies to uphold this role to be as effective as possible.

The last financial year held many challenges with COVID-19 and staff shortages but by holding pedagogy at the forefront of our important work we continued to put 'Children First'.

#### **Shannon Gall – Program Leader Pedagogy and Practice**

## **Education and Care Services (North)**

The 2021/2022 year has seen significant growth in the North, as we welcomed LGT Pedder LDC, Youngtown OSHC, Punchbowl OSHC, West Launceston OSHC and West Launceston Preschool. We also welcomed many new educators, to support the additional places we can provide across LDC and OSHC. Alanvale continued to successfully partner with the Department of Education's Working Together program, providing education and wrap around support for 8 children and their families who have previously not accessed an Education and Care program.

Uni North LDC and Alanvale LDC were successful in securing funding through the ECU Minor Infrastructure Grants, with Uni North undertaking significant upgrades to the birth to 2 years outdoor play space, and Alanvale installing much needed shade and weather protection in the birth to 2 years outdoor play space which will allow children year-round access to outdoors. Norwood LDC also had a significant upgrade to their 3 to 5 years outdoor play space, with a large area of certified soft fall installed allowing children to take risks safely and positively within the outdoor environment.

Our Leadership Team has increased as the service provision has grown, and we welcomed Hannah Smith and Kristy Wallis as Service Managers in OSHC, supported by Jemma Sullivan in a Second in Charge (2IC) position for the Northern OSHC services. We also welcomed Kendall Bracken as an Assistant Manager at Pedder LDC and saw the importance of this role as Kendall spent time working alongside the Service Manager and transitioned into the role of Service Manager at Pedder LDC in July 2022. We have also greatly benefited from the Operations Officer role, held by Susie Sefton, who is able to provide support to all services in the compliance space.

#### **Courtney Hobbs – Program Leader Education and Care (North)**

## **Education and Care Services (South)**

Wellbeing has been at the forefront of our leadership this year as we continued to battle staff shortages, COVID-19, personal challenges and ongoing change. As we so often heard, many of these obstacles were out of our sphere of control as leaders but had direct impact on our overall wellbeing at work.

In June 2021 as an Education and Care Leadership Team, we conducted a survey with the support of Relationships Australia Tasmania to gather data about the culture of wellbeing within the workplace. Through the research phase of this initiative, it was identified that employees

were looking for permission to bring their whole selves to work. This presented an opportunity to incorporate LGT's values of respect, trust, ethics and integrity into our day-to-day decision-making and to demonstrate our commitment to the wellbeing of our people by starting the conversation about mental health. Since this point, there have been many wonderful individual and whole of organisation initiatives to continue the momentum in this space including attendance at community events, participation in the Global Leadership Wellbeing survey, one-on-one coaching for working well and living well, the announcement and commencement of a new Employee Assistance Program, Professional Learning for Education and Care employees and in June 2022, the Lady Gowrie Tasmania Education and Care Managers partnered with Relationships Australia Tasmania to launch an LGT Community Action Plan.

The Community Action plan (CAP) is a practical plan that communities develop together to safely build supports to prevent and reduce suicide. The focus of a CAP is to increase the amount of support the community receives and gives each other by raising awareness and building skills and resilience in suicide prevention and to improve confidence at identifying and responding to mental health concerns. The three main strategies identified as part of the LGT CAP are training, resource packs and a workplace wellbeing policy. To this point we have completed Accidental Counsellor Training where we learnt valuable skills about supporting someone in an emotional crisis by learning how to recognise, respond and refer to an appropriate service. Participants also learnt how to ask questions confidently and safely about suicide.

We look forward to embedding all strategies of the CAP to further support a positive workplace culture and to lead the way in workplace wellbeing.

**Kylie Britten – Program Leader Education and Care (South)**

## Outside School Hours Care and Cluster Programs (South)

Within the southern Cluster programs, it has been an extremely successful 2021-22. Following on from the Lady Gowrie OSHC project completed by Gowrie Training & Consultancy, there was the appointment of a Program Leader for Cluster to support educators, children and families in the programs. There were also appointments of an Assistant Manager for Oatlands and Swansea and a 2IC position in the south to support Cluster Managers.

