



# Aberfoyle Park Campus Preschool Annual Report 2015



## Context

**Preschool Name:** Aberfoyle Park Campus  
Preschool

**Preschool Number:** 3602

**Preschool Director:** Liesl Arthur

**Region:** Southern Adelaide

The Aberfoyle Park Campus Preschool is co-located with the Aberfoyle Park Campus Schools which comprise of Nativity School, Thiele Primary School and Pilgrim School. Staffing has remained stable during 2015.

## General Highlights

- Pogona the Bearded Dragon came to live at kindergarten. Children have developed a great fondness for her; drawing pictures of her, eagerly watching her eat, move about and monitoring her growth.
- Our site was assessed under the National Quality Standards and we received an overall rating of 'Exceeding the National Quality Standards'. A great affirmation of the work that occurs on a daily basis.
- Several incursions where children were able to see, hear and touch various reptiles, violin and babies being bathed. On each occasion children were fascinated to learn about these things and relived the experience after the visit through watching a video of the visit, playing their own music or involving themselves in dramatic play.
- An excursion to a Patch Theatre production at Noarlunga to watch The Moon's a Balloon. This was a visually spectacular production that children spent long periods recalling.

## Quality Improvement Plan

The Aberfoyle Park Campus Preschool staff team works together in consultation with the Governing Council to do a self-evaluation each year. The standards and elements focused on below were identified as areas the site could improve on heading into 2016.

### Quality Area 1: Educational Program and Practice

- 1.1.1 – Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
- 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
- 1.2.1 – Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Site Goal: Improve learning for all children in literacy and numeracy.

### Strategies and Outcomes –

The site had a student free day on Monday 27<sup>th</sup> of April that allowed all staff to attend a Partnership wide training day at Noarlunga House on the newly introduced Numeracy and Literacy Indicators. This helped staff start their journey on becoming familiar with the indicators. The Numeracy and Literacy Indicators are now used at each planning session where children's learning is reflected on. The indicators are recorded beside reflections and used in Learning Stories to help analyse children's learning. A further student free day was used in term 3 to specifically look at staff learning around numeracy. Staff begun the journey of delving into algebra / patterning and transferring this knowledge into attractive, hands on learning in this area for children. Children have particularly enjoyed the natural materials that have been introduced this year and created some amazing patterns with these. Parents have also commented on how lovely some of these activities have been. Through these processes staff now have a working knowledge of the Numeracy and Literacy Indicators.

The Reflect, Respect, Relate document was used in term 3 to assess and analyse five children's engagement in the curriculum. These children had



been identified as children who were 'flying under the radar'. Our use of the Involvement Scale indicated that our assumptions were indeed correct. This then allowed staff to look more deeply into what was happening for these children and support them to make more successful connections within the curriculum. Small groups were used to focus on turn taking through using literacy and numeracy based games and children's development was recorded and reported upon 6 monthly through their kindergarten folders. Individual Learning Plans were also compiled on each child in first and third term and it is pleasing to report that every child made significant progress towards achieving or achieved each of their goals.

#### Moving into 2016 –

Looking forward to 2016 staff will continue their journey around 'noticing' and develop this within the curriculum specifically focusing on noticing with the children. Noticing is one of the 'Learning Processes' in the Numeracy Indicators. We anticipate this focus will broaden out to comparing, generalizing, sorting, wondering, reasoning, communicating, patterning and visualizing as the year extends. Staff will specifically be looking into noticing children's depth of learning in this area as they experiment and explore with analyzing, reading and organizing the data that they are provided with and that which they find.

### **Quality Area 2: Children's Health and Safety**

2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Site Goal: Improve all children's learning and physical development in the outdoor environment.

