Annual Report

respect. leadership. integrity. equity.

2017-2018
Our vision: Every young child is thriving and learning.

Our role in achieving this vision is to be an effective advocate for young children and a champion for quality outcomes in early childhood education and care.

We specifically acknowledge the rights of Aboriginal and Torres Strait Islander children and their families, and the past and current injustices and realities for them around Australia.

Our work is informed by our:
• commitment to children’s rights
• knowledge of early childhood development
• learning and pedagogy
• commitment to an inclusive and just society
• respect for the rights and aspirations of families
• members and their active involvement.

Our Strategic Plan 2017–2020 has five Strategic Priorities:

Speak up for children: ECA is a courageous voice for young children and their families, representing their rights and interests in public, policy and funding debates.

Build social capital: ECA works collaboratively to build social capital in which all young children can thrive and benefit from Australia’s future prosperity.

Champion quality in early education: ECA enhances the capacity of the early learning sector to provide high-quality services that amplify children’s development, reduce inequity and improve long-term educational outcomes.

Lead and inspire professional learning: ECA develops and delivers high-quality professional resources and learning opportunities to build the knowledge base of educators, teachers and other professionals working with young children.

Position ECA for long-term success: ECA’s future will be secured as a well-governed, sustainable, agile and innovative network that delivers benefits to our members and stakeholders.

Acknowledgement of Country

Early Childhood Australia acknowledges the traditional owners of Country throughout Australia and their continuing connection to land and community. We pay our respects to them and their cultures, and to the Elders both past and present.

Please note: All content provided in this report covers the financial period of 2017–2018, and therefore is correct as at 30 June 2018.
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As seems to be the norm for ECA, and indeed the early education sector, the past year continued to provide challenge and opportunity.

Much of ECA’s advocacy centred around the new Child Care Subsidy, focusing on the importance of ensuring all children have access to quality early learning, regardless of their family’s employment status or demographics. Our position has not waivered and was indeed supported by the *Lifting Our Game* report by Susan Pascoe AM and Professor Deborah Brennan, and the *State of early learning in Australia 2017* report by the Early Learning: Everyone Benefits campaign.

This year was also a time for celebration, with ECA reaching a significant milestone: its 80th birthday. Despite several name changes since the original Australian Preschool Association was established, ECA’s focus has remained intact: to be a voice for young children from birth to eight years. In those 80 years, our world has changed: more women participate in the workforce, necessitating care for children outside of the home, which has resulted in the continued growth and development of the education and care sector. The digital world has provided both opportunities and challenges, and within the age of technological changes, considerations need to be given to how educators and teachers can continue to support children to thrive in this new world.

In this ever-changing landscape, ECA has been an agile and adaptive organisation, and through a broad range of methodologies has provided quality-assured resources and information to stakeholders. The planning process for the *ECA Strategic Plan 2017–2020* certainly considered the environment in which ECA operates, in order to develop the plan’s five priorities for 2017–2020. Continuing to be a voice for children and championing quality in early education that is evidence-based and supported by professional learning, are the bold ambitions for ECA in the coming years.

I would like to acknowledge ECA’s CEO, Samantha Page. Sam came to the organisation more than five years ago, and ECA was criticised by some on the appointment due to her lack of early childhood expertise. Let me say, this criticism was not valid at the time and in the ensuing years. Sam’s insightfulness, innovative thinking and leadership have more than served ECA well. I have learnt a great deal from Sam and thoroughly enjoyed the relationship we have formed over the past five years—we have had many laughs and I don’t think many tears at all but a great deal of professional dialogue and conversations that always focused on what was best for children and ECA. I will miss that very much.

To the Board Directors past and present, thank you for your collegiality and contribution. Particularly to Chris Legg, who has served as the Deputy National President during my six-year term, for her availability and good, sensible advice.

As I step away from the Board table after years far too many to remember, I wish to extend my sincere gratitude for the opportunity to be part of such an ethical and important organisation. It has been an honour and privilege to serve ECA.

ECA has grown from its rich history, one that must not be lost, as it is the basis for forging ahead into the future. The strength of ECA and its Branch membership, coupled with its ability to work with key sector partners and governments, is its point of difference.

Ros Cornish
National President

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Ros Cornish
Ros Cornish  
National President

Chief Executive Officer, Lady Gowrie Tasmania

Ros has worked in, and been a strong advocate for, the early childhood education and care sector for more than 35 years, in roles including teacher, long day care centre director and public servant. For the past 24 years she has worked for Lady Gowrie Tasmania. Her current role is Chief Executive Officer.

Ros holds an early childhood degree as well as qualifications in business management. In 2009, she was awarded TCCI Corporate Professional of the Year. She serves on many committees and groups, including the University of Tasmania Faculty of Education Course and Professional Experience Groups, Tasmanian Government B4 Leaders Coalition, and is a member of the Australian Children’s Education and Care Quality Authority (ACECQA) Review Panel. In 2015, Ros was inducted into the Tasmanian Honour Roll of Women for services to the community, particularly early childhood.

Ros has been a member of ECA for more than 30 years and served in the roles of Board Director, National Treasurer, Deputy National President and National President. While Ros’s role as National President has now come to an end, her passion and commitment for the early childhood sector will continue—it is at the heart of what drives her to advocate for the wellbeing of Australian children.

Christine Legg  
Deputy National President

Chief Executive Officer, KU Children’s Services

Chris is an experienced early childhood professional who began her teaching career in South Australia. She has worked in a variety of service types and positions within KU Children’s Services in NSW, including teacher, director, consultant and trainer. Chris also held several management positions before being appointed CEO in 2011.

Chris has been a member of the ECA NSW Branch since the 1980s and has served as a member of the Branch Executive Committee in the positions of Vice President (2000), President (from 2001 to 2006) and Vice President again in 2010. She has been a member of the National Board of ECA from 2006 to 2012, and is currently the Deputy National President.

