

# Annual Report 2023



Leading, serving,  
and advocating for  
the WA Independent  
Education sector.

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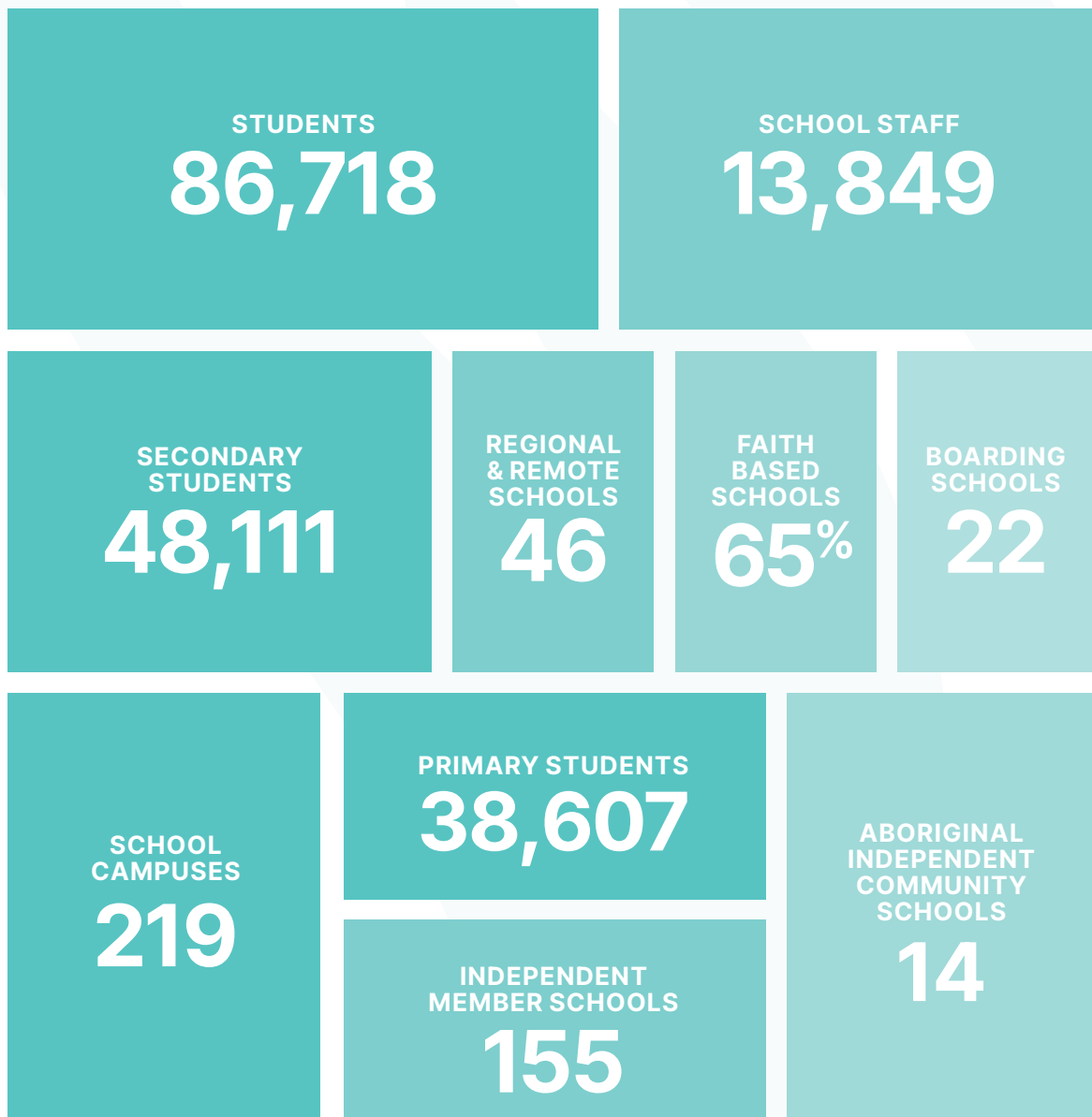
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## AISWA Snapshot

**At AISWA, we support the Independent education sector to deliver choice and diversity in educational options.**

From the Aboriginal Independent Community Schools in remote WA, to the nature play based school in the Great Southern, through to the large boarding schools in Perth, our programs support and advocate for strong opportunities for young people across our State to succeed.





**The rate of growth of the Independent education sector has been increasing. In 2023, enrolments in WA Independent schools grew by 4.0 per cent.**

Independent schools have diverse religious or philosophical affiliations. They represent a range of approaches to teaching and learning.

### Affiliations of WA Independent Schools by Number of Enrolments

2023

AFFILIATION	SCHOOLS	STUDENT FTE	%
Anglican	20	24,675	28.5%
Baptist	13	11,702	13.5%
Brethren	1	232	0.3%
Catholic (Independent)	6	5,642	6.5%
Christian	26	12,297	14.2%
Church of Christ	2	1,284	1.5%
Greek Orthodox	1	724	0.8%
Islamic	5	5,101	5.9%
Jewish	1	419	0.5%
Lutheran	1	728	0.8%
Montessori	10	1,597	1.8%
Non Denominational	20	6,027	7.0%
Other*	27	3,738	4.3%
Pentecostal	2	1,270	1.5%
Seventh Day Adventist	5	772	0.9%
Steiner	7	1,483	1.7%
Uniting Church	8	9,027	10.4%

\*Other includes Special Schools, International Schools, Indigenous Schools, and Community Schools.

# Leading, Serving, and Advocating for the WA Independent Education Sector

## Our Purpose

**AISWA's purpose is to lead, serve and advocate for the WA Independent sector.**

AISWA's aim is to fortify the diverse array of schools and educational organisations within the Independent sector, championing the ethos of "strength in diversity". With united members and collaborative efforts we seek to shape decisions and strategies that promote inclusivity, accessibility, and fair opportunities for all. AISWA strives to cultivate an environment where member schools receive the necessary support, guidance and resources to achieve the best education outcomes for students.

## Our Values | Our organisational values are:



### Integrity

We build trust through honesty and transparency.



### Equity

We celebrate choice and diversity.



### Service

We actively listen, lead, and support our sector.



### Stewardship

We collaborate to deliver choice in education.

## Principles that Guide our Work



**Parents have a right to choose the school to educate their child.**

**Independent schools are closely aligned with parents and families' beliefs, values, aspirations, and educational preferences.**

**Independent schools positively contribute to the economy and advancement of our state and society.**

**Independent schools should have the autonomy to deliver the WA School Curriculum according to their own educational, cultural, religious, and values preferences, in compliance with the legislation.**

**Independent schools are leaders in education, student and teacher wellbeing, and co-curricular programs.**

# Chair and Executive Director's Report









## We are proud to present our 2023 annual report and share the highlights of our achievements and successes.

2023 was a year of strategic advancement for AISWA, which included a comprehensive consultation and collaboration process with member schools.

The insights gathered from members and AISWA staff identified several opportunities for growth and the provision of expanded and new services. This was the first step in developing a new strategic roadmap to support AISWA's 'members first' approach, and how we evolve to meet the changing needs of our diverse member schools and in the context of the State and Federal Government landscapes.

AISWA has a 10-year vision to be the leading educational brand in Western Australia.

**To achieve this, the three pillars identified within the Strategic Plan: 'Engage', 'Advocate' and 'Deliver', will be the foundations guiding our work.** In support of the strategic work and to ensure a united and aligned approach, AISWA staff participated in a series of consultation workshops followed by a half-day Values workshop in December 2023. AISWA's core values, as identified in the new strategic plan, of Equity, Stewardship, Integrity, and Service, are our guiding principles that shape our culture, behaviour, and decision-making. Our Values build identity and direct the actions and interactions of each of us, aligning us towards a common purpose to serve, advocate, and

represent the Western Australian Independent education sector.

The development of the new strategic plan led to a new organisational structure to ensure AISWA can deliver on the aims and ambitions within the plan.

Consequently, by the end of 2023, four new organisation Directorates had been established, led by a new executive leadership team. We wish to take this opportunity to acknowledge and thank Dr Ron Gorman, who concluded his long and distinguished period at AISWA in August 2023, serving as Deputy Director since 2008. Ron had a profound and distinguished career at AISWA, positively impacting work colleagues, member schools and communities, other education sectors, and representing AISWA at both the State and National level.