Sorell worked closely again with the Gowrie Training & Consultancy team on a project within the OSHC space which saw many wonderful outcomes for children

including the increased risk vs benefit approach from all educators. Sorell also commenced a Before School Care program in January of 2022, this program has been able to offer more flexibility and support to local families.

Fahan was involved in a project with TMAG participating in the annual Banner Project, which was held in conjunction with 'Lift Off and the Festival for Children and Young People'.

Mount Nelson OSHC and Sorell OSHC both underwent the Assessment and Rating process and achieved a rating of 'Meeting'.

South Hobart Long Day Care was successful in obtaining a grant from the Education and Care Unit for upgrading their outdoor veranda environment to provide a roof covering to protect from all weather.

Across all programs educators and service support staff, working in partnerships with families, have continued to provide dynamic, passionate, engaging, recreational and play-based learning programs for children.

**Miffy Wedd – Program Leader Outside School Hours Care (South)**

## Family Day Care Scheme (South)

Family Day Care (FDC) educators have managed to co-exist with the consequences and limitations of COVID-19 affecting most of them in the day-to-day running of their business. All educators contracted COVID-19 at some stage within the year, requiring them to close their business for lengthy periods of time as other members of their families contracted the illness. Some educators had to close on multiple occasions for periods of up to 2 weeks. Despite the difficulties and domino effect on children and families, all educators have maintained professional, enthusiastic, and collaborative relationships between each other, their families and children and the FDC Coordination unit.

FDC Services Staff have maintained close contact and provided support to all educators registered with Lady Gowrie Tasmania FDC. Field staff have witnessed pre-prepared activities, allowing children to work independently, based on the Montessori program as well as child collaboration and investigation supported by Reggio Emilia. Risky play, nature play and programs based on Lady Gowrie Tasmania Education and Care Philosophy (in part) "Wonder and Investigation" have also been at the forefront of educators' planning and children's learning journeys.

**Sophie Pocket – Family Day Care Manager**



## ANNETTE BARWICK

General Manager Learning, Development and Inclusion

At the heart of the Learning, Development and Inclusion (LD&I) program areas are our people. Shared goals as a team and individual dedication and drive are what provided a solid foundation for the past financial year and into the future. Therefore, I must firstly acknowledge 'our people' who, within an ever changing and challenging landscape, demonstrated innovation, resilience and a deep commitment and drive to continue to make a difference.

For children to thrive, our people need to thrive. This statement encapsulates the essence of the LD&I program areas. I am privileged to lead this exceptional team and give you a glimpse into the considerable influence and impact of the work undertaken by the LD&I team over the past financial year.

In closing, as the LD&I team embark on the next chapter, the annual report has provided an opportunity to not only highlight LD&I teams' key achievements, but to reflect on the exceptional work and commitment of this team in realising the vision and goals of the organisation. Thank you!

### Gowrie Training & Consultancy – Project Insights

Gowrie Training & Consultancy (GT&C) oversee several short-term and long-term external and internal projects that focus on community and the education and care workforce. These projects are either directly funded to Lady Gowrie Tasmania and/or contracted through Early Childhood Australia, Tasmania Branch to operationalise.

### EARLY YEARS AND SCHOOL AGE CARE (EYSAC) WORKFORCE STRATEGY

This project focused on 'a proficient professional and activated Tasmanian early years and school age care workforce now and into the future'. The Project Manager, Kellie Watson, continued 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. An achievement to be recognised is that the work of EYSAC, has become particularly visible with local, state and federal government in the current climate of workforce shortages, with an increased focus on wages and conditions and an understanding of the value of early learning and the importance of education and care provision to the economy.

GT&C continued to support and operationalise projects attached to the Early Years and School Age Care (EYSAC) Workforce Strategy throughout the year.