Throughout her career, Chris has been passionate about promoting the rights of children, the value of high-quality early childhood education for all children, and raising the status and standing of early childhood education as a profession.
Maree Bredhauer
Board Director

NT Branch Manager

Maree Bredhauer has worked for more than 35 years in both the private and public sector in early childhood in the Northern Territory (NT), including spending time as a primary school principal in both urban and rural schools in the NT.

Maree has been President of the NT Principals’ Association, with an executive role in the creation of the Centre for School Leadership. This centre is a partnership organisation between Charles Darwin University and the Department of Education. In June 2014, Maree left her position as General Manager, Early Childhood Policy and Regulations in the NT Department of Education.

Maree is currently Manager of the ECA NT Branch. She is also the NT Government representative on the ACECQA Board and holds an elected position in local government as Mayor of Litchfield Municipality.

Jo Darbyshire
Board Director

Educator and Educational Leader, Fairholme College Kindy, Queensland

Jo has been involved in the early childhood sector for many years, in a range of different roles. These include kindergarten teacher, early intervention coordinator, parent support worker, visiting preschool teacher and TAFE and university lecturer. She is also a Director (non-executive) of C&K.

Jo is currently an Educator and Educational Leader at Fairholme College Kindy in Toowoomba. Jo has also attended a study tour of Reggio Emilia and has a strong element of nature play in her work with children.

Jo is interested in supporting and empowering parents and has a weekly radio segment on 4GR in Toowoomba and 96five Family Radio’s number-one segment in Brisbane, sharing topics relevant to young children and their families.

Jo is passionate about the early childhood sector because of the influence that quality relationships, interactions and learning experiences can have on each child’s future and the future of Australia.

Janet Williams-Smith
Board Director

Director, Service Development and Strategy, Early Childhood Management Services, Victoria

Janet has qualifications in early childhood education and care, registrations in general and psychiatric nursing, and a Master’s degree in Child and Adolescent Psychiatry and Systemic Family Therapy. Her wide-ranging experience both in Australia and the United Kingdom includes designing, developing and disseminating programs and services for families and young children experiencing vulnerability and disadvantage.

In her current position at Early Childhood Management Services, Janet leads service development and strategy, which includes development and delivery of the quality and compliance systems, and internal and external policy and strategy development and advocacy.

Janet sits on the Victorian ECA Branch Committee, and as of earlier this year, now sits on the ECA National Board.
Early Childhood Consultant, Gowrie Training, Tasmania

Working in the education and care sector for more than 20 years, Kellie has gained diverse experience, leading and working in programs for children from birth to 12 years. Managing a variety of services for Lady Gowrie Tasmania has given her insight into a range of rural, urban and community contexts. The delivery of professional learning, accredited and non-accredited, has also featured strongly in Kellie’s career.

Kellie is currently the Project Manager for the Early Years (EY) and School Age Care (SAC) Workforce project, working with the ECA Tasmania Branch and funded for the first year by the Tasmanian Department of Education and Care Unit.

Her work with ECA through the Tasmanian Branch, and as a National Board member, aligns with her beliefs and goals: ensuring governance for strong advocacy for the care, wellbeing and education of young children. Kellie believes that the responsibility to make a difference in the early childhood sector sits with each and every one of us.

Coordinator of Early Childhood Programs, Association of Independent Schools of Western Australia (AISWA)

Wendy has gained experience and wisdom from working across a variety of school settings in her 30 years as an early childhood teacher and leader.

Wendy coordinates the early childhood consultant team for AISWA. Her current role involves supporting all independent schools across WA with children aged from three to eight years in pedagogy, compliance, curriculum, assessment and leadership.

Wendy’s passion is Nature Pedagogy and working with educators to increase their engagement in outdoor spaces and to deepen their knowledge of the potential for learning outside.

She strongly believes that a high-quality early education program is a right for all children and that this will support them to become healthy, engaged, active and informed citizens of the future.

Services Development Manager, Community Connections Solutions Australia (CCSA), NSW

Alongside his role at CCSA, Ian is also a sessional tutor at Western Sydney University, a private consultant and presenter. He is an active advocate for children and is regularly involved in assessing and influencing public policy through government committees and advisory groups, including roles in peak advocacy bodies.

Ian has been actively engaged in the World Forum Foundation’s Global Leaders for Young Children program. With the help of private sponsorship, he introduced the program to Australia in 2014, with a focus on developing and enhancing Aboriginal and Torres Strait Islander leaders in local communities and the sector generally.

Ian has been a member of the ECA NSW Branch for many years and has been part of the NSW Executive since 2010. He joined the ECA National Board in 2012. Ian continues his professional learning as a PhD candidate with Western Sydney University through his research on how leadership can be better developed and managed in early years services.
Kate Ryan
Board Director

Director, Halifax St Children’s Centre and Preschool, Adelaide

Kate is the Director of Halifax St Children’s Centre and Preschool in Adelaide, which provides long day care for children aged from six weeks to school age, and sessional preschool for children in the year before they attend school.

The centre has been identified as a prototype service researching the principles of the Reggio Emilia approach within the Australian context. As the leader of this research, Kate has guided her multi-disciplinary staff team in exploring the potential of food and food routines to develop understandings of democratic participation among the children, families and staff.

Kate is keenly interested in connecting with local and state organisations within the community to make visible the important work and the professionalism of the early childhood sector and to promote the rights of our youngest learners. Kate has been an active member of ECA South Australia since 2001, both as an Executive Member and Branch President.

Jodie Ledbrook
Board Director

Jodie Ledbrook

Executive Manager, Children’s Services, YMCA Canberra, ACT

Jodie began her early education career as the under-six age group manager in Little Athletics. She obtained a Bachelor of Teaching (Early Education), Diploma of Frontline Management and qualifications in workplace assessment and training.