There were various challenges encountered and navigated by the Independent School sector throughout the year. Nothing was more disappointing than the news from the Federal Government that there would be no continuation of the Non-Government Reform School Fund beyond 2023, despite the current National Reform Agreement being extended until December 2024. In real terms this meant a loss of \$1.959m in revenue for AISWA from 2024, without any reduction of expectations in deliverables under the National Reform Agreement. I wish to commend the AISWA team on the significant effort to ensure resources were optimised and streamlined to enable a strong financial position to be achieved in 2023, without compromising quality services and initiatives. This positions us with a strong financial foundation for the expected loss of revenue in 2024.

In March 2023, the Federal Government announced an Expert Panel to undertake a review to inform the development of the next National School Reform Agreement (NSRA). Titled a "Review to Inform a Better and Fairer Education System" the report was published in December 2023. The review will be an input into negotiations in 2024 between the



Commonwealth and states and territories on the next Education Funding and Reform Agreement. Ensuring the Independent education sector is considered in the bi-lateral agreements will be a focus for AISWA throughout 2024. Clearly, AISWA will need to consider its advocacy activities. Unfortunately, the review of the NSRA has resulted in negative media coverage of schools funding, with misleading messaging about the funding arrangements of Non-Government schools. To counter this negative representation AISWA continues to work with and support initiatives at the national level through Independent Schools Australia (ISA). Much work is ahead, particularly leading into the 2025 Federal and State elections.

At the State Government level, a major piece of work has been the Education Minister announced "Pathways to Post-School Success" review in June 2023. The review is led by the Department of Education in partnership with CEWA and AISWA, highlighting the collaborative relationship that exists between education sectors in WA. The review explores current pathway options and whether they effectively prepare students for the full range of further study, training, and work options. A key outcome will be to investigate whether current certification and university entry requirements assist students to make the best study choices, as well as identify the barriers to students being able to access equitable pathways. The review recommendations are expected to be released for consultation in early 2024. We wish to thank all members who have contributed to the review and encourage everyone to participate in the consultation process in 2024.

With a clear strategic direction, a strengthened executive team, and a relentless focus on delivering exceptional member experiences, we are excited about the future of AISWA. Supported by its new structural realignment, AISWA will continue to exemplify its work in developing opportunities for new and expanded service provisions, establish new

strategic partnerships, provide resolute advocacy, and continue to review and streamline the way we communicate, engage, and support our member schools and other stakeholders.

We would like to take this opportunity to thank all member school staff for their insights, support, and encouragement throughout 2023. Our Association is only as strong as its membership, and with year-on-year enrolment growth in the Independent education sector, your support is truly appreciated. We particularly wish to thank those of you that contributed your time on supporting our sector through various forums, committees, and meetings.

In addition, we acknowledge the contributions made by AISWA staff in 2023 and the continued efforts to deliver outstanding services across a diverse school membership. Thank you.

Finally, we wish to extend our sincere gratitude to the AISWA Board members for their support and guidance, during what has been an intensive year of review and strategic planning. Many thanks.

The continued enrolment growth data clearly demonstrates the value of excellence, choice, opportunity, and diversity offered by Independent schools across the State. Our strong financial performance, strategic initiatives, and enhanced member services position us well for continued growth and value creation in the years ahead.

**Dr Alec O'Connell**  
CHAIR OF BOARD

**Mr Chris Massey**  
EXECUTIVE DIRECTOR

## AISWA's Board



**Dr Alec O'Connell** (CHAIR)  
Scotch College



**Dr Ian Anthony**  
Scotch College



**Mrs Donella Beare**  
St Stephen's School



**Mr Ian Curlewis**  
John Septimus Roe  
Anglican Community School



**Mrs Tracey Gray**  
Frederick Irwin Anglican  
School



**Dr Susan Roberts**  
Penrhos College



**Mr Mike Smith**  
Quinns Baptist College



**Mr Alan Jones**  
Christ Church Grammar  
School



**Mr Matthew O'Brien**  
Bunbury Cathedral Grammar  
School



## AISWA's Committees

### Finance, Audit, and Risk Management Committee

**Dr Ian Anthony (Chair)**, SCOTCH COLLEGE

**Dr Alec O'Connell**, SCOTCH COLLEGE

**Ms Michelle Houwen**, ST MARY'S ANGLICAN GIRLS' SCHOOL

**Mr Chris Massey**, AISWA

### Education Policy Consultative Committee

**Mrs Donella Beare, (Chair)**, ST STEPHEN'S SCHOOL

**Ms Christine Crump**, SWAN CHRISTIAN COLLEGE

**Mrs Shelly Forbes**, ALTA-1 COLLEGE

**Mr Mathew Irving**, WESLEY COLLEGE

**Ms Kathleen Lacey**, CAREY BAPTIST COLLEGE

**Mr Chris Massey**, AISWA

### Legal and Governance Consultative Committee

**Mr Mike Smith (Chair)**, QUINNS BAPTIST COLLEGE

**Ms Kelly Houston**, SEDA COLLEGE

**Mr Gary Mack**, ALL SAINTS' COLLEGE

**Mr Scott Puzey**, SWAN CHRISTIAN COLLEGE

**Dr Susan Roberts**, PENRHOS COLLEGE

**Mr Chris Massey**, AISWA

## 2023 Year in Review





**The year marked a significant chapter for the Association of Independent Schools of Western Australia (AISWA). With the appointment of a new Executive Director in late 2022, AISWA embarked on a path of strategic review, incorporating a clear purpose and vision for AISWA, core values and ways of working, strategic imperatives and structural refinement.**

Recognising the pivotal role of stakeholder engagement, over the year a range of consultation opportunities with members and staff were conducted. These sessions sought to better understand the unique priorities, challenges and aspirations of AISWA members and to empower to tailor services and initiatives to better meet member's evolving needs.

The Board and Executive team engaged in developing a new strategic plan and strategy roadmap to move AISWA forward, while building on strong foundations and continuing to support and guide the Independent sector. The objective was twofold: to ensure alignment with our purpose and vision and to optimise our capacity to deliver high-quality support and services to member schools.

With the launch of our new strategic plan, grounded in the pillars of Engage, Advocate, and Deliver, we embarked on a transformative path aimed at enhancing our capacity to support the continued growth and excellence of the WA Independent education sector. Central to this endeavour was the development and implementation of a comprehensive transition plan, underpinned by a new organisational and leadership structure.

The year also saw the continued development of professional learning experiences and resources, with over 270 thought-provoking professional learning opportunities and a wide range of engaging peer-to-peer networking events attended by 5,795 school staff and 340 non-members. These events provided opportunities for members to engage in valuable collaborative discussions, networking, and gain new insights and skills.

In addition, five new online courses were launched as the suite of available courses continues to grow. Member school staff enjoyed the flexibility afforded by AISWA's online learning with over 5,100 participants spread across 26 courses.

**The launch of our strategic plan in mid-2023 identified three strategic priorities that serve as guiding principles for our initiatives and endeavours:**

1. Member Engagement and Value
2. Advocacy and Representation
3. Funding, Planning, Performance and Reporting





## 1





## Member Engagement and Value

**AISWA will continue to develop, evolve and expand the range of services and programs we offer our members and stakeholders, by listening and understanding our members.**

### Child Protection

Amidst increasing demand for support from schools, AISWA took proactive steps to enhance its child protection initiatives, including the appointment of a dedicated child protection consultant.

AISWA significantly expanded its training offerings to address a wide range of child protection-related topics. A total of 80 training sessions were delivered across various areas, including:

-  identifying signs of abuse and neglect
-  implementing effective reporting mechanisms
-  creating safe and inclusive learning environments, and
-  understanding legal obligations and compliance requirements.

The introduction of the Reportable Conduct Scheme in 2024 brings additional obligations and expectations for schools in Western Australia. In anticipation of these changes, AISWA has been collaborating with the Office of the Ombudsman of WA and the Non-Government Schools Regulator (NGSR) to provide guidance and support to member schools.

### Early Childhood

AISWA reaffirmed its commitment to excellence in early childhood education through a series of impactful initiatives and collaborative partnerships. With the release of the revised Early Years Learning Framework, the team embarked on a comprehensive professional learning program aimed at empowering early childhood leaders, teachers, and education assistants across metro and regional locations.