Collaboration across the Sector, Registered Training Organisations, Apprenticeship Providers, Job Actives, schools and colleges, and government and non-government organisations agencies contributed to the successes. Projects included:

*"within an ever-changing and challenging landscape... our people...demonstrated innovation, resilience and a deep commitment and drive to continue to make a difference."*



- **Building Sustainable Workforce Foundations**

- Within this project, supported and funded through the Tasmanian Government, Department of State Growth, there were three sequential, interdependent and complimentary phases;
  - Employer readiness through action research, building relationships with the school communities
  - Development of a suite of tools (Be the Difference) to inform career decision making and workforce planning and development.
  - Additionally, development of a mentoring program, including delivery of a suite of webinars and a series of online coaching workshops.

The 'Be the Difference' postcard, brochure, career guide, career pathway roadmap and videos have continued to receive positive feedback and are available to view and download on the EYSAC Online Hub.

- **Growing Apprenticeships and Traineeships:** Industry and Regionally Led Solutions (GATIRS) Program - Building EYSAC sector capability for trainees concentrated on upskilling educators in the sector who work with and support trainees. Within this project, supported and funded through the Tasmanian Government, Department of State Growth, GT&C managed resource development and continued to chair the EYSAC Collaborative Network, which was established in the previous year. Through consultation with the network, several key resources were finalised and published in early 2022 to support traineeships in education and care:

1. Stakeholder Guide to Traineeships for Employers
2. Stakeholder Guide to Traineeships for Trainees.

A legacy of this project is the ongoing Collaborative Network, a group of stakeholders who are determined to champion traineeships in and for the education and care sector.

## AUSTRALIAN GOVERNMENT LOCAL JOBS PROGRAM

Lady Gowrie Tasmania partnered with Workskills Inc. to deliver the *Lady Gowrie Tasmania Pathway to a Traineeship (LGTP) Program*, funded through the Australian Government Local Jobs Program. The project involved job seekers undertaking a pre-employment program through GT&C, tailored to working in the early childhood education and care sector. The objective of this program was to meet the demand for entry-level trainees in Lady Gowrie Tasmania early childhood services, and in doing so provide employment and traineeship opportunities for participants with an interest in pursuing a vocation in the sector, and to build workforce capacity – a direct pipeline. Outcome - *16 participants are in employment with Lady Gowrie Tasmania, and one is on their way to a new employment pathway.*

## MIGRANT RESOURCE CENTRE – PATHWAY TO EDUCATION AND CARE

Gowrie Training & Consultancy partnered with the Migrant Resource Centre, Hobart in the development and implementation of the *Pathways to Education and Care* program. The overarching goal for this project was to give community members from the Migrant Resource Centre (MRC) an opportunity to gain knowledge and awareness of work in early childhood education and care – a ‘taster’ for future interest in study (Certificate III in Early Childhood Education and Care) and work in the sector. The project commenced with 23 participants and is due for completion in August 2022.

## FIRST STEPS TOWARDS PHYSICAL HEALTH AND WELLBEING

A series of four Infant and toddler parent and child yoga workshops were delivered by Gowrie Training & Consultancy (GT&C) at Geeveston in partnership with wayraparattee Child and Family Learning Centre in July 2021. These workshops were possible through the support of Calvary Community Council Grants.

The project, designed to strengthen parents’ capability as key agents in their children’s positive physical development, responded to Australian Early Development Census (AEDC) data and information, which showed from 2009 to 2018, children developmentally ‘on track’ in the Physical health and wellbeing developmental domain in the Huon Valley significantly DECREASED from 80.8% to 65.8%, while children ‘at risk’ significantly INCREASED from 7.3% to 20.8%. In nine years, there had been no significant improvement for vulnerable children in the Huon Valley (12%-13.4%).