Jodie began at YMCA in 2011. Jodie’s focus is on building the capacity of the operational leadership within YMCA Children’s Services, with a view to provide the children of the ACT community with excellence in education and care through a strong and capable team of professionals.

Jodie is a board member of the Women’s Centre for Health Matters, is treasurer of the ACT ECA Branch, and was recently appointed as a Board Director to the ECA National Board. As a member of the YMCA National Children’s Services Leadership Team and the ACT Children First Alliance, she has been influential in policy development and delivery through dedicated advocacy for the rights of children, especially the vulnerable, to access high-quality education and care.

Jodie has a strong desire to make a positive contribution to the community, to inspire, lead and create innovative change.
The Annual General Meeting (AGM) saw three National Board Directors reach the end of their terms: our thanks to Marie Howard (Vic.), Maree Toll (NT) and Julie Rutups (ACT). We are grateful for their tremendous contribution to the Board and know they will continue to be active in their respective regional ECA Branches. We welcomed three new Directors to the Board: Janet Williams-Smith (Vic.), Maree Bredhauer (NT) and Jodie Ledbrook (ACT).
Reflecting back on the year, it has been a tumultuous journey, but I am confident that we have moved ECA, as a national organisation, into a strong position for future success.

ECA’s advocacy on the new Child Care Subsidy was vigorous and persistent, but ultimately we did not achieve the changes we believed were important. As a result, we spent the year working with the Federal Government to implement the new subsidy system before the 2 July 2018 start date, despite having significant concerns about its impact.

Nonetheless, we have been actively engaged (along with our regional ECA Branches and key stakeholders) on future funding and delivery models for Universal Access to Early Childhood Education including, but not limited to, the recommendations of the *Lifting Our Game* report, by Susan Pascoe AM and Professor Deborah Brennan. Hopefully this will have a long-term impact on program funding and policy decisions as the evidence grows for increased investment in early learning.

We have also persisted with our broader advocacy agenda through the Early Learning: Everyone Benefits campaign, which has presented a strong case for all children to have at least two days per week of quality early learning. The campaign has gathered momentum, with new partners and supporters coming on board and the launch of the *State of early learning in Australia 2017* report in September 2017 at Parliament House.

Another highlight from September 2017 was a terrific National Council Meeting and AGM in Adelaide. Participants engaged in dialogue on all of the current advocacy issues and major ECA projects. We also had a workshop on working with the media to build capacity across the network.

The new ECA Strategic Plan 2017–2020 was launched, with five Strategic Priorities:

1. Speak up for children
2. Build social capital
3. Champion quality in early education
4. Lead and inspire professional learning
5. Position ECA for long-term success.

As 2017 drew to a close, we were busy building a larger KidsMatter Early Childhood team ahead of the transition to the new National Education Initiative, alongside beyondblue and headspace. It is very exciting to be part of this initiative. It gives ECA the opportunity to substantially expand the reach of professional development in children’s social and emotional wellbeing to more than 2000 early childhood services over the next two years.

Aside from the National Education Initiative contract, the impact of the sector losing professional development funding through the Long Day Care Professional Development Programme (which ended June 2017),...
combined with a paucity of project opportunities across the year, has made it a difficult year financially. A number of large projects ECA was involved in were delayed or cancelled, impacting on our project income. It was significant that we had invested in some new products that were very well received—more than 800 people have signed up to the ECA Leadership Program and over 1500 copies of *Ethics in Action: A practical guide to implementing the ECA Code of Ethics* have been sold.

It was also a good year for the events team, with a successful AJEC Research Symposium in February 2018 at Queensland University of Technology, Brisbane, followed by another successful ECA Reconciliation Symposium, held during May 2018 in Fremantle, WA.

The ECA Reconciliation Symposium provided the perfect opportunity to launch ECA’s new Stretch Reconciliation Action Plan: *Embed, Enable and Strive*. Our thanks to Karen Mundine, CEO of Reconciliation Australia, for delivering both a keynote address at the symposium and for launching our Reconciliation Action Plan alongside our National President, Ros Cornish, and the two Co-chairs of ECA’s Reconciliation Advisory Group, Geraldine Atkinson and Catharine Hydon.

Some staffing changes during 2017 provided the perfect opportunity to restructure the National Office. Dr Kate Highfield joined ECA in the position of Professional Learning and Research Translation General Manager and Gregory Mowle was appointed to the position of Finance and Operations General Manager, with longstanding General Manager, Judy Kynaston (responsible for our National Education Initiative work), completing the Senior Executive team. I am feeling very confident about our capacity to achieve our goals against the new Strategic Plan.

Lastly, I would like to pay tribute to outgoing National President, Ros Cornish. It has been a pleasure to work with Ros for the past five years; she has made an enormous contribution to ECA, not only during her presidency, but over many more years as a valued member of the National Board and the ECA Tasmanian Branch. In recent times we have seen Ros lead successful advocacy on changes to the school starting age in Tasmania and she has persistently represented the need for diligence in driving the quality agenda forward. At a personal level, I will miss her tenacity and strength; she has been a very supportive and dependable leader through some challenging times for ECA, for which I am sincerely grateful.

*Samantha Page*
**Munch & Move Healthy Eating and Active Play**

*Munch & Move* is a fun, play-based NSW Health initiative that aims to promote and encourage healthy eating and physical activity habits, and reduce small screen recreation in young children aged birth to five years who attend NSW early childhood education and care (ECEC) services. This includes long day care, preschools, occasional care and family day care services.

ECA Events successfully managed 10 *Munch & Move* Healthy Eating and Active Play Conferences during 2017 in NSW metropolitan and regional areas. Since these events, we have been awarded the contract for the 2019–2020 delivery of 15 more conferences across NSW.

These conferences will have a focus on leadership and sustainable practice change within the service setting, aimed at higher-level program implementation, targeting three focus areas: ‘Service management’, ‘Conversations with families’ and ‘Programming with play’.