This program attracted more than 500 participants, underscoring the widespread demand for high-quality professional learning in the early childhood sector. To ensure accessibility and participation, teacher relief funding to support attendees was provided.

A research partnership with Edith Cowan University yielded valuable insights into transition to school practices, which were shared at prominent international and national conferences, including the European Early Childhood Research Association Conference in Lisbon, Portugal, and the Early Childhood Australia National Conference in Adelaide.

# 6100+

**in person attendees at AISWA's professional learning sessions**



## Inclusive Education

During the year, the Inclusive Education team continued to provide high quality, evidence informed consultancy, advice, and professional learning to member schools.

A primary focus was the continuation of the 2022 Non-Government Reform Support Fund Workplan projects and outcomes, specifically the Enhancing Quality of Nationally Consistent Collection of Data (NCCD) Project. This project aimed to support schools in effectively implementing the NCCD and enhancing the quality and accuracy of data collection processes. By providing targeted training, resources, and guidance, schools can accurately identify and meet the needs of students with disabilities and additional learning needs, thereby fostering a more inclusive learning environment. Significant work was also undertaken to review and process 5,470 NCCD funding applications on behalf of the State Government for the Independent education sector.

The team also made important submissions to the Federal and State Governments, non-government organisations, and Commissions, advocating for the rights and needs of students with disabilities. These included reviews on the impact of COVID-19 on school students with disabilities, feedback on pathways to post-school success, reforming disability legislation, and the national autism strategy.

## Literacy

A total of 35 literacy professional learning sessions were delivered across the year, providing educators with valuable insights, strategies, and resources to enhance literacy instruction. Additionally, over 80 school-based workshops and visits were carried out across the State, facilitating tailored support and guidance to meet the diverse needs of schools and their students.

Two transformative projects were undertaken in collaboration with universities, leveraging the expertise and research insights of leading academics in the field of literacy education.



### 1. **Bringing Poems to Life with Dr. Beverly Derewianka: Emeritus Professor of Language Education at the University of Wollongong.**

This project explored innovative approaches to bringing poetry to life in the classroom, aimed to enhance students' engagement and comprehension of poetry, and foster a deeper appreciation for language and literature.

### 2. **Raising Trailblazers: Reimagining the Middle Years: Working alongside Dr. Anne Coffey from the University of Notre Dame and Associate Professor Katherine Main from Griffith University.**

This project focused on reimagining the middle years of schooling. By integrating research-backed strategies and pedagogical approaches, it aimed to empower educators to nurture the talents and potential of students during this critical stage of development.

AISWA's Literacy Consultants also played a pivotal role in representing member schools at various literacy forums and committees, including:

-  The Australian Literacy Educators Association Conference, where consultants shared insights and best practices with fellow educators from across the country, and
-  The Marking Quality Team, contributing expertise and feedback to ensure the integrity and fairness of literacy assessments.

## Numeracy

A total of 90 school-based numeracy workshops and school visits took place over the year, providing educators with hands-on support and guidance to enhance their numeracy instruction. Of these workshops, 19 were presented at regional or remote schools, ensuring equitable access to professional learning opportunities.

In collaboration with Dr. Paul Swan, a suite of materials for teaching place value were developed. These resources were designed to provide educators with practical tools and strategies to engage students in meaningful and effective place value instruction, laying a strong foundation for mathematical understanding and proficiency.

Two innovative resources aimed at integrating mathematics with literature in early childhood education were developed.

1. **Learning Mathematics and Picture Books in Kindergarten - this resource integrates mathematics concepts with picture books in kindergarten classrooms.**
2. **Mathematics and Picture Books in Early Childhood - in collaboration with Linda Marshall and Dr Paul Swan this publication provides educators with practical guidance and resources for incorporating picture books into early childhood mathematics instruction.**

## School Leadership and Quality Teaching

In addition to the existing suite of programs, several new programs and events in the leadership and quality teaching areas were introduced in 2023.

### **Middle Leaders Program:**

Recognising the pivotal role of middle leaders in driving school improvement and fostering a culture of excellence, this program provided aspiring and existing middle leaders with opportunities for professional development, leadership training,

and networking, equipping them with the skills and knowledge to effectively support teaching and learning within their schools.

### **Positive Workplaces Program:**

Building on the importance of cultivating a positive and supportive work environment, this initiative aimed to promote staff wellbeing, enhance morale, and foster a collaborative and inclusive school culture. Through workshops, resources, and support services, schools were empowered to create environments where all staff can thrive and contribute to student success.

### **Education Assistants Breakfast:**

Recognising the invaluable contributions of education assistants to the educational experience of students, this initiative provided education assistants with recognition and networking opportunities.

### **Workplace Toolkit for Non-Teaching Staff Program:**

Acknowledging the diverse roles and responsibilities of non-teaching staff within schools, this initiative provided individuals with the knowledge, skills, and understandings about developing self, working with others, and how to contribute to leading change.

## School Leadership and Teaching Quality Flagship Programs

Early Career Teachers

Early Career Teacher Mentors

Teacher Master's Degree Partnerships

Aspiring Leaders

Women in Educational Leadership Network

National Certification Project

New Principals Network



## Teaching and Learning

Work continued to support schools to implement the P-10 Western Australian Curriculum and the WACE; grow teacher and leader expertise and impact in classrooms; and build awareness and understanding of evidence informed practice and relevant policy initiatives. Online learning in this space saw sustained growth as a professional development mode, drawing over 5,000 enrolments spread across 26 courses.



In 2023, AISWA facilitated numerous initiatives to support quality teaching and learning.



## School Psychology Services

The School Psychology Service played a crucial role in providing a range of psychology services to address the diverse needs of schools, while also fulfilling the government's commitment to increasing the number of psychologists in schools.

Across the year, a range of training programs and pilot projects were initiated, along with ensuring equitable access to clinical psychology services for schools in need.

### Clinical Psychology Services for CARE Schools

AISWA continued to provide Clinical Psychology services to CARE (Curriculum and Re-engagement in Education) schools through the sessional contracting of private practice providers. A review of the model is scheduled for 2024 to ensure equitable access and effectiveness across CARE schools.

### Youth Mental Health First Aid (YMHFA) Training

AISWA continued to meet the steady demand for YMHFA training in schools by maintaining a team of nine trainers. This initiative aimed to empower school staff with the knowledge and skills to recognise and effectively respond to mental health challenges among students.

### Gatekeeper Suicide Prevention Training

AISWA upheld its commitment to the Mental Health Commission's cross-sectoral program by providing Gatekeeper Suicide Prevention training in partnership with Catholic Education WA and the WA Department of Education. Additionally, in-house Gatekeeper training courses were provided to increase access to schools facing a shortage of cross-sectoral training places.

### Wellbeing and Mental Health in Schools Pilot Project

The Wellbeing and Mental Health in Schools Pilot Project, continued into its second cohort of 10 schools. Ongoing support and consultation for Wellbeing Coordinators in implementing effective wellbeing strategies was provided. The positive response to the project indicates its potential for sustainability and impact across metropolitan and regional schools.



## Technology

The year was marked by significant efforts to advance technology in education for member schools. Through surveys, events, webinars, consortium-based negotiations, and collaboration platforms, member schools were encouraged and supported to harness the power of technology to enhance teaching, learning, and administrative processes.

A comprehensive survey to gather insights into the IT landscape of member schools, including platforms, applications, services, cloud solutions, and security measures was undertaken. The findings were shared with member schools to inform decision-making and target support services effectively.

AISWA facilitated special pricing and provided advice on consortium-based licensing, particularly with Microsoft via Data#3. This initiative benefited 68% of member schools, enabling them to access IT solutions at competitive rates.

# 105

**AISWA member schools took advantage of Microsoft 365 licensing**

A three-day Microsoft event to update members on the latest features of higher-end security and productivity offerings was hosted. Additionally, regular webinars were organised around licensing to ensure members received ongoing support and obtained the best value for their IT needs.

Staff represented member schools on panels and various committees to discuss IT issues, negotiate pricing solutions and enhance IT security posture.