## GEEVESTON/CYGNET B4 COMMUNITY STORY TELLERS

GT&C continued to work actively in the Huon Valley throughout the year with the delivery of the Geeveston/ Cygnet B4 Community Story Tellers project, which was supported and funded by the Tasmanian Government B4 Story Teller Grants. This project delivered a series of six face-to-face workshops and complimenting online yarning circles to two Huon Valley communities to build community capability in promoting the three B4 Early Years Coalition goals:

1. Everyone values the early years.
2. Everyone supports the early years.
3. Everyone works together for the early years.

Initially scheduled for early 2021, the COVID-19 pandemic slowed the delivery of this project. Consultation with B4 ensured that the project was able to be delivered, as intended, late in the year.

## PROJECTS DEVELOPED IN 2021-2022, APPROVED AND FUNDED FOR DELIVERY IN 2022-23:

- Premier’s Fund for Children and Young People: Young Makers – Kingborough Council
- Lady Gowrie Tasmania Leadership Program
- Australian Government, Workforce Australia Local Jobs Program – Good Fit Tool development and pilot for EYSAC Workforce.
- Workforce Coordination Project – Work Ready Team (TasCOSS)

## GOWRIE TRAINING & CONSULTANCY - NON-ACCREDITED TRAINING

- 15 Events
- 34 OSHC online introductory course
- 202 Online courses
- 30 Children’s workshops
- 14 Individual education and care customised programs
- 8 Intensive professional learning programs

A highlight in the non-accredited space is the influence of change observed by internal and external services from the work of Scott Gibson, who has worked tirelessly with a number of OSHC services to make a difference in young people’s lives.



## Gowrie Training & Consultancy - Registered Training Organisation (45602)

2021/2022. The Registered Training Organisation (RTO) through the leadership of Kerrie Hansen were successful in achieving a seven (7) year RTO accreditation. With the RTO only operating for less than two years in its own right, this achievement speaks to the commitment of the team in ensuring a quality and compliant training pathway for current and future learners.

Kerrie transitioned to a new role as Project Manager, Workforce Coalition Project, which is evident in the opportunities and career pathways within Lady Gowrie Tasmania.

Newly recruited to the RTO Manager position, I hope to draw on my extensive sector knowledge and leadership experience within this space, where a key focus is now the transition to the new Certificate III and Diploma of Early Childhood Education and Care qualifications. The RTO also said goodbye to Sally Burgess and welcomed Jane Richardson to the RTO administrative role. Jane brings

extensive RTO experience from her previous career as an RTO Manager. We welcomed back Allison Goldsmith from parental leave and Elaine Lui commenced parental leave. Although a year of staff changes, the RTO continued to grow in both numbers and quality and this is due to the hard work of the people mentioned above and Rebecca Hayes, Ritu Mahares and Mel Johnson who amongst these changes, supported the seamless staff transition.

104 Certificate III learners and 96 Diploma learners were supported in their qualification pathway during 2021/2022. 102 learners were Lady Gowrie Tasmania employees.

It is also important to recognise community connections and how working together can reduce barriers. One example is the South-East Regional Development Association (SERDA) partnership with GT&C, that enabled 10 educators to undertake the Diploma of Education and Care qualification delivered within the Sorell municipality. The educators are on track to complete their studies by the end of 2022. Thank you SERDA for making a difference.

**Kim Jones – Registered Training Organisation Manager**



## Inclusion Support Program (ISP) - An Australian Government Funded Program

Lady Gowrie Tasmania (LGT) is the Inclusion Agency (IA) for Tasmania and assists eligible education and care services to provide and embed quality inclusive practices for all children with a key focus on supporting the inclusion of children with additional needs, with their peers, so as children have genuine opportunities to access, participate and engage with positive learning experiences. This small team with exceptional service delivery accomplished 1494 face-to-face coaching and support visits.

An example of an Innovative Solutions Projects Funding is:

### SOUTHERN OSHC PROJECT – CREATING AN ENVIRONMENT OF CHANGE TO SUPPORT CHALLENGING BEHAVIOURS IN OSHC

Facilitated through Gowrie Training & Consultancy (Scott Gibson) and Tracey Deayton (Autism Consultant, Department of Education).