The focus of the *Munch & Move* conference delivery will be to ensure that the knowledge, skills and attitudes of early childhood educators are enhanced, focusing on the key messages from the *Munch & Move* program.

**Live Wires Digital Technology Forum**

ECA ran the 2017 ECA Live Wires Digital Technology Forum in Melbourne for more than 170 delegates. The forum was a two-day professional development event connecting the latest thinking in early childhood theory, practice and pedagogy in digital technologies, with hands-on, practical sessions. This event was an opportunity for educators and experts to connect in areas of challenges and concerns, and to explore current and future directions.

**AJEC Research Symposium**

The 2018 AJEC Research Symposium was held in Brisbane at Queensland University of Technology on 16 and 17 February—held as a two-day, standalone event for the first time. It was very successful, attracting more than 150 delegates from around Australia.

We heard many thought-provoking presentations over the two days, including a look into international keynote speaker Helen May’s advocacy and activism in New Zealand and across the world. Australian keynotes David Ansell and Professor Ann Farrell delivered informative and intriguing presentations that outlined policy, global trends and the path moving forward, while ensuring research has an impact.
Hearing the Pitjantjatjara language spoken was a particular highlight for many delegates.

There were several talks from different panels, such as: Perspectives on what it means to be Aboriginal or Torres Strait Islander—personal stories of family, culture, language and Country, as well as perspectives on early childhood experiences; Practice and strategies for promoting cultural inclusion in early childhood settings and schools; and Perspectives on supporting Aboriginal educators and Indigenous leadership.

Thank you to all attendees, sponsors and exhibitors for your continued commitment to the importance of reconciliation in the early years. The 2019 ECA Reconciliation Symposium will be hosted in Melbourne. Registrations will open later in 2018.

2018 ECA National Conference

Planning has also taken place for the next ECA National Conference—Be the difference for children and families—to be held in Sydney from 19 to 22 September. This event brings people together to recognise the impact of high-quality early childhood education on the lives of young children and their families, as well as the importance of investing in ongoing professional development for educators, teachers and sector leaders.
This year has seen the completion of the KidsMatter Early Childhood contract and the commencement of the National Education Initiative. While we have completed the KidsMatter contract, it is business as usual with the delivery of KidsMatter Early Childhood until the launch of the National Education Initiative on 1 November 2018.

The ‘business as usual’ approach has continued to provide early childhood services with a range of evidence-based mental health promotion, prevention and early intervention strategies and supports. The number of services implementing KidsMatter Early Childhood has increased, with 443 new services joining the initiative—bringing the total to 1030. In this current position, we are well on our way to reach our target of 2000 participating early learning services.

The vision of the National Education Initiative is that every Australian early learning service and school is a positive, inclusive and resilient community where every child, young person, staff member, parent and carer can achieve their best possible mental health.

The National Education Initiative will:
- improve the capacity of educators in early learning services and schools to implement evidence-based mental health promotion, prevention and early intervention strategies and activities
- guide educators and staff on how to influence good mental health, and identify and intervene early in mental health challenges
- assist schools to proactively plan against suicide and actively respond if it occurs.

The major features of the National Education Initiative are professional learning, advice and support to help educators improve the mental health of the children and young people in their learning communities.

Key features include:
- funded by the Australian Government for all early learning services, schools and pre-service educator training in Australia
- multiple entry points and a flexible approach to learning
- developing a Mental Health Plan: Plan, Do, Review
- professional learning and support for educators
- links to service providers
- implementation for pre-service educators
- support to foster partnerships with parents and carers
- access to suicide post-vention.

Our team at ECA has expanded to meet the deliverables associated with the National Education Initiative. We have a team of consultants and state managers located across Australia, and in most instances, co-located with our implementation partner headspace. This provides considerable scope and opportunity to work with headspace to ensure a fully integrated approach, particularly in those jurisdictions where early learning services are partly or fully provided within schools.

In addition to our field staff we have an experienced development team who work closely with beyondblue on all aspects relating to the development of the integrated content and platforms for the National Education Initiative.

We are looking forward to the launch and subsequent rollout of the National Education Initiative, extending on the work already achieved through KidsMatter Early Childhood.
In addition to the production of the above core publications, we also delivered and worked towards a number of special projects over 2017–2018:

- The Box of provocations arrived, ready for distribution—this eye-catching box is filled with cards to support critical reflection, discussion, debate and deeper thinking about teaching, learning and what it means to be a professional educator.
- ECA’s second Reconciliation Action Plan (RAP)—as a Stretch RAP—was launched. This important resource demonstrates ECA’s focus on working towards defined, measurable targets and goals to embed reconciliation.
- The ECA Code of Ethics was translated into three languages: Chinese, Arabic and Hindi.
- Ethics in Action: A practical guide to implementing the ECA Code of Ethics was produced—this highly anticipated resource is an important element of ECA’s ongoing commitment to ensure the code is understood and used by childhood professionals.
- ECA’s Statement on young children and digital technologies received its finishing touches.
- Eleven diploma learning resources were designed, edited, typeset and printed for the Early Childhood Training And Resource Centre (ECTARC).

The priority for the year was to be continually learning from ECA’s readers, subscribers and members, as well as from the broader early childhood sector, to create unique, informative and topical products. We are excited to continue expanding and revitalising our core publications throughout 2018 and into 2019.

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- The ECA Publishing and Studio team produces high-quality print and digital resources for the sector in consultation with content experts and under the guidance of ECA’s experienced Publications Advisory Committee. Each year we deliver four editions of Every Child magazine, the Australasian Journal of Early Childhood, Research in Practice Series, Everyday Learning Series and ECA Voice newsletter. We also produce the popular fortnightly e-newsletter, WebWatch.

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The ECA Learning Hub produces online professional learning for the education and care sector including early childhood, family day care, outside school hours care, preschool and kindergarten as well as the early years of primary school. Our extensive collection of online professional learning includes interactive learning modules and webinars, both recorded and live. The ECA Learning Hub covers a range of topics that build on teacher and educator knowledge, inform learners about current trends in practice, plus support the overall quality improvement of services and schools.