#### Strategies and Outcomes –

It was decided early in 2015 that we would provide some additional funds to identify and provide one-on-one support for those children who could be deemed to be at risk in various areas of learning in the coming years. The theory in providing this support was that if children received some specific support now they may develop the skills needed to enjoy and challenge themselves within that area allowing their development to flourish. An Early Childhood Worker was employed for one hour per week in each group. We are very pleased to report that this has been particularly successful in many areas. We started our focus on gross motor skills and about dozen children received support in term one, all of these children improved their skill and confidence to challenge themselves in using the climbing and are now able to participate with their peers in their activities without assistance. There has been slower but significant progress made with other children who have received support with fine motor and concept based support from term two to term four.

The children, Governing Council and staff were all consulted to help to develop some plans to redevelop our yard space in 2015. We ended up having some very specific ideas incorporating most of the input from the various groups. Quotes were gained from several companies and it was decided that we would use a new company that was supported by the only company recommended by Nature Play SA (the recommended company was too busy to take on the work). The hill, slide, rock wall area was completed in term four in time for this year's children to use the area. The other areas are yet to be completed and will hopefully be done and ready to use from the beginning of the 2016 kindergarten year. The completed area has provided good challenge for the children in working out how to climb the rock wall.

Gross motor development was an ongoing focus during programming throughout the year with specific skills being targeted and focused on. The outdoor learning that included things such as climbing, ball skills, pulling, swinging, running, jumping, etc was supported with indoor activities particularly at group time such as crossing the mid-line, jumping (with feet together) and crawling.

#### Moving into 2016 –

While gross motor skills will continue to play a significant role in the kindergarten. The Australian Early Development Census data indicates that children in the Aberfoyle Park area have difficulty in social competence and emotional maturity. Heading forward into 2016 we plan to do some action research about integrating sensory experiences with the children and its possible links with behavior and interactions.

## Intervention and Support Programs

We have had several children receiving additional support at the kindergarten this year. Some of these children arrived at kindergarten with specific diagnoses or were assessed by specialists outside the Department of Education and Child Development (DECD). Several children were identified by staff to be in need of further investigation regarding their development and were assessed by the site's specified DECD Speech Pathologist and diagnosed with speech or language difficulties. All of these children have been supported by a range of support workers. Each child has been provided with an individual programme that support staff have focused on working through individually and in small groups. Some of the support has also been used to support children to interact with others during play. Many of the supported children have made huge gains throughout their time at kindergarten and are functioning very well within the curriculum. One child was referred and has gained entry into a Speech and Language Class for 2016.

The site continues to use small groups to monitor, support and extend all children's development which is proving to be effective. Additional Early Childhood Worker time was purchased throughout the year to specifically support those children who were deemed to be 'at risk' in future educational settings. This support has been instrumental in these children making significant gains in development.

We had two Aboriginal Children attending the kindergarten in 2015 who have both flourished during their time. One parent has reported that their child is particularly more happy these days and when asked why reports 'it is because of kindy'.

## Report from Governing Council

### **2015 Chairpersons Annual Report**

It has been a pleasure being involved for the second year with the 2015 Governing Council, and working with the group to continue to maintain and support the fantastic work carried out by the staff. Also congratulations goes to Liesl for being successful in securing another 5 year contract as APCP Director.

2015 has turned out to be a big year with again a large attendance; with 78 children as of October 2015 enrolled, and 2016 is off to a fantastic start with a full attendance with 85 Children currently enrolled and deposits paid. As well as a number of fundraising events carried out, some major improvements were passed by the governing council to advance APCP outdoor play area allowing children to learn and explore whilst experiencing some of life's simple tasks, with natural play.

### ***Fundraising***

Fundraising has been quite successful this year with families supporting the events/activities throughout the year. It was agreed on by the governing council, early in the year, to limit fundraising events/activities to two per school term, taking in to consideration that the support from families is a large part of the fundraising efforts each year.