A 24/7 discussion platform for IT managers and technical contacts was maintained, providing a forum for sharing knowledge, troubleshooting issues, and seeking advice. Additionally, webinars were held to address pertinent topics and facilitate professional development opportunities.

IT Managers from 16 member schools were subsidised to attend a targeted conference in Queensland hosted by AISNSW. This initiative aimed to provide valuable networking opportunities and insights into emerging trends and technologies in education.



## Future Footprints



Over the year, the Future Footprints Program (FFP) has continued its unwavering commitment to supporting school coordinators from each schools Aboriginal program. Notably, FFP has successfully organised three forums, serving as catalysts for knowledge-sharing, collaboration and the exchange of best practice, particularly aimed at enhancing student success during transitional phases.

At the core of FFP's mission lies the empowerment of coordinators in fostering a nurturing learning environment that prioritises cultural safety, thus enabling students to overcome obstacles and realise their academic and personal aspirations. To facilitate a seamless transition to secondary school, FFP has conducted workshops, information sessions, and maintained regular communication with parents and families, equipping them with the necessary tools to effectively support their children.

A series of Welcome to Country events, staff professional learning sessions, and the infusion of cultural perspectives into participating schools' curricula were conducted. Following a three-year hiatus the Welcome to Country event at the start of the year, was attended by 450 students, staff, and families, and served to reconnect Indigenous students with their heritage. Led by esteemed Noongar elders Professor Simon Forrest and Aunty Vivienne Hansen, the event featured a profound Welcome to Country and Smoking Ceremony, complemented by gender-specific dance routines performed by local traditional dancers, symbolising unity and community resilience.

Mid year, a Careers Expo was held with participation by over 20 stall holders and 180 students. At the end of the year, the Annual Year 12 graduation celebrations recognised the achievement of 101 students. This was a noteworthy accomplishment, considering 12 graduates were recognised in 2004.

## Industrial and Workplace Relations

Support for member schools was provided across a range of issues including employment matters such as contract management, enterprise agreement negotiations, and wage-related concerns. Additionally, legal requirements encompassing the School Education Act 1999, Non-Government Schools Regulations, and Reportable Conduct Scheme were addressed.

Notably, a significant area of focus was addressing challenges associated with difficult and disruptive parental behaviour, which posed psycho-social hazards to staff and affected overall workplace safety. Furthermore, changes in Workplace Health and Safety legislation also required support.

Our commitment to supporting member schools continued through diverse avenues including professional development sessions, online and face-to-face information dissemination, and assistance in drafting employment-related





documentation. The Lavan/AISWA webinars remained a popular resource, and the provision of independent legal advice from Lavan saw substantial utilisation by over 90 member schools. Additionally, schools benefited from regular Lavan updates and general advice through Employment Snapshots, showcasing ongoing support and collaboration between AISWA and its members.

### Aboriginal Independent Community Schools

Support for Aboriginal Independent Community Schools continued throughout the year. The four-day Broome Conference held on Yawaru Country was attended by 109 staff from 13 schools, it provided an opportunity to share knowledge and experiences, celebrate success and discuss challenges, learn from one another and make renewed commitments to the education and wellbeing of Aboriginal students. During the conference 42 presenters, including five keynote speakers, delivered a total of 48 sessions exploring the themes of governance, language, culture and identity, on-country and culturally responsive learning, early childhood, health safety and wellbeing, and pathways and transitions.

Additional support to School Principals and staff were provided in the areas of Numeracy, Literacy, Language and EAL/D, Wellbeing, Inclusive Education, and Psychology services. A unique AISWA Consultant in Residence arrangement with one school, involved the Consultant working intensively to document units of Language and professional learning for staff.

### Curriculum and Re-engagement in Education (CARE) Schools

Now in its third year, the Curriculum and Re-Engagement School Project continued, with eligible schools participating in the creative learning program NOW I OWN, in partnership with FORM WA. NOW I OWN inspires new approaches to learning, by embedding creativity in teaching and assessment

practices and culminated with an engaging community installation open to the public at Council House.

Later in the year, 136 CARE school staff attended a conference facilitated by AISWA and led by keynote speaker Dr Helen Street. Themes included exploring rethinking approaches to wellbeing (from individual to context), supporting staff resilience, and understanding motivation and supporting self-determination in young people.

### Governance, School Registration, and Compliance

Continued support for governance, school registration, and compliance was provided to assist schools meet compliance responsibilities. A new series of professional learning offerings was introduced, in partnership with the Australian Institute of Company Directors (AICD). Two courses: Governance Foundations for Not-For-Profit Directors of Independent Schools and the The Role of the Chair attracted over 150 enrolments.







## 2

## Advocacy and Representation

**AISWA plays an integral role in advocating for the significance of Independent Schools in WA, ensuring the voice of our members and the Independent education sector is heard.**

### Pathways to Post School Success Review

On request of the Minister for Education, the Hon Dr Tony Buti MLA, AISWA worked in partnership with the Department of Education and Catholic Education (WA), to conduct a review of senior secondary school pathways and make recommendations for potential reforms. The primary intent of the review is to help all Western Australian school students reach their full potential by accessing the post-school study, training or employment pathways that align with their abilities and aspirations.

This comprehensive review "Pathways to Post-School Success" is being driven by an expert panel and a supporting advisory committee representing key stakeholder groups. The panel includes Dr Alec O'Connell (Chair AISWA Board and Headmaster Scotch College) on the expert panel and Tracey Gray (AISWA Board Member and Principal Frederick Irwin Anglican School) on the Advisory Committee. The review will explore whether current pathways options maximise the potential for all students to develop the skills and knowledge they need to successfully access further study, training, and work options available to them. Furthermore, the review will investigate whether current certification and university entry requirements assist students to make the best study choices and identify the barriers to students being able to access

equitable pathways. This work will be completed concurrently with the refreshments to the Western Australian Certificate of Education (WACE) being considered by the School Curriculum and Standards Authority (SCASA) Board.

The review commenced in the second half of 2023 and will conclude early in 2024. In November 2023, the Executive Director AISWA travelled to Victoria with the Minister for Education, (Dr Toni Buti), Director General of the Department of Education (Lisa Rodgers), Executive Director CEWA (Dr Debra Sayce), Expert Panel and Advisory Committee Chair (Professor Bill Loudon AM), and Department of Education Project Lead (Mr Michael Morgan) to discuss the Victorian model and recent changes they have implemented or are about to commence. Further state visits are expected in 2024.

### Review of Regional Schooling Resource Standard Loadings

Following the release of the National School Resourcing Board Review of the regional schooling resource standard loadings final report, AISWA worked nationally with other states and Independent Schools Australia (ISA) to advocate for more meaningful recommendations to assist regional and remote schools. ISA wrote to the Hon Jason Clare, Minister for Education and the Hon Fiona Nash, the Regional Education Commissioner, regarding this matter, noting the importance of relevant loadings to reflect the costs of educating children in regional and remote areas to ensure that they are sufficient to meet the needs of schools. It was requested that as a matter of priority, the Australian Government invest in further work to quantify these costs. AISWA will continue to work with ISA on exploring avenues to further

advocate for regional and remote schools including, through the current Review to Inform a Better and Fairer Education System focus on equity groups and through the Regional Alliance, an advocacy group set up through the Regional Australia Institute (RAI).