### Online professional learning released during 2017–2018

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<tr>
<th>Webinars</th>
<th>Learning modules</th>
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<td>Changes to the <em>National Quality Framework</em>, by Rhonda Livingstone</td>
<td>Routines and transitions: Embracing opportunities for learning, by Karen Winderlich</td>
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<td>Early childhood education for sustainability: Now or never, a time for urgent change, by Dr Sue Elliott</td>
<td>Start Early</td>
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<td>• Module 1: Respectful relations, by Carmel Richardson</td>
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<td>• Module 2: Gender, respect and identity, by Pam Linke</td>
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<td>• Module 3: Father inclusive practice, by Dr Richard Fletcher</td>
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<td>Emotion coaching: A transformational tool, by Beth Macgregor</td>
<td>Supporting language development in the early years, by Christine Andell</td>
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<tr>
<td>Let’s talk: Creating a culture of learning—places of teaching and learning for everyone, by Anne Stonehouse AM and Michelle Gujer</td>
<td>Encountering and interpreting the principles of Reggio Emilia, by Early Childhood Australia and Reggio Emilia Australia Information Exchange</td>
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<td>• Encounter 1: Not just any place</td>
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<td>• Encounter 2: Seeing things differently</td>
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<td>• Encounter 3: Teachers and children as researchers</td>
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<tr>
<td>Making quality visible, by Sarah Louise Gandolfo</td>
<td>Managing challenging exchanges—responding professionally, by Jennifer Ribarovski</td>
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<tr>
<td>Practically STEM, by Anita L’Enfant</td>
<td>Documenting and assessing children’s learning: Part II, by Clarendon Children’s Centre</td>
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<td>Seven myths about young children and digital technology. Where we are in 2017, by Professor Lydia Plowman</td>
<td>Professional partnerships for early childhood inclusion, by Early Childhood Australia</td>
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<td>Spatial reasoning and STEM for early years, by Dr Kym Simoncini</td>
<td>Partnerships with families for inclusive practice, by Early Childhood Australia</td>
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<td>Privacy awareness in children’s services, by Catharine Hydon</td>
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<td>Anti-bias approaches in early childhood, by Dr Red Ruby Scarlet</td>
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The top five online professional learning products for 2017–2018

1. Outdoor learning, by Siobhan Hannan (560 views)
2. Reconciliation in action Part I, by Tracey Simpson (524 views)
3. Documenting and assessing children’s learning, by Dr Anne Kennedy (329 views)
4. Developing and maintaining a Quality Improvement Plan, by Dr Luke Touhill (247 views)
5. Bullying and harassment for employees, by Early Childhood Australia (192 views).

ECA Learning Hub highlight

Encountering and interpreting the principles of Reggio Emilia

ECA and the Reggio Emilia Australia Information Exchange (REAIE), in collaboration with Reggio Children, Italy, partnered to produce a set of three online learning modules, or encounters. The aim of the encounters is to increase educator and teacher access to information about Reggio Emilia principles and provide some Australian interpretations of the Reggio Emilia approach to education.

This one-of-a-kind online professional learning package includes three interactive online learning modules covering the following:

- Encounter 1: Not just any place
- Encounter 2: Seeing things differently
- Encounter 3: Teachers and children as researchers.

Both ECA and REAIE want to sincerely thank Reggio Children for their participation and support in the development of this professional development package.

Developed in partnership by:
New Child Care Subsidy scheme

Following the passing of the government’s Jobs for Families package in March 2017, sector representatives were heavily involved in a range of reference groups established by the government to support the implementation of the new Child Care Subsidy from 2 July 2018.

ECA was represented on a number of these reference groups, which focused on the detail of the legislation, and the accompanying Minister and Secretary’s rules, which put the legislation into operation. We tackled issues such as time-in time-out data, the details of the Activity Test and definition issues with the regulations. We also engaged with the government on the development of In-Home Care provisions, which was part of the Child Care Subsidy scheme, and made a submission to the government that called, among other things, for an increase to the hourly payment cap.

ECA remains concerned that the Activity Test will unfairly disadvantage some families and will result in children being withdrawn from early education and care services, either because their parents cannot fulfil the eligibility requirements, or because the administration involved with the system is too onerous. We stand by our commitment to the position that all children should have access to two days per week of early childhood education and care (ECEC), irrespective of their parents’ workforce participation or income.

We will continue to monitor the implementation and effectiveness of the Additional Child Care Subsidy (ACCS), particularly with regard to children at risk of disadvantage. We will also pay close attention to the transition of services formerly funded under the Budget Based Funding program, which are often the only services available to vulnerable families and communities.

Federal Budget

In January 2018, we submitted our ‘Pre-Budget Submission’, which recommended that the Federal Government increase its investment in high-quality early education to bring Australia in line with other OECD countries. We specifically highlighted the need for certainty of funding for preschool programs in the two years before children start school, a new Workforce Strategy for the early education sector, and better support to measure the benefits of early learning in Australia.

ECA produced a comprehensive analysis for the sector when the Federal Budget was handed down on 8 May 2018. The Budget reflected the Minister for Education’s announcement in February to extend the National Partnership Agreement on Universal Access to Early Childhood Education through to the end of 2019, but did not extend the funding beyond that. In an unexpected move, the Budget Papers confirmed that the Federal Government was walking away from the National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care. This Agreement was due to be renewed at the end of 2018, and while the Federal Government has committed to the ongoing funding of ACECQA, the cuts to funding for state and territory regulatory functions was concerning, as was the end of the National Partnership itself. The quality of ECEC is an ongoing issue for the sector, and we have urged the Federal Minister to reconsider this decision. Disappointingly, there were no new initiatives to support or develop the early childhood education workforce.
Two years of early learning before school

State/territory governments and the Commonwealth have been actively considering the extension to the funding for the National Partnership Agreement on Universal Access to Early Childhood Education. In December 2017, the Lifting Our Game report was released, which had been commissioned by state/territory governments to support their advocacy for two years of preschool programs.