Activities carried out in 2015 include:

- Cadbury Frogs
- Easter Raffle – Donations from local suppliers & families
- End of term lunch
- Family Portraits
- Art Show
- Tea Towels, Calendars & Diaries

## **Improvements/Upgrades**

A number of improvements and upgrades have been achieved in 2015, with additional upgrades scheduled to be completed in 2016. These upgrades have been made possible by the support of the staff and families with fundraising efforts. These improvements/upgrades include the following:

- Natural play area
  - Naturalising the area's/nature play based
  - Removing Veggie patch to make way for the new climbing wall/mound/tunnel & slide
  - Install a window box along the school/kindy fence line to increase student/preschool interaction
  - Gazebo site– new gate and herb garden beds along with potential stick fence
  - Outdoor kitchen made & installed
  - Reconfigure current deck area to make better use of the structure and surrounding areas
  - Hammock to be installed in current cubby area
- Retaining wall along the grassed area was installed
- Ability to now scan along with being able to print direct from the iPads (ICT Dept. corrected this)
- NQS Audit was passed with a high standard
- New gate for the digging patch was purchased
- Outdoor kitchen was built, thank you to Matt Ford for building this
- 3300 points raised with Woolworths earn & learn programme, which allowed the musical instruments to be refreshed/updated.

## **EHS/Safety**

A number of safety issues were identified and addressed throughout the year, to ensure children's safety. Issues identified:

Double "airlock" style gates were installed as a safety measure following a motion passed by 2014 governing council. This was to, one act as a deterrent for parents using the kindy as a shortcut/thoroughfare, and secondly to protect the safety of our children.

Two of the blinds around the sandpit were removed and replaced as the webbing had frayed which made it difficult to raise/lower.

A fragile roof audit was conducted on 19<sup>th</sup> March 2015.

A criminal history audit was conducted on 8<sup>th</sup> April 2015

The school had put a work order in to repair the rubber matting under the swing as it was discovered that the stormwater runoff wash was washing the earth away from underneath the mat. This was discovered when a pregnant mother almost fell over when she lost her footing after stepping on this area, as it was covered by the rubber matting and was not visible.

Finally it's great to see that the department has approved 15 hours of preschool attendance for 2016, which means the programme will be run as successful as it has been in 2015, along with a 1:11 staff:child ratio, which means a more personalised approach to our children's development.

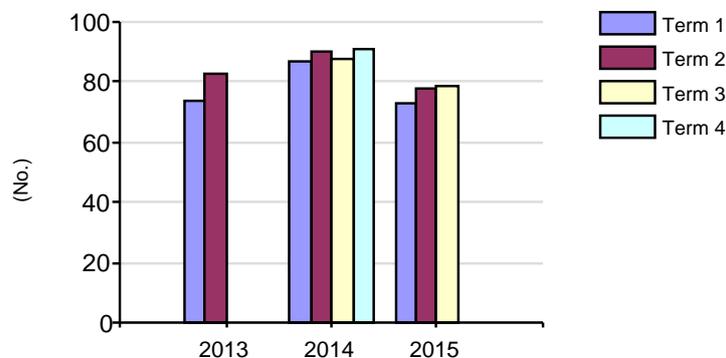
I would like to thank all the staff and members of the governing council for their efforts throughout 2015 and look forward to being part of the preschool governing council again in 2019/20.

Ben Beviss  
Governing Council Chairperson  
Aberfoyle Park Campus Preschool

**Student Data**

**Enrolments**

**Total Enrolments 2013 – 2015**



**Table 1: Enrolments by Term**

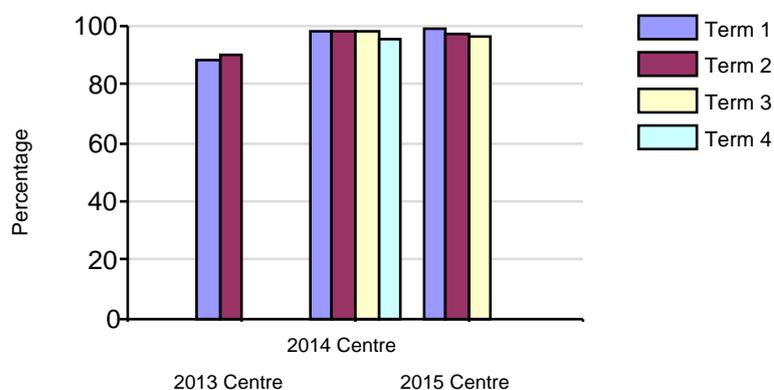
Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2013	74	83		
2014	87	90	88	91
2015	73	78	79	