Commenced in March 2022 and to be completed in September 2022. This project involved 20 participating OSHC services, 44 educators and 8 coaches (leaders within services/organisations).

Participants attended 3 professional learning workshops and received 3 coaching sessions from facilitators as a component of the program.

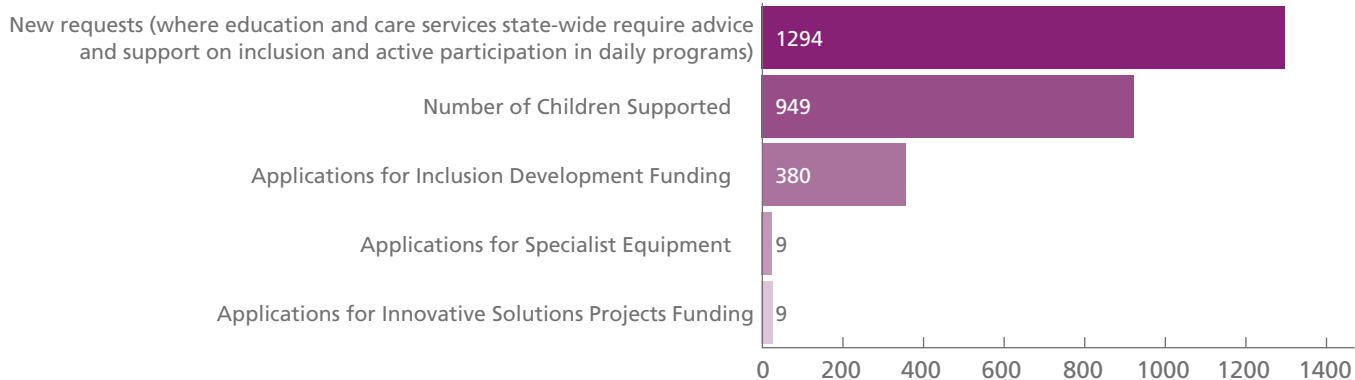
### APPLICATION FOR COLLABORATIVE AND STRATEGIC FUNDING – 1 (TRAUMA INFORMED PRACTICE) – COMPRISED:

Partnership between Inclusion Agency Tasmania, University of Tasmania and Early Childhood Australia (ECA) – Tasmania Branch. The project comprised 7 professional learning sessions (Trust-based Relational Intervention), 21 learning circles (7 within each region). Presentation re impact of project – ECA Tasmania Branch / B4 Forum. 120 educators participated in professional learning sessions which included educators from King Island and Flinders Island. Targeted to Educational Leaders or Early Childhood Teacher (leadership roles within services). Inclusion professionals continue to support the implementation of the project within ECEC services statewide!

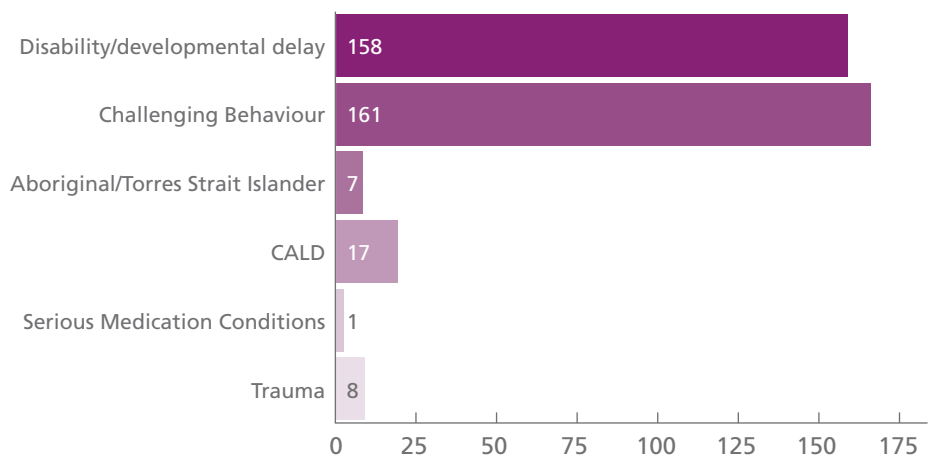
The Inclusion Agency Tasmania team look forward to sharing the outcomes of these projects over the coming months.