ECA will continue to advocate for all children to have access to at least 600 hours per year of high-quality early education, delivered through a preschool program in the two years before school, particularly for vulnerable three-year-olds at risk of educational disadvantage. We will continue to advocate for increased investment by both the Commonwealth and state/territory governments in early childhood education.

Statement on young children and digital technologies

The ECA Statement on young children and digital technologies was progressed throughout the year. The Digital Policy Group, co-chaired by Professor Leon Straker (Curtin University) and Professor Susan Edwards (Australian Catholic University), met three times in 2017–2018. Extensive engagement with the sector continued via social media surveys and online conversations, and the Literature Review commissioned by the Digital Policy Group was completed. In April 2018, the Discussion Paper on the Statement for young children and digital technologies was released for public consultation, and more than 200 responses were received online. Consultation with experts and academics has continued throughout the process of drafting the Statement, which is due to be released at the 2018 ECA National Conference.

Senate Inquiry into the Effect of Red Tape on Childcare

ECA made an additional submission to the Senate Inquiry into the Effect of Red Tape on Childcare (Early Education and Care). This inquiry was part of a broader suite of inquiries into the effect of red tape on a range of different sectors, and unfortunately, didn’t play a positive role in the advancement of the debate on the value of early education. ECA argued for the importance and value of a strong National Quality Framework to ensure the safety and wellbeing of young children in ECEC and to support their educational outcomes in the years before school and beyond. ECA attended the hearings in Brisbane and put a strong case forward for the role of high-quality ECEC in young children’s lives.

Submission to the National Children’s Commissioner on Australia’s progress on children’s rights under the Convention on the Rights of the Child

As an organisation that is passionate about the rights of the child, ECA was pleased to make a submission to the National Children’s Commissioner on Australia’s progress under the Convention on the Rights of the Child in the last reporting period from 2012–2018. We took the opportunity to highlight the impact of the changes to the Child Care Subsidy scheme and the cuts to the National Quality Framework, and how they impact on children’s rights to education and access to early education by children experiencing disadvantage.
As at 30 June 2018, the campaign had met or exceeded many of its targets, particularly with generating followers and active engagement on our Facebook page.

We increased our engagement with families by sending an invitation to participate in a short online survey on their experience of the benefits and barriers to participating in early childhood education. This was distributed through our campaign partners and resulted in almost 3000 parents taking part.

More than 90 per cent of parents said their children had improved their social skills, confidence and emotional capacity as a result of attending early learning, and they had observed improvements in their thinking, speaking and listening skills. Parents also commented on their children’s engagement in creative projects and benefits gained from building relationships with other children and educators.

We also invited parents to ask their children about their experience of early learning, and conducted focus groups with children aged between two and five years in 10 early childhood education services across Canberra, Sydney, Wollongong and Melbourne. When we asked children as part of the survey and focus groups what they loved to do most, the answer was that they love to play—outdoors, with games, with each other, with parents, doing dress-ups and sport. The children’s next favourite activity was hearing and reading stories. We gained media coverage on the surveys in ABC Life Matters, Kinderling Kids Radio and The Daily Telegraph.

Our biggest event in the past year was the launch of the State of early learning in Australia 2017 report. We released the report to media in September 2017, and achieved coverage nationally on ABC Radio AM and The World Today, The Australian and Fairfax Media online mastheads, as well as online outlets such as The Conversation, Kidspot and Kinderling Kids Radio.

A highlight of this event was the involvement of 10 preschoolers from YMCA Holder Early Learning sharing their early learning activities and leading an Acknowledgement of Country (the video of this was one of our most widely shared Facebook posts).

The early part of 2018 was dedicated to organising our first ever national Early Learning Matters Week. By the end of June 2018, we had secured more than 200 early learning services and/or programs willing to invite their local Federal MP or Senator to visit them in the last week of the Parliamentary winter recess (5–12 August), and we had notified all federal politicians to be ready to receive direct invitations.

As at 30 June 2018, the campaign had met or exceeded many of its targets, particularly with generating followers and active engagement on our Facebook page.
EARLY CHILDHOOD AUSTRALIA INCORPORATED

ABN 44 950 767 752

STATEMENT BY BOARD OF DIRECTORS

Your Directors submit the financial report of Early Childhood Australia Incorporated for the financial year ended 30 June 2018.

(i) The names of the members of the Board of Directors of the Association during the year ended 30 June 2018 or at the date of this report are:

Ros Cornish, National President
Chris Legg, Deputy National President
Marie Howard
Maree Bredhauer
Janet Williams-Smith
Kate Ryan

Jodie Ledbrook
Ian Alchin
Jo Darbyshire
Kellie Watson
Wendy Gorman

(ii) The principal activities of the Association during the year ended 30 June 2018 were representation, policy development, public education and publishing and there was no significant change those activities that occurred during the year.

(iii) The net loss of the Association for the year ended 30 June 2018 was $190,925 (2017: $149,202 surplus).

(iv) No matters or circumstances have arisen since the end of the financial year which significantly affects the operations of the Association, or the state of affairs of the Association in subsequent years.

In the opinion of the Board of Directors, the accompanying financial report presents fairly the financial position of Early Childhood Australia Incorporated as at 30 June 2018 and its performance for the year ended on that date in accordance with Australian Accounting Standards - Reduced Disclosure Requirements of the Australian Accounting Standards Board (AASB), the Associations Incorporation Act 1991 of the Australian Capital Territory and the Australian Charities and Not for Profits Commission Act 2012.

In the opinion of the Board of Directors, at the date of this statement, there are reasonable grounds to believe that Early Childhood Australia Incorporated will be able to pay its debts as and when they fall due.