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

Families have reported that the full day access to kindergarten, with reasonable fees and the fact that staff know the children well as a major benefit of enrolling their child/ren. The ability for families to access programmes such as the Campus Out of School Hours Care has proven very popular and may have also contributed to increased enrolments.

**Attendance**

**Attendance Percentages 2013 - 2015**



**Table 2: Attendance Percentages 2013 - 2015**

Attendance Percentage	Term 1	Term 2	Term 3	Term 4
Year				
2013 Centre	87.8	90.4		
2014 Centre	97.7	97.8	97.7	95.6
2015 Centre	98.6	97.4	96.2	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

The site's attendance rate has remained at or above 96.2% throughout 2015 which is well above the state attendance. There is a general trend with those who do not attend all of the offered hours to miss the Monday half day session. A discussion was again had with Governing Council about the session structure and there is still a strong feeling in the community that the majority like the structure that the kindergarten uses and that having a rotating full would not be well received. This will continue to be monitored and assessed into the future.

#### Feeder Schools

**Table 3: Feeder School Percentage Data 2013 - 2015**

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0524 - Belair Primary School	Govt.	1.6		
0536 - Aberfoyle Hub R-7 School	Govt.	1.6	1.1	
1018 - Flagstaff Hill R-7 School	Govt.	1.6		
1136 - Bellevue Heights Primary School	Govt.	1.6		
1163 - Braeview School R-7	Govt.			1.2
1226 - Craighburn Primary School	Govt.	3.2	3.3	
1664 - Thiele Primary School	Govt.	45.2	52.2	41.4
1776 - Woodcroft Primary School	Govt.	1.6		
8434 - School of the Nativity	Non-Govt.	16.1	18.5	21.8
8435 - Pilgrim School	Non-Govt.	27.4	25.0	34.5
9755 - Emmaus Catholic School	Non-Govt.			1.2
<b>Total</b>		<b>99.9</b>	<b>100.1</b>	<b>100.1</b>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

The total number of children attending one of the three Campus schools increased for 2015, but the two private schools have attracted more enrolments. This trend looks like continuing into 2016, with no clear indication beyond parental choice as the reason.

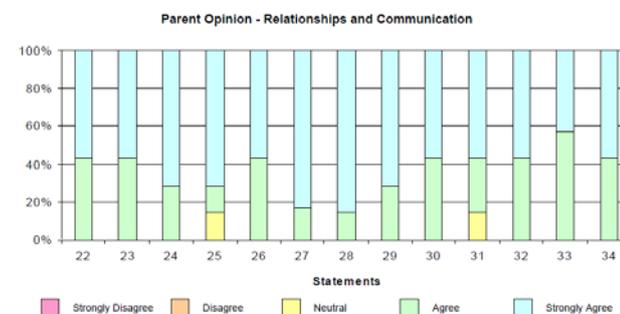
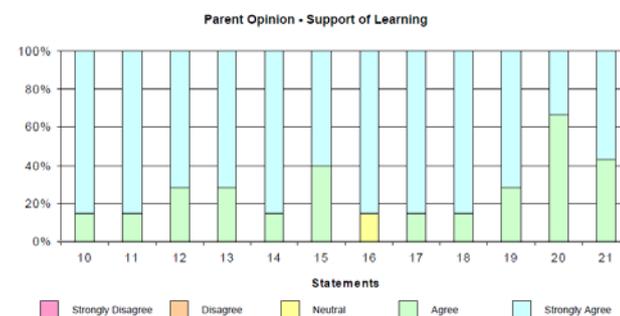
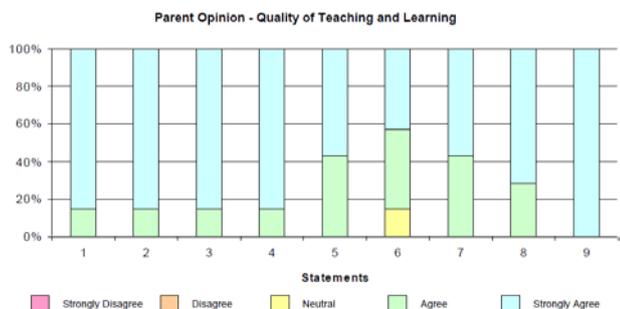
## Client Opinion