AISWA staff represent the Western Australian Independent Education sector on many National and State committees and consultative groups including, but not limited to:

### Reference and Advisory Group Representation

Abilities Expo Committee

ACARA Curriculum Directors Group

ACARA Learning Area Network Groups

AERO Project advisory groups (various)

AITSL Certifying Authorities Network

AITSL Professional Growth Network

Association of School Administrators of WA (ASBA)

Australian Association of Special Education (AASE)

Autism Association of Western Australia  
Interagency Committee

Child and Adolescent Health Service (CAHS)  
Multisystemic Therapy (MST) Referral Managers Group

Curtin Education School of Education Advisory Committee

Department of Education Pre-School Reform Agreement,  
and Australian Early Development Census Steering Groups

DTWD Aboriginal School Based Training Working Group

DTWD Career Taster Program Working Group

DTWD Cross Sector VET Working Group

DTWD VET Delivered to Secondary Students Additional  
Places Working Group

Early Childhood Australia State Committee  
and Reconciliation Advisory Group

ECU Early Childhood Studies Consultative Committee

Heads of School Psychology Group

Heads of University Psychology Programs Working Group

Incident Review Group Meeting

Independent Schools Australia IT Group

ISA Early Childhood Managers Network

ISA Mental Health & Wellbeing Network

ISA NAPLAN Group

ISA Wellbeing Network

Literacy Education Network WA

Network for Interagency Prevention of Suicide in Schools

Positive Partnerships Education Steering Committee

Reconciliation WA Education Advisory Committee

Response to Suicide and Self-Harm in Schools Program  
Working Group

Road Safety and Drug Education Program Executive  
Steering, and Management Group

Rural and Remote Education Advisory Council

School Animal Ethics Committee

SCSA Appeals and Special Considerations  
Committees (various)

SCSA Cross Sectoral Advisory Group

SCSA Curriculum and Assessment Committee

SCSA Endorsed Program Committee

SCSA Learning Area and Phase of Schooling Curriculum  
and Assessment Committees (various)

SCSA Senior School and Certification Committee

SCSA VET Awards – Judging Panel

South Pacific Educators in Vision Impairment Inc (SPEVI)

Special Needs Advisory Committee

The Children's Crossings and Road Safety Committee

Response to Threats impacting all Education Sites  
Working Group



## Re-engaging Students in Education Forum, Parliament House

Executive Directors of State based Independent School Associations and Principals of Curriculum and Re-engagement in Education Schools (CARE) travelled from around Australia to participate in a forum at Parliament House, Canberra, on 7 November 2023. Principals shared innovative approaches to some of the challenges that educators face in working with students who might not otherwise engage with education. Western Australia was represented by Chris Massey, Executive Director AISWA, Barry Finch, Principal of Port School, and Aaron Gregory, Executive Officer of ALTA-1. The forum was opened by Senator The Hon Anthony Chisholm, Assistant Minister for Education, and Senator The Hon Sarah Henderson, Shadow Minister for Education, also addressed the forum. Emeritus Professor Donna Cross OAM gave an opening keynote speech and shared research findings on student wellbeing and mental health. Gavin Morris, Principal of Yipirinya School (an Aboriginal and Torres Strait Islander school in Alice Springs) presented on challenges facing the community and the school, and their many achievements.

Feedback on Independent School advocacy and messaging consistently emphasised the importance of communicating the work our schools do in supporting “equity cohorts” and addressing disadvantage. This event helped us to highlight the important role Independent Schools play in addressing educational disadvantage to stakeholders and gain positive print, radio and TV coverage. Independent Schools Australia (ISA) plan to organise an event at Parliament House annually, contributing to the visibility of the Independent education sector and the important role it plays in Australia’s education ecosystem.

## Research Partnership with Australian Education Research Organisation (AERO)

AERO and AISWA share a goal to support and increase effective, evidence-based practices in schools. In 2023, AISWA engaged in a research collaboration with AERO to examine whether the addition of a booster to professional learning has an impact on teachers’ ability to adopt and sustain evidence-based teaching strategies. Seventeen schools and over 100 teachers and leaders participated in the AISWA High Impact Practices (HIP) program, with half of these randomly assigned booster webinars and additional support. The outcomes of this research collaboration will be reported in 2024.

## Reconciliation Action Plan

AISWA's Reconciliation Action Plan (RAP) has been officially approved by the AISWA Board in late 2023 and was endorsed by Reconciliation Australia at the beginning of the 2024 school year. This Innovate RAP recognises and builds on previous work and provides the opportunity to expand our core strengths and deepen our relationship with community, staff, and stakeholders.

AISWA is currently working on creating new Terms of Reference for the RAP Committee, embedding new procedures such as a RAP standing item at staff and Board meetings, reviewing and updating procurement and recruitment strategies to improve employment and economic outcomes for First Nation people, and representing AISWA at formal stakeholder forums locally and nationally. We are proud to publish the new Innovate RAP via the AISWA website and look forward to celebrating this milestone at our official RAP Launch on 15 May 2024.





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## Funding, Planning, Performance and Reporting

**AISWA will provide an effective and thorough service for the development, management, and reporting of diverse funding streams, including Federal and State Government Grants for Independent schools, as well as partnership funding programs with both governmental and non-governmental organisations.**

### Choice and Affordability Fund

Now in its fourth year, the Choice and Affordability Fund (CAF) will provide over \$50 million for WA Independent schools over 10 years from 2020 to 2029 to address specific challenges in the non-government school sector. In 2023, AISWA delivered against the five Australian Government priorities of the fund as per the adjacent graphic. In late 2023, the CAF workplan underwent revisions for 2024-2025, aimed at maximising impact and delivering greater value to member schools.

#### Choice and affordability of education

Expansion of the foundation laid by marketing professionals to enhance a school's brand, establishing a school's social media footprint, and enhancing the school's image within its community regarding educational and pastoral care offerings, facilities, and the reasons why families should select that particular institution.

#### Student wellbeing and support

Provision of guidance and support for policy development, alongside ongoing support and networking opportunities for health and wellbeing coordinators.

#### Strengthening outcomes for school and educationally disadvantaged schools and students

Provision of variety of initiatives to school clusters aimed at enhancing student engagement in their learning journey, while also providing robust support to educators in delivering effective literacy and numeracy programs to students.

#### Transition assistance to new funding arrangements

Provision of support to schools adversely affected by the Direct Measure of Income funding arrangements. Twenty nine schools received direct funding assistance in 2023.

#### Special circumstances funding

Eight schools affected by one-time events such as cyclones received specialised support funding.

## Non-Government Reform Support Fund

The 2023 workplan for the Non-Government Reform Support Fund (NGRSF) received from the Australian Government focused on strengthening three national priorities and supporting member schools. This included efforts to enhance the quality and efficiency of data collection for students with disabilities, improve National Assessment Program - Literacy and Numeracy (NAPLAN) by offering assessments in additional subjects, and bolster governance and financial management practices in Independent schools. Additionally, AISWA developed projects aligned with State-based initiatives, covering areas such as general capabilities, STEM education, student wellbeing, cultural competence, and support for school leaders. Funding was allocated for expert consultants to assist schools in meeting educational requirements and improving outcomes for students. Moreover, this funding enabled AISWA to conduct leadership programs aimed at enhancing school leadership and attracting talent to the teaching profession.

**\$4.38m**  
CAF funds distributed  
to member schools

## Direct Measure of Income

In 2023, AISWA continued its support for member schools with the transition to the Direct Measure of Income (DMI) to determine the capacity of a school community to contribute to the operational costs of the school. Through tailored guidance and resources, member schools were equipped with the necessary knowledge and tools to continue to navigate this transition.

## Student Wellbeing Boost Funding








A grant from the Federal government to support students following the mental health impacts caused by the COVID-19 pandemic was received. A total of \$3.13m was distributed to member schools. The funding was designated for the development of mental health and wellbeing resources and initiatives. Schools were afforded significant flexibility in determining how to utilise these funds.

## AISWA Capital Grant Association

The AISWA Capital Grant Association (CGA), has the responsibility of being a "Block Grant Authority" for schools in the Independent sector in Western Australia to administer the Australian Government's Capital Grants Program.

In 2023, over \$10m was committed to 16 AISWA member schools across metropolitan and regional areas for a variety of capital projects to enhance learning spaces and better serve both current and future students.

Funding was provided for:

-  general learning areas
-  offices
-  multi purpose rooms
-  health and physical education areas
-  science laboratories
-  specialist learning areas, and
-  visual arts building and boarding facilities.

CGA will also administer the distribution of \$50m to Studio Schools of Australia Ltd to build an on country middle years secondary boarding school at Bandilngan (Windjana Gorge) in the Kimberley, with construction expected to commence in 2024.





Port School, Hamilton Hill: GCA supported project for learning areas, staff and student amenities.