Signed this day of 18th September 2018 in accordance with a resolution of the Board of Directors.

……………………
INDEPENDENT AUDITOR’S REPORT
TO THE MEMBERS OF EARLY CHILDHOOD AUSTRALIA INCORPORATED


Opinion
We have audited the accompanying concise financial report of Early Childhood Australia Incorporated, which comprises the statement of financial position as at 30 June 2018, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the period then ended, notes comprising a summary of significant accounting policies and other explanatory information, derived from the audited financial report of Early Childhood Australia Incorporated for the year ended 30 June 2018. The concise financial report does not contain all of the disclosures required by the Australian Accounting Standards and accordingly, reading the concise financial report is not a substitute for reading the audited financial report.

In our opinion, the concise financial report of Early Childhood Australia Incorporated for the year ended 30 June 2018:

- Is consistent with the full annual financial statements of the Association that have been audited by us and in respect of which we have issued an independent audit report dated 28th of September 2018 that was not subject to any qualification; and
- With the exception that the concise financial report is not accompanied by discussion and analysis from management or the Board of Directors to assist the understanding of members, complies with Accounting Standard AASB 1039: Concise Financial Reports.

Basis for Opinion
We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Association in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board’s APES 110 Code of Ethics for Professional Accountants (the “Code”) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Board of Directors’ Responsibility for the Financial Report
The Board of the Association is responsible for the preparation of the concise financial report in accordance with Accounting Standard AASB 1039 Concise Financial Reports, the Associations Incorporation Act 1991 and the Australian Charities and Not for Profits Commission Act 2012 and for such internal control as the Board determine is necessary to enable the preparation of the concise financial report.

In preparing the financial report, the Board is responsible for assessing the ability of the Association to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Board either intend to liquidate the Association or to cease operations, or has no realistic alternative but to do so.
Auditor’s Responsibilities for the Audit of the Financial Report

Our objectives are to express an opinion on the concise financial report based on our procedures which were conducted in accordance with Auditing Standard ASA 810 Engagements to Report on Summary Financial Statements. We have conducted an independent audit, in accordance with Australian Auditing Standards, of the financial report of Early Childhood Australia Incorporated for the year ended 30 June 2018. We expressed an unmodified audit opinion on that financial report in our report dated 28th of September 2018.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at The Auditing and Assurance Standards Board website at: http://www.auasb.gov.au/auditors_responsibilities/ar4.pdf. This description forms part of our auditor’s report.

Eric Hummer
Audit Partner
Synergy Group Audit Pty Limited

Signed at Canberra on the 28th day of September 2018
# STATEMENT OF FINANCIAL POSITION

**AS AT 30 JUNE 2018**

<table>
<thead>
<tr>
<th>Note</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

## CURRENT ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>5,454,042</td>
<td>2,616,940</td>
</tr>
<tr>
<td>Receivables</td>
<td>521,839</td>
<td>445,452</td>
</tr>
<tr>
<td>Inventories</td>
<td>375,007</td>
<td>292,569</td>
</tr>
<tr>
<td>Other</td>
<td>371,705</td>
<td>65,242</td>
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<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td>6,722,593</td>
<td>3,420,203</td>
</tr>
</tbody>
</table>

## NON CURRENT ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property, plant and equipment</td>
<td>111,809</td>
<td>154,870</td>
</tr>
<tr>
<td>Intangibles</td>
<td>340,128</td>
<td>324,947</td>
</tr>
<tr>
<td><strong>TOTAL NON CURRENT ASSETS</strong></td>
<td>451,937</td>
<td>479,817</td>
</tr>
</tbody>
</table>

## TOTAL ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7,174,530</td>
<td>3,900,020</td>
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## CURRENT LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payables</td>
<td>806,280</td>
<td>728,355</td>
</tr>
<tr>
<td>Unearned revenue</td>
<td>4,117,620</td>
<td>882,786</td>
</tr>
<tr>
<td>Provisions</td>
<td>493,645</td>
<td>300,802</td>
</tr>
<tr>
<td>Other</td>
<td>11,268</td>
<td>11,214</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT LIABILITIES</strong></td>
<td>5,428,813</td>
<td>1,923,157</td>
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</table>

## NON CURRENT LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisions</td>
<td>105,147</td>
<td>145,368</td>
</tr>
<tr>
<td><strong>TOTAL NON CURRENT LIABILITIES</strong></td>
<td>105,147</td>
<td>145,368</td>
</tr>
</tbody>
</table>

## TOTAL LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,533,960</td>
<td>2,068,525</td>
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</tbody>
</table>

## NET ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,640,570</td>
<td>1,831,495</td>
</tr>
</tbody>
</table>

## EQUITY

<table>
<thead>
<tr>
<th>Description</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained surplus</td>
<td>1,640,570</td>
<td>1,831,495</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td>1,640,570</td>
<td>1,831,495</td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements.
### Statement of Profit or Loss and Other Comprehensive Income