The DECD Parent Opinion Survey did not receive many responses (7 out of the 91 children at the site). The site continues to seek termly feedback from parents using other anonymous surveys, that have received further feedback that has been quite positive throughout the year.

### DECD Parent Opinion Survey 2015

#### 3602 Aberfoyle Park Campus Preschool

##### Aggregation of Preschool Survey Responses



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	14%	86%	7
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	14%	86%	7
3	This preschool has the expectation that children will learn.	0%	0%	0%	14%	86%	7
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	14%	86%	7
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	43%	57%	7
6	My child's teachers clearly inform me about the learning program.	0%	0%	14%	43%	43%	7
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	43%	57%	7
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	29%	71%	7
9	The preschool has an excellent learning environment.	0%	0%	0%	0%	100%	7

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
10	My child is motivated to learn at this preschool.	0%	0%	0%	14%	86%	7
11	My child's teachers provide help and support when it is needed.	0%	0%	0%	14%	86%	7
12	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	29%	71%	7
13	My child is happy at this preschool this year.	0%	0%	0%	29%	71%	7
14	My child would receive support for any special needs he/she had.	0%	0%	0%	14%	86%	7
15	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	40%	60%	5
16	Children know how they are expected to behave at preschool.	0%	0%	14%	0%	86%	7
17	Teachers at this preschool treat my child fairly.	0%	0%	0%	14%	86%	7
18	This preschool provides a safe and secure environment.	0%	0%	0%	14%	86%	7
19	Children have enough materials and resources for their learning.	0%	0%	0%	29%	71%	7
20	This preschool has information available about other support agencies within the community.	0%	0%	0%	67%	33%	6
21	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	43%	57%	7

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
22	I feel welcome at this preschool.	0%	0%	0%	43%	57%	7
23	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	43%	57%	7
24	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	29%	71%	7
25	I am given opportunities to have a say in matters about this preschool.	0%	0%	14%	14%	71%	7
26	There is a broad variety of communications that inform me about this preschool.	0%	0%	0%	43%	57%	7
27	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	17%	83%	6
28	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	14%	86%	7
29	I receive helpful information about my child's progress and achievement.	0%	0%	0%	29%	71%	7
30	This preschool provides opportunities to discuss my child's progress.	0%	0%	0%	43%	57%	7
31	I am well informed about preschool activities.	0%	0%	14%	29%	57%	7
32	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	0%	43%	57%	7
33	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	57%	43%	7
34	Teachers let me know how well my child is doing.	0%	0%	0%	43%	57%	7

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
35	This preschool is well organised this year.	0%	0%	0%	14%	86%	7
36	I have confidence in how the preschool is managed.	0%	0%	0%	14%	86%	7
37	I believe there is effective educational leadership within the preschool.	0%	0%	0%	14%	86%	7
38	The preschool seeks parents' opinions about educational programs.	0%	0%	43%	43%	14%	7
39	I am given the opportunity to be involved in the preschool's educational activities.	0%	14%	43%	29%	14%	7
40	The preschool is always looking for ways to improve what it does.	0%	0%	0%	60%	40%	5
41	Parents are invited to participate in decisions about their child's education.	0%	0%	14%	71%	14%	7
42	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	17%	17%	67%	6
43	The preschool includes parents and community in decision making.	0%	0%	17%	50%	33%	6
44	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	43%	57%	7

### **Parent Comments - Quality of Teaching and Learning**

Teachers interact well and the preschool grounds are amazing- always keeping the children interested in something new.