**Roxanne Ellis – Support Services Manager**

## Support provided by IAT:



## New Referrals to IAT:



## In Home Care Agency

In Home Care (IHC), an Australian Government funded program, supports families' workforce participation and early childhood education and care requirements where other approved education and care services are not available or appropriate, particularly for families;

- working non-standard or variable hours
- geographically isolated from other approved education and care services, or
- with complex and challenging needs.

The objective of IHC is to provide a high quality, flexible early childhood education and care option to families for whom other approved education and care options are not available or appropriate due to their unique circumstances.

As at 30th June 2022, there were 21 families receiving In Home Care and 15 families on the waitlist (waiting for an available educator through a IHC Service Provider).

There are three (3) IHC Service Providers registered to operate in Tasmania.

**Roxanne Ellis – Support Services Manager**

*"This small team with exceptional service delivery accomplished 1494 face-to-face coaching and support visits."*





## SAM WESSON

Chief Financial Officer

The 2021-22 financial year was a challenging year for Lady Gowrie (LGT) as there were a number of events that had a significant impact on our financial position. The greatest of these was the re-opening of the State border in December 2021 which saw our services record positive COVID-19 cases among both children and staff for the first time.

Revenue was reduced with LGT deciding to waive gap fees for families who were unable to attend due to COVID-19, and attendances generally decreased with families changing working arrangements. Expenses were also affected with the Board implementing paid Pandemic Leave to support staff unable to work during periods of COVID-19 isolation, while other costs directly attributable to COVID-19 were also absorbed.

The total direct impact of COVID-19 since the border re-opening was \$650k.

While this was happening, LGT was still able to pursue its strategic objectives with the acquisition of two properties for future development. The first in the Hobart city centre, purchased with a long-term lease attached, and secondly in Midway Point, which will become an extension of the existing Midway Point service when it opens as a 3-5 year program in mid-2023.

At the start of the year in July 2021 we welcomed the Pedder Patter services, which comprises a long day care service, two outside school hours care programs and a pre-school program. This resulted in the transfer of net assets of \$2.5m, including land and building valued at \$1.3m.

Our land and buildings were re-valued at 30th June 2022 to update their carrying value to comply with Australian Accounting Standards, and to ensure appropriate insurance coverage is maintained. This was a significant undertaking and resulted in an increase of \$8.8m with the amount recognised using an Asset Revaluation Reserve on the balance sheet.

Turnover for the year increased to \$27.3m with education and care fees exceeding \$20m for the second consecutive year. Total revenue from operations increased from the prior year by \$770k, however there was no direct Government support (2021: \$2.5m). Costs increased both with the growth of the organisation and due to LGT's COVID-19 response. This resulted in a net operating deficit of 430k.

Cash assets (\$16.4m) continue to form a key component of the balance sheet, and the increased value of land and buildings (\$23.5m) has strengthened an already strong balance sheet with the net assets of \$37.2m. This financial position provides a platform for pursuing strategic objectives into the future.

The full results for the year ended 30th June 2022 are detailed in the audited financial statements available on the ACNC website linked below. The audit was completed by Wise, Lord and Ferguson, with all mandatory reporting requirements met and an unqualified audit opinion 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.