**For the Year Ended 30 June 2018**

<table>
<thead>
<tr>
<th>Note</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Revenue from ordinary activities</td>
<td>7,868,264</td>
<td>7,771,590</td>
</tr>
<tr>
<td>Other revenue</td>
<td>43,682</td>
<td>28,220</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td><strong>7,911,946</strong></td>
<td><strong>7,799,810</strong></td>
</tr>
<tr>
<td>Changes in inventories of publications for sale</td>
<td>71,400</td>
<td>22,620</td>
</tr>
<tr>
<td>Labour costs</td>
<td>(5,000,796)</td>
<td>(4,311,322)</td>
</tr>
<tr>
<td>Printing costs</td>
<td>(154,036)</td>
<td>(170,869)</td>
</tr>
<tr>
<td>Corporate expenses</td>
<td>(24,040)</td>
<td>(21,498)</td>
</tr>
<tr>
<td>Purchases of books for resale</td>
<td>(406,185)</td>
<td>(424,891)</td>
</tr>
<tr>
<td>Royalties</td>
<td>(27,178)</td>
<td>(41,510)</td>
</tr>
<tr>
<td>Communication costs</td>
<td>(94,654)</td>
<td>(75,566)</td>
</tr>
<tr>
<td>Occupancy costs</td>
<td>(579,394)</td>
<td>(976,710)</td>
</tr>
<tr>
<td>Postage costs</td>
<td>(240,346)</td>
<td>(194,344)</td>
</tr>
<tr>
<td>Travel costs</td>
<td>(614,058)</td>
<td>(464,492)</td>
</tr>
<tr>
<td>IT platforms, project specific</td>
<td>(199,263)</td>
<td>(115,930)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>(264,939)</td>
<td>(150,713)</td>
</tr>
<tr>
<td>Other expenses from ordinary activities</td>
<td>(569,382)</td>
<td>(725,383)</td>
</tr>
<tr>
<td><strong>Net surplus / (deficit) from ordinary activities</strong></td>
<td><strong>(190,925)</strong></td>
<td><strong>149,202</strong></td>
</tr>
<tr>
<td>Other comprehensive income</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total comprehensive income</strong></td>
<td><strong>(190,925)</strong></td>
<td><strong>149,202</strong></td>
</tr>
</tbody>
</table>

### Statement of Changes in Equity

**For the Year Ended 30 June 2018**

<table>
<thead>
<tr>
<th></th>
<th>Retained Surplus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance at 1 July 2016</strong></td>
<td>1,682,293</td>
<td>1,682,293</td>
</tr>
<tr>
<td><strong>Net surplus / (deficit) for the year</strong></td>
<td>149,202</td>
<td>149,202</td>
</tr>
<tr>
<td><strong>Balance at 1 July 2017</strong></td>
<td>1,831,495</td>
<td>1,831,495</td>
</tr>
<tr>
<td><strong>Net surplus / (deficit) for the year</strong></td>
<td>(190,925)</td>
<td>(190,925)</td>
</tr>
<tr>
<td><strong>Balance at 30 June 2018</strong></td>
<td><strong>1,640,570</strong></td>
<td><strong>1,640,570</strong></td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements.
### STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 30 JUNE 2018

<table>
<thead>
<tr>
<th>Note</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

**OPERATING ACTIVITIES**

Receipts from government, members and customers  
12,122,127  
Payments to suppliers and employees (9,091,628)  
Interest received 43,662  
Net cash generated 3,074,161

**INVESTING ACTIVITIES**

Payments for property, plant and equipment (237,059)  
Proceeds from disposal of property, plant and equipment 767  
Net cash used (237,059) (285,797)

Net movement in cash and cash equivalents 2,837,102 (467,588)

Cash and cash equivalents at beginning of year 2,616,940 3,084,528

Cash and cash equivalents at end of year 5,454,042 2,616,940

The accompanying notes form part of these financial statements.
EARLY CHILDHOOD AUSTRALIA INCORPORATED  
ABN 44 950 767 752  

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018  

Note 1: Basis of Preparation of Concise Financial Report  
The concise financial report is an extract of the full financial report for the year ended 30 June 2018. The concise financial report has been prepared in accordance with Accounting Standard AASB 1039: Concise Financial Reports and the Associations Incorporation Act 1991 of the Australian Capital Territory and the Australian Charities and Not for Profits Commission Act 2012.  
The financial statements, specific disclosures and other information included in the concise financial statements are derived from and are consistent with the full financial report of Early Childhood Australia Incorporated. The concise financial statements cannot be expected to provide as detailed an understanding of the financial performance, financial position and financing and investing activities of Early Childhood Australia Incorporated as the full financial report.  
The financial report of the Association complies with Australian Accounting Standards, which include Australian equivalents to International Financial Reporting Standards (AIFRS). A statement of compliance with International Financial Reporting Standards cannot be made due to the Association applying the not-for-profit sector specific requirements contained in the AIFRS.  

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project grants</td>
<td>4,876,655</td>
<td>2,840,010</td>
</tr>
<tr>
<td>Sales of publications</td>
<td>709,212</td>
<td>769,308</td>
</tr>
<tr>
<td>Publication subscriptions</td>
<td>479,910</td>
<td>409,452</td>
</tr>
<tr>
<td>Learning Hub subscriptions</td>
<td>950,617</td>
<td>1,249,474</td>
</tr>
<tr>
<td>Design and publishing income</td>
<td>125,195</td>
<td>158,614</td>
</tr>
<tr>
<td>Membership Affiliation fees</td>
<td>154,669</td>
<td>137,847</td>
</tr>
<tr>
<td>Conference income</td>
<td>269,848</td>
<td>1,947,019</td>
</tr>
<tr>
<td>Sponsorship income</td>
<td>159,802</td>
<td>126,490</td>
</tr>
<tr>
<td>Sundry income</td>
<td>142,356</td>
<td>133,376</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,868,264</strong></td>
<td><strong>7,771,590</strong></td>
</tr>
</tbody>
</table>

Note 2: Revenue from Ordinary Activities  

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations</td>
<td>20</td>
<td>2,272</td>
</tr>
<tr>
<td>Interest</td>
<td>43,682</td>
<td>25,948</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43,682</strong></td>
<td><strong>28,220</strong></td>
</tr>
</tbody>
</table>

Note 3: Subsequent Events  
The Board of Directors are not aware of any matter or circumstance that has arisen since the balance date that has significantly affected the state of affairs of the Association.  

Note 4: Association Details  
The Association operates wholly within Australia and is involved representation, policy development, public education and publishing.  
The Association is incorporated under the Associations Incorporation Act 1991 of the Australian Capital Territory (Association No. A00330) and is registered with the Australian Charities and Not for Profits Commission. Its principal place of business and registered office is Building 3, 16 Mildura Street, Fyshwick ACT.