The teachers are fantastic and my son loves attending preschool

Very happy with the teachers at Aberfoyle Campus Pre School. Very supportive of my son and communicate very well with me as a parent.

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### **Parent Comments - Support of Learning**

Teachers have organised support for my sons speech development and assisted me to complete toilet training my son.

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### **Parent Comments - Relationships and Communication**

Reminder communications would be good - maybe just a board outside reminding you if things that are happening that week- kids going on a trip- governing council meeting- end of term lunch etc

Communication has been excellent from these teachers. I am given regular updates on how my son is progressing and any issues relating to him.

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### **Parent Comments - Other comments**

I think this preschool is great. My child enjoys being there and the staff are friendly and approachable. There seems to be a good balance of structured learning and free time play to challenge the children.

This is a wonderful environment for my son who is now thriving and thoroughly enjoying his education. He has needed support to achieve this and I am grateful to the teachers for providing this for him.

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The above Parents Opinion Survey contains responses from seven of the possible ninety one families that were given access to it i.e. less than 10%. The feedback is generally very positive and while we acknowledge there is always room for improvement some of the areas indicated in the survey have restrictions regarding Child Employment Screenings and Responding to Abuse and Neglect (RAN) training before parents are allowed to participate within the program. We are attempting to help with this by offering RAN training for 2016 families in 2015. It is believed that 100% of the responding families rating the site as strongly agree in 'the preschool has an excellent learning environment' to be particularly note-worthy. While it would be nice to have further input from families regarding the elements within this survey we believe that families who did not respond must be generally happy (with no issues to report), which is positive for the site.

The site sends out an termly feedback sheet that parents are able to anonymously report on areas they are happy with and those they believe need improvement the feedback on a term by term basis has been quite positive and in-line with the majority of feedback from the Parent Opinion Survey.

## **Financial Statement**

Please see next page.