### Registration Support, Psychologist, and Special Needs Advisory Committee (SNAC)

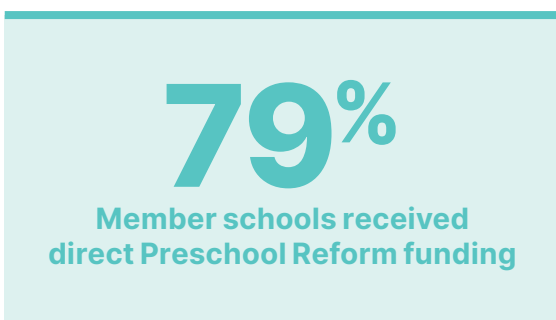
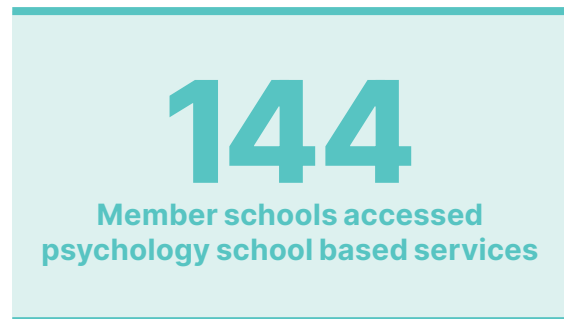
This funding enables the provision of professional support programs prioritising registration, particularly for CARE schools. It also facilitates the provision of full-time clinical psychologist services and assistance with data collection for managing students with disabilities.

### Pre school Reform Agreement Funding

This grant aims to enhance pre school delivery and prepare children for their first year of school by ensuring universal access to quality programs, increasing participation rates, and optimising outcomes. As well as supporting the provision of a number of programs and initiatives, particularly amongst Aboriginal children, children in remote communities and children experiencing disadvantage, direct funding was allocated to schools to extend preschool hours by an additional 4 hours per week, supplementing the existing 11 hours funded by the State.

### School Psychology Service Funding

AISWA's team of psychologists, provides psychology services to all registered Independent non-government schools within Western Australia.



## National Student Wellbeing Program

The National Student Wellbeing Program (NSWP) supports the wellbeing of students and school communities through pastoral care services and student support strategies.

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Member schools received  
NSWP funding

All Independent schools can apply for funding, and participation by schools and students is voluntary. NSWP student wellbeing officers and chaplains work in collaboration with school communities to support the wellbeing of school students through:

- ④ providing pastoral care
- ④ organising volunteer activities within the school community
- ④ running programs such as breakfast clubs and lunchtime activities, and
- ④ coordinating excursions, school incursions and parent/carer workshops.





# Appendicies





# AISWA Member Schools 2023

## A

Al-Ameen College  
 Al-Hidayah Islamic School  
 Alkimos Baptist College  
 All Saints' College  
 ALTA-1 College  
 ALTA-1 Kimberley College  
 Aquinas College  
 Atlantis Beach Baptist College  
 Austin Cove Baptist College  
 Australian Christian College  
 -Darling Downs  
 Australian Christian College  
 -Southlands  
 Australian Islamic College (Dianella)  
 Australian Islamic College (Kewdale)  
 Australian Islamic College (Thornlie)

## B

Banksia Montessori School  
 Beechboro Christian School  
 Beehive Montessori School (The)  
 Bethel Christian School  
 Blue Gum Montessori School  
 Bold Park Community School  
 Bunbury Baptist College  
 Bunbury Cathedral Grammar School  
 Bunbury Regional Community College  
 Byford John Calvin School

## C

Carey Baptist College  
 Carey Baptist College - Forrestdale  
 Carmel Adventist College  
 Carmel Adventist College Primary  
 Carmel School  
 Carnarvon Christian School  
 Casa Mia Montessori School

Child Side School

Christ Church Grammar School  
 Christian Aboriginal Parent-Directed  
 School Coolgardie  
 Christian Aboriginal Parent-Directed  
 School Kurrawang  
 Chrysalis Montessori School  
 Communicare Academy  
 Cornerstone Christian College Ltd  
 Court Grammar School

## D

Dale Christian School  
 Divine Mercy College

## E

Ellenbrook Christian College  
 Emmanuel Christian Community  
 School  
 Esperance Anglican Community  
 School  
 Esperance Christian School  
 Eton Farm Education Inc.

## F

Fairbridge Western Australia Inc  
 Foundation Christian College  
 Fountain College  
 Frederick Irwin Anglican School  
 Fremantle Christian College

## G

Geraldton Christian College  
 Georgiana Molloy Anglican School  
 Geraldton Grammar School  
 Golden Hill Steiner School  
 Goldfields Baptist College  
 Grace Christian School  
 Great Southern Grammar  
 Guildford Grammar School

## H

Hale School  
 Havenport MSL Inc.  
 Helena College  
 Helena River Steiner School  
 Hensman Street Elementary  
 Heritage College  
 Hillside Christian College  
 Hope Christian College

## I

Immaculate Heart College  
 Indie School WA  
 International School of WA  
 Iona Presentation College

## J

Japanese School in Perth (The)  
 John Calvin Christian College  
 John Calvin School Albany  
 John Septimus Roe Anglican  
 Community School  
 John Wollaston Anglican  
 Community School  
 John XXIII College

## K

Kalamunda Christian School  
 Karalundi College  
 Kelmscott John Calvin School  
 Kennedy Baptist College  
 Kerry Street Community School  
 Kingsway Christian College  
 Kulkarriya Community School  
 Kwoorabup Nature School



### AISWA Affiliate Members 2023

Adventist Christian Schools (WA)  
Anglican Schools Commission (WA)

Australian Baptist Education  
Christian Schools Australia (WA)

Sunshine Academy  
Swan Christian Education Association

#### L

Lake Joondalup Baptist College  
Lance Holt School  
Landsdale Christian School  
Leaning Tree Steiner School  
Living Waters Lutheran College

#### M

Mandurah Baptist College  
Margaret River Independent School  
Margaret River Montessori School  
Mazenod College  
Mercedes College  
Methodist Ladies' College  
Moerlina School  
Mundaring Christian College

#### N

Newman College  
Northshore Christian Grammar School  
Nyikina Mangala Community School

#### O

OneSchool Global WA

#### P

Parklands School  
Parngurr Community School  
Penrhos College  
Perth College  
Perth Montessori School  
Perth Waldorf School  
Peter Carnley Anglican Community School  
Peter Moyes Anglican Community School  
Pioneer Village School  
Port School  
Presbyterian Ladies' College

Providence Christian College  
Purnululu Aboriginal Community School

#### Q

Quinns Baptist College  
Quintilian School

#### R

Rawa Community School  
Regent College  
Rehoboth Christian College  
Rockingham John Calvin School  
Rockingham Montessori School

#### S

Santa Maria College  
Scotch College  
SEDA College  
Servite College Inc  
Silver Tree Steiner School (The)  
SMYL Community College  
South Coast Baptist College  
South West John Calvin Christian College  
Southern Hills Christian College  
Sowilo Community High School  
St Andrew's Grammar  
St Brigid's College  
St George's Anglican Grammar School  
St Hilda's Anglican School for Girls  
St James' Anglican School  
St Mark's Anglican Community School  
St Mary's Anglican Girls' School  
St Norbert College  
St Stephen's School  
Strelley Community School  
Swan Christian College

Swan Valley Anglican Community School

#### T

Telethon Speech and Hearing Centre for Children WA (Inc)  
The King's College  
The Montessori School, Kingsley  
The Y Vocational School  
Tranby College  
Treetops Montessori School  
Trinity College

#### V

Victoria Park Christian School

#### W

Wesley College  
West Coast Steiner School  
Wongutha CAPS  
Woodbury Boston Primary School  
Wulungarra Community School

#### Y

Yakanarra Community School  
Yallingup Steiner School  
Yiramalay Studio School  
Yiyili Aboriginal Community School  
Youth Futures Community School

# AISWA Staff Farewells

## Jasmine Ball 26/05/2023

Jasmine started with AISWA in 2021 initially as an Administrative Support Officer and in November 2021, Jasmine was appointed as AISWA's Professional Learning Coordinator. Jasmine left in May 2023 to pursue other interests.

## Nancy Bonfiglio-Pavisich 31/12/2023

Nancy commenced as the School Leadership and Teacher Quality Consultant in February 2022. During her time with AISWA, Nancy helped develop and deliver an extensive package of school leadership programs to school members. With Nancy's busy schedule and extensive network and engagement model has been established that enables Nancy to continue working with AISWA in delivering the leadership and teacher quality program through her consultancy business.