# *financial report*



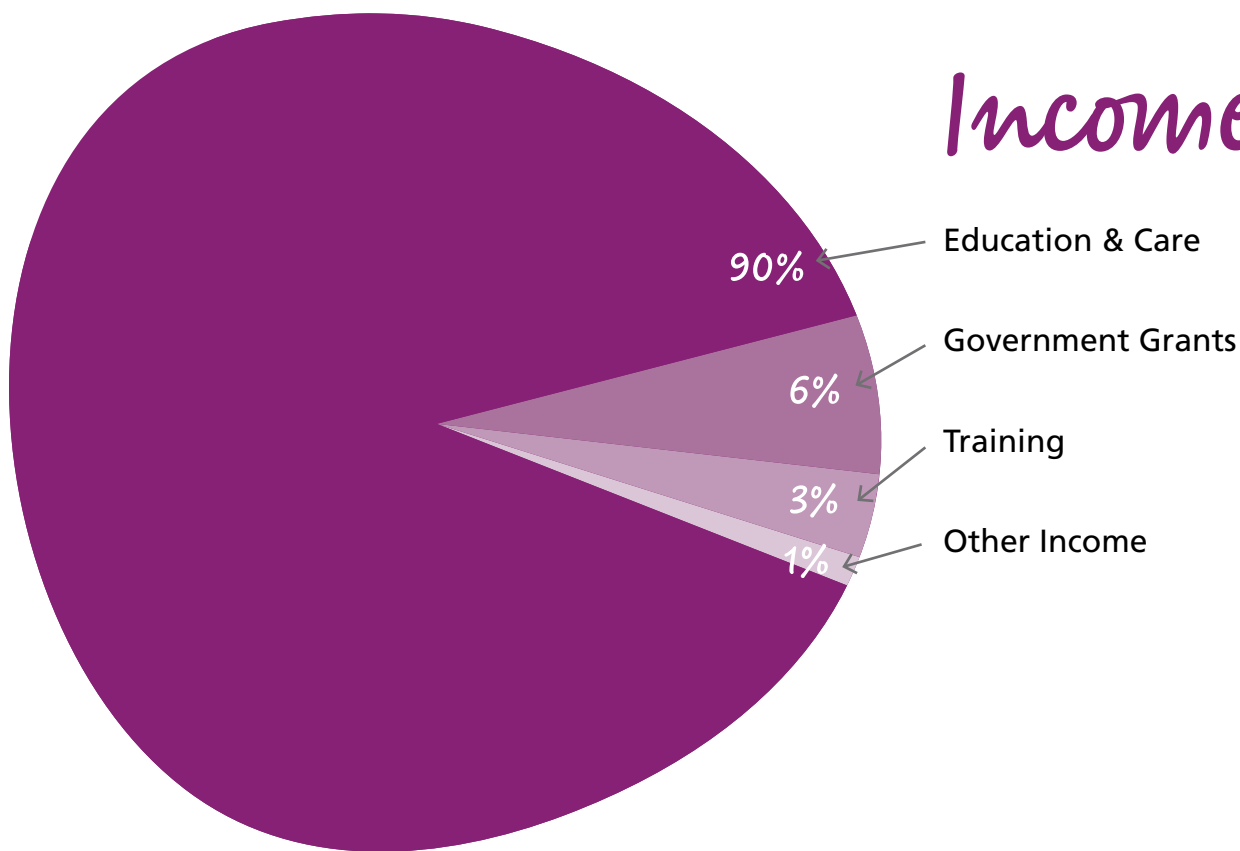
*"The 2021-22 financial year was a challenging year for Lady Gowrie Tasmania as there were a number of events that had a significant impact on our financial position."*