## Aberfoyle Park Campus Preschool

11 Budapest Road

Aberfoyle Park

SA 5159

**Profit & Loss [Budget Analysis]**

January 2015 through December 2015

	Selected Period	Budgeted
<b>Income</b>		
Global Budget Income		
Early Assistance Grants	\$954.36	\$954.36
Early Intervention Grants	\$3,268.32	\$3,268.32
Centre Operating Grant - Fixed	\$5,929.32	\$5,929.32
Centre Operating Grant - Varia	\$4,563.36	\$4,563.36
Training & Develop - Grant	\$763.61	\$409.44
Financial & Admin Support	\$5,572.20	\$5,572.20
Collaborative Planning Allocat	\$1,760.04	\$1,760.04
Early Literacy Program	\$2,750.04	\$2,750.04
Human Resources	\$458,966.24	\$434,628.72
Admin/Leadership Grant	\$7,040.04	\$7,040.04
Extra Electricity Grant	\$2,542.08	\$2,542.08
Maintenance (Hotline)	\$3,936.36	\$3,936.36
Electrical Testing	\$50.00	\$0.00
Centre Income		
Pre-School Fees	\$30,234.00	\$20,000.04
Occasional Care	\$200.00	\$0.00
Fundraising Income		
Fundraising	\$7,938.70	\$6,000.00
Hats & Clothing	\$920.90	\$300.00
Interest Income		
Bank Interest	\$25.00	\$0.00
Investment Interest	\$704.89	\$0.00
Other Income		
Criminal History Screen refund	\$45.00	\$0.00
<b>Total Income</b>	<b>\$538,164.46</b>	<b>\$499,654.32</b>
<b>Expenses</b>		
Global Budget Expenses		
Staff Training & Development	\$1,613.18	\$2,500.00
Financial Management	\$2,439.41	\$2,425.00
Human Resources	\$409,593.92	\$434,628.72
Admin/Leadership Expense	\$4,172.41	\$7,040.04
Early Literacy Training	\$0.00	\$2,750.04
Maintenance (Hotline)	\$2,796.50	\$3,936.36
DECS Maintenance Charges	\$128.47	\$0.00
Playground Upgrade	\$6,218.36	\$30,000.00
IT Upgrade	\$1,070.90	\$3,000.00
Curriculum Expenses		
Curriculum Resources	\$4,844.78	\$5,499.96
NQS Expenses	\$545.45	\$1,200.00
Books, Posters, CD'S	\$371.29	\$300.00
Curriculum Equipment	\$2,799.08	\$8,000.04
Furniture & Equipment	\$2,681.00	\$5,000.04
Excursions & Performances	\$1,907.18	\$3,000.00
Administration Expenses		
Administration & Stationery	\$121.59	\$300.00
Printing/Photocopying	\$535.89	\$1,050.00
Postage	\$127.28	\$120.00
Governing Council Expenses	\$30.00	\$100.00
Criminal History Screenings	(\$13.63)	\$0.00
Dep'n Photocopier	\$1,388.40	\$1,388.40
Depn Solar Panels	\$1,138.32	\$1,138.32
District Expenses	\$796.04	\$0.00
Fundraising Expenses		
Fundraising	\$4,131.27	\$2,799.96
T Shirts etc	\$2,423.60	\$0.00
Utilities & Centre Maintenance		
Cleaning	\$5,565.80	\$6,999.96
Electricity	\$979.15	\$600.00
Gas	\$787.39	\$750.00
Telephone & Facsimile	\$462.98	\$650.04
Waste Removal	\$380.00	\$249.96
Water & Sewerage	\$3,898.67	\$3,500.04
O H S&W Charges	\$0.00	\$150.00
Centre Maintenance	\$9,330.73	\$6,000.00
Grounds & Gardens	\$1,438.41	\$3,000.00
Maintenance		
Other Expenses		
Miscellaneous	\$145.00	\$110.00
<b>Total Expenses</b>	<b>\$474,848.82</b>	<b>\$538,186.88</b>
<b>Net Profit / (Loss)</b>	<b>\$63,315.64</b>	<b>(\$38,532.56)</b>

**Aberfoyle Park Campus Preschool***11 Budapest Road**Aberfoyle Park**SA 5159***Balance Sheet****As of December 2015**

<b>Assets</b>	
Cheque Account	\$86,173.00
Trade Debtors	\$440.00
SASIF Investment Account	\$42,306.37
December Global Budget	\$21,633.01
Petty Cash	\$200.00
Kyocera Photocopier	\$6,941.90
Prov. for Dep'n Photocopier	(\$3,008.20)
Solar Energy Panels	\$10,676.00
Prov'n for Dep'n on Solar Pane	(\$2,137.62)
<b>Total Assets</b>	<b>\$163,224.46</b>
<b>Liabilities</b>	
Sundry Creditors	\$1,871.77
GST Payable Control	(\$455.67)
2016 Fees in Advance	\$2,855.00
<b>Total Liabilities</b>	<b>\$4,271.10</b>
<b>Net Assets</b>	<b>\$158,953.36</b>
<b>Equity</b>	
Retained Earnings	\$95,637.72
Current Year Earnings	\$63,315.64
<b>Total Equity</b>	<b>\$158,953.36</b>

Signatures:

Chairperson – \_\_\_\_\_ Ben Beviss \_\_\_\_\_ (date)

Director- \_\_\_\_\_ Liesl Arthur \_\_\_\_\_ (date)