## Nicole Brown 31/12/2023

Nicole was the Wellbeing Consultant for the Teaching & Learning team for two years. Nicole worked to support schools and deepen their knowledge of best practice wellbeing and strengthen existing approaches for the wellbeing of staff and students. This work included providing intensive support for schools to build whole school approaches to health and wellbeing, setting up a wellbeing network, and working on several cross divisional projects. Nicole left AISWA at the end of 2023 and returned to Peter Moyes Anglican Community School to continue her executive leadership role as Dean of Students - Primary School.

## Jill Buckrell 31/12/2023

Jill commencing with AISWA in 2012 as a Literacy Consultant with a particular focus on supporting the Aboriginal Independent Community Schools (AICS). Jill has had significant impact in these schools supporting the development of whole school literacy plans, mentoring new teachers and principals, and working closely with the Aboriginal support staff. Amongst many professional learning activities, Jill was the driving force behind AISWA having access to Sharp Reading and was instrumental in its implementation across the broad spectrum of our member schools.

## Roger Coghill 10/08/2023

Roger, a Registered Psychologist and trained primary school teacher, joined the AISWA School Psychology Service (ASPS) when it was first established in 2015. Roger provided psychological consultancy to several Perth metro schools as well as five of the remote Aboriginal Independent Community Schools (AICS). Roger also delivered courses in Youth Mental Health First Aid and Gatekeeper Suicide Prevention.

## Dr Ron Gorman 4/08/2023

Ron had a profound and distinguished career at AISWA for over 23 years, positively impacting work colleagues, member schools and communities, other education sectors, and government. Since 2008 Ron served as Deputy Director at AISWA and was instrumental in developing AISWA into the strong, innovative, and school centric association that it is today. Of Ron's many achievements it is worth noting his passion, expertise, and dedication for schools that serve high numbers of disadvantaged students. Ron presented at numerous state,

national and international education conferences as well as delivering a number of keynote addresses. He has also written and edited many education publications and has written and co-written a number of journal articles. Ron is a member of the Global Educator Leaders Partnership group and has instigated many successful overseas study tours for our leaders from AISWA member schools.

## Pat Kershaw 31/12/2023

Pat commenced with AISWA in 2009 as a Literacy Consultant. Pat had significant impact in her role over many years, supporting numerous schools and mentoring teachers and principals on their literacy journey. Pat also collaborated extensively with academics from around Australia to support a variety of AISWA literacy research projects and made a valuable contribution to the education sector at both state and national levels.

## Jo MacLachlan 9/11/2023

Jo commenced with AISWA early 2022, working remotely from the AISWA Broome office, as a member of the AISWA Early Childhood team. In this role, Jo supported the Aboriginal Independent Community Schools across WA. Jo started during the COVID-19 lockdown period for remote communities, and this required her to develop alternative and engaging ways of working with early childhood teachers. Jo also provided additional support to Aboriginal Education Workers in her role as a 3a Abecedarian trainer. Jo is now employed as Deputy of Junior Primary at Guildford Grammar School.





#### **Deb Martin 5/12/2023**

Deb was a member of the Early Childhood team for seven years. Deb led major projects and worked in partnership with Sheila Griffin to publish the 'Learning Mathematics through Picture books in Kindergarten' text showcasing AISWA member schools. Deb led a AISWA Study tour to Reggio Emilia and worked as a leadership coach with schools to shift practice and pedagogy in a collaborative way. During her time at AISWA Deb completed her Master of Education Leadership which started with a unit completed as part of the AISWA Leadership Program. Deb is currently Dean of Teaching and Learning at Peter Moyes Anglican Community School.

#### **Michele McErlain 31/03/2023**

During her 13 years at AISWA, Michele was foundational in establishing and administrating the online Inclusive Education state funding process for students with disability. Michele collaborated with the School Inclusive Education Coordinators and Information Technology (IT) teams in maintaining and adapting the online system as demand increased. Michele was also the Administrative Support Officer for the Inclusive Education team throughout her time at AISWA.

#### **Jocelyn Siswanto 19/05/2023**

Jocelyn Siswanto was a 3rd year Business Information and System Information Technology from Curtin University. Jocelyn worked with AISWA as an Assistant Project Officer in the Online Learning team, as part of a three-month internship.

#### **Trish Somers 1/11/2023**

Trish commenced at AISWA in the AICS Strategic Support Officer role in July 2021. Whilst COVID presented unique challenges upon commencing, Trish was able to develop strong and effective relationships with AICS leaders, colleagues, and other stakeholders across all education sectors. Trish built a very extensive and impressive career in education, in both teaching and leadership roles, across all three WA education sectors.

#### **Katelyn Stubberfield 21/07/2023**

After almost 4.5yrs of service to AISWA undertaking administrative roles in the Future Footprints Program and as Personal Assistant to the Deputy Director, Katelyn left AISWA to commence work as an Executive Officer in a Federal Political Office.

#### **Minal Vekaria 31/12/2023**

Following seven years of service as Receptionist/Administrative Support Officer at AISWA, Minal left AISWA to pursue other interests and challenges within the finance sector. During her time at AISWA, Minal's role continually expanded and, in addition to Reception/administrative duties, it included providing support to the Accounts team, building maintenance, and working within the new AISWA Professional Learning Suites.

#### **Kate Weight 3/07/2023**

After working at Methodist Ladies' College, Kate joined AISWA as an Inclusive Education Consultant in January 2021. During her 2.5 years on the IE team, Kate provided support, consultation, and training to schools in the area of NCCD, documented plans, funding and neurodiversity as well as undertaking classroom observations to provide resources and strategies for teachers and education assistants supporting students with disability.

# Financial Statements 2023





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**Financial Statements**

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## Statement by Members of the Board

### In the opinion of the Board:

1. the financial statements and notes as set out on pages 42 to 65 are in accordance with the Industrial Relations Act 1979 and the Australian Charities and Not-for-Profits Commission Act 2012, including:
  - (a) Giving a true and fair view of the financial position of Association of Independent Schools of Western Australia (Inc) ("the Association") as at 31 December 2023 and its performance for the year ended on that date; and
  - (b) Complying with Australian Accounting Standards – Simplified Disclosures, the Industrial Relations Act 1979 and the Australian Charities and Not-for-Profits Commission Regulations 2022; and
2. At the date of this statement, there are reasonable grounds to believe that the Association will be able to pay its debts as and when they fall due and payable.

This statement is made in accordance with subsection 60.15(2) of the *Australian Charities and Not-for-profits Commission Regulations 2022* and is signed for and on behalf of the Board by:



DATED THIS 9TH DAY OF MAY 2024

**Mr Mike Smith**  
ACTING CHAIR

**Mr Chris Massey**  
EXECUTIVE DIRECTOR

## Auditor's independence declaration to the board of Association of Independent Schools of Western Australia (Inc)



Ernst & Young  
11 Mounts Bay Road  
Perth WA 6000 Australia  
GPO Box M939 Perth WA 6843

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Fax: +61 8 9429 2436  
ey.com/au

### Auditor's independence declaration to the board of Association of Independent Schools of Western Australia (Inc)

In relation to our audit of the financial report of Association of Independent Schools of Western Australia (Inc) for the financial year ended 31 December 2023, and in accordance with the requirements of Subdivision 60-C of the *Australian Charities and Not-for-profits Commission Act 2012* and Section 80 of the *Associations Incorporation Act 2015*, to the best of my knowledge and belief, there have been:

- a. No contraventions of the auditor independence requirements of any applicable code of professional conduct; and
- b. No non-audit services provided that contravene any applicable code of professional conduct.

A handwritten signature in black ink, appearing to read 'Ernst &amp; Young', is positioned above the printed name.

Ernst & Young

A handwritten signature in black ink, appearing to read 'Sarang Halai', is positioned above the printed name.

Sarang Halai  
Partner  
9 May 2024

## Independent auditor's report to the members of Association of Independent Schools of Western Australia (Inc)



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### Independent auditor's report to the members of Association of Independent Schools of Western Australia (Inc)

#### Opinion

We have audited the financial report of the Association of Independent Schools of Western Australia (Inc) ("the Association"), which comprises the statement of financial position as at 31 December 2023, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements, including material accounting policy information, and the statement by the members of the Board.