# Operating Result

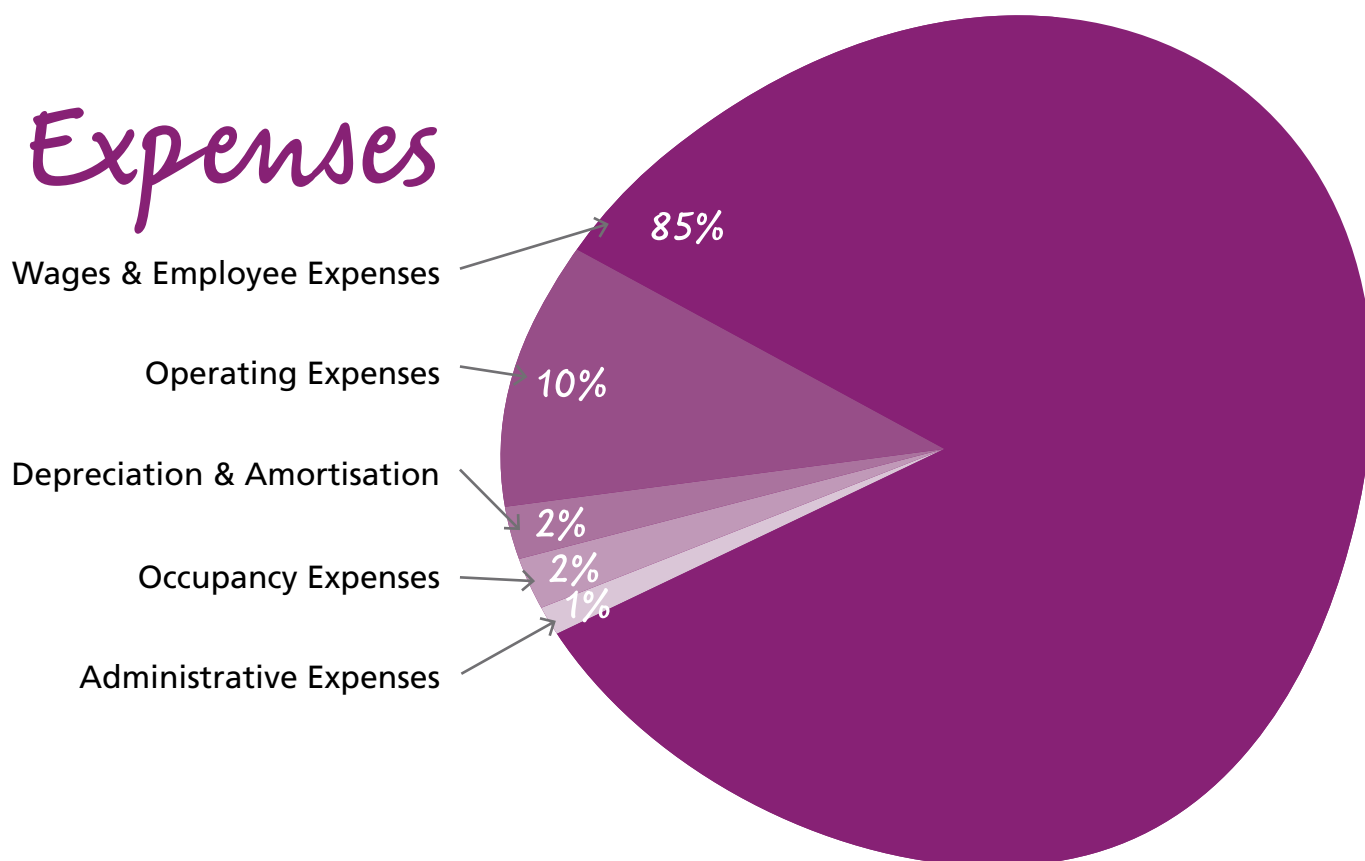
Revenue	2022	2021
	\$	\$
Education & Care	24,411,328	22,659,377
Government Grants	1,686,988	1,849,045
Training	754,635	463,624
Interest Income	115,993	156,319
JobKeeper Wage Subsidy	-	1,009,500
COVID-19 Rent Relief	-	158,086
Other Income	303,640	204,072
<b>Total Revenue</b>	<b>27,272,584</b>	<b>26,500,023</b>
Expenses	2022	2021
	\$	\$
Wages & Employee Expenses	23,477,481	20,224,460
Operating Expenses	3,783,120	2,973,376
Depreciation & Amortisation	439,324	363,910
JobKeeper Wage Subsidy Top-Up Payments	-	149,078
<b>Total Expenses</b>	<b>27,699,925</b>	<b>23,710,824</b>
<b>Net Operating Surplus / (Deficit)</b>	<b>(427,341)</b>	<b>2,789,199</b>

A complete set of the audited financial statements is available [here](#).

# Income



# Expenses





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# 'Children First'