In our opinion, the accompanying financial report of the Association is in accordance with the *Industrial Relations Act 1979* and the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- a. Giving a true and fair view of the Association's financial position as at 31 December 2023 and of its financial performance for the year ended on that date; and
- b. Complying with Australian Accounting Standards - Simplified Disclosures and the *Australian Charities and Not-for-profits Commission Regulations 2022*.

#### 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 (including Independence Standards)* (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.

#### Information other than the financial report and auditor's report thereon

The Board of the Association is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial report and our auditor's report thereon.

Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated.



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If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### **Responsibilities of the Board for the financial report**

The Board of the Association is responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards - Simplified Disclosures, the *Industrial Relations Act 1979* and *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 financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

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

#### **Auditor's responsibilities for the audit of the financial report**

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

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

- ▶ Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ▶ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- ▶ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.



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- ▶ Conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- ▶ Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

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

Ernst & Young

Sarang Halai  
Partner  
Perth  
9 May 2024





# Statement of Profit or Loss and Other Comprehensive Income

FOR THE YEAR ENDED 31 DECEMBER 2023

	Note	2023 \$	2022 \$
Revenue	4	30,289,087	24,336,987
Grants payment to schools		(13,274,572)	(10,049,971)
Program expenses		(3,893,168)	(3,181,285)
Staff costs		(9,199,758)	(8,625,832)
Event costs		(133,950)	(107,038)
Operating costs		(285,770)	(132,482)
Information Technology costs		(272,587)	(310,951)
Overhead costs		(1,910,602)	(1,944,703)
Net fair value losses on financial assets at fair value		-	(2,894)
<b>Surplus/(Deficit) from ordinary activities before income tax</b>		<b>1,318,680</b>	<b>(18,169)</b>
Income tax expense	2(d)	-	-
<b>Surplus/(Deficit) from ordinary activities after income tax</b>		<b>1,318,680</b>	<b>(18,169)</b>
<b>Other comprehensive income:</b>			
Other comprehensive income for the year		-	-
<b>Total comprehensive surplus/(deficit) for the year</b>		<b>1,318,680</b>	<b>(18,169)</b>

# Statement of Financial Position

AS AT 31 DECEMBER 2023

	Note	2023 \$	2022 \$
<b>ASSETS</b>			
CURRENT ASSETS			
Cash and cash equivalents	5	7,636,601	9,467,942
Trade and other receivables	6	15,488,850	15,253,961
Inventories		22,010	22,626
Other assets	7	5,574	67,936
<b>TOTAL CURRENT ASSETS</b>		<b>23,153,035</b>	<b>24,812,464</b>
NON-CURRENT ASSETS			
Financial assets at fair value	21	3,233,115	295,107
Property, plant and equipment	8	6,660,094	6,906,312
Right of use assets	9	120,727	98,092
<b>TOTAL NON-CURRENT ASSETS</b>		<b>10,013,936</b>	<b>7,299,511</b>
<b>TOTAL ASSETS</b>		<b>33,166,971</b>	<b>32,111,975</b>
<b>LIABILITIES</b>			
CURRENT LIABILITIES			
Trade and other payables	10	1,114,581	921,513
Other liabilities	11	10,121,557	10,625,983
Employee benefits	12	1,403,862	1,413,214
Lease liabilities	13	64,258	60,609
<b>TOTAL CURRENT LIABILITIES</b>		<b>12,704,258</b>	<b>13,021,319</b>
NON-CURRENT LIABILITIES			
Employee benefits	12	122,833	85,478
Lease liabilities	13	58,916	42,894
<b>TOTAL NON-CURRENT LIABILITIES</b>		<b>181,749</b>	<b>128,371</b>
<b>TOTAL LIABILITIES</b>		<b>12,886,007</b>	<b>13,149,691</b>
<b>NET ASSETS</b>		<b>20,280,964</b>	<b>18,962,284</b>
<b>EQUITY</b>			
Accumulated funds		20,280,964	18,962,284
<b>TOTAL EQUITY</b>		<b>20,280,964</b>	<b>18,962,284</b>



# Statement of Changes in Equity

FOR THE YEAR ENDED 31 DECEMBER 2023

2023	Accumulated funds
	\$
<b>Balance at 1 January 2023</b>	18,962,284
Surplus for the year	1,318,680
Other comprehensive income	-
<b>Balance at 31 December 2023</b>	<b>20,280,964</b>
<hr/>	
<b>2022</b>	
<b>Balance at 1 January 2022</b>	18,980,453
Deficit for the year	(18,169)
Other comprehensive income	-
<b>Balance at 31 December 2022</b>	<b>18,962,284</b>

# Statement of Cash Flows

FOR THE YEAR ENDED 31 DECEMBER 2023

	Note	2023 \$	2022 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>			
Receipts from government funding, subscriptions, and other income	4, 6	29,018,441	24,159,456
Payments to suppliers, employees and schools		(28,648,874)	(23,577,600)
Interest received		723,200	168,794
Finance costs		(12,412)	(12,598)
Net cash provided by operating activities	14(b)	<b>1,080,355</b>	<b>738,052</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>			
Purchase of financial assets		(2,745,963)	(298,001)
Proceeds from investments		60,000	-
Purchase of property, plant and equipment		(116,823)	(609,043)
Net cash used in investing activities		<b>(2,802,786)</b>	<b>(907,044)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>			
Payment of lease liabilities	13	(108,910)	(92,758)
Net cash used in financing activities		<b>(108,910)</b>	<b>(92,758)</b>
Net (decrease)/increase in cash and cash equivalents held		(1,831,341)	(261,750)
Cash and cash equivalents at beginning of year		9,467,942	9,729,692
Cash and cash equivalents at end of financial year	14(a)	<b>7,636,601</b>	<b>9,467,942</b>



# Notes to the Financial Statements

FOR THE YEAR ENDED 31 DECEMBER 2023

## 1 Basis of Preparation

The financial statements of the Association of Independent Schools of Western Australia (Inc) ("the Association") for the year ended 31 December 2023 were authorised for issue in accordance with a resolution of the directors on 9 May 2024.

The principal activities of the Association during the year were to provide a broad range of professional, advocacy and support services to the independent school sector in Western Australia to promote excellence in independent schools.

The Association applies Australian Accounting Standards - Simplified Disclosures as set of in *AASB 1053: Application of Tiers of Australian Accounting Standards*. The financial statements are general purpose financial statements that have been prepared in accordance with Australian Accounting Standards - Simplified Disclosures, the *Industrial Relations Act 1979 and the Australian Charities and Not-for-profits Commission Act 2012*. The Association is a not-for-profit entity for financial reporting purposes under Australian Accounting Standards.

The Association's accounting policies adopted are in accordance with Australian Accounting Standards – Simplified Disclosures and result in the financial statements containing relevant and reliable information about transactions, events and conditions. Material accounting policies adopted in the preparation of these financial statements are presented below and have been consistently applied, unless stated otherwise. The financial statements, except for the cash flow information, have been prepared on an accrual basis. The financial statements have been prepared on a historical cost basis, except for investment in equity funds that have been measured at fair value. The amounts presented in the financial statements are presented in Australian dollars and have been rounded to the nearest dollar.

## 2 Summary of Significant Accounting Policies

### (a) Revenue from contracts with customers

*AASB 15 Revenue from contracts with customers* ("AASB 15") applies the core principle that revenue is recognised when control of the goods or services is transferred to the customer at an amount that reflects the consideration which the entity expects to be entitled in exchange for those goods or services.

#### *Recognition of revenue*

The Association obtains grants from the government and generates revenue from other services provided to independent schools across Western Australia, which includes events, running of programs and subscriptions.

Revenue is recognised as follows:

- Events and program income – revenue is recognised at the point in time, when the event is hosted, or the program has been delivered.
- Management fees, recoveries and subscriptions – revenue is recognised as the service is performed. The measurement of progress in satisfying the performance obligation is based on the passage of time.
- Grant income - revenue is recognised over the time as the service of administering the grants is performed.
- Interest is recognised using the effective interest method, which for floating rate financial assets is the rate inherent in the instrument.

All revenue is stated net of the amount of goods and services tax (GST).

**(b) Leases***Right-of-use assets*

The Association recognises right-of-use assets at the commencement date of the lease (i.e., the date the underlying asset is available for use). Right-of-use assets are measured at cost, less any accumulated depreciation and impairment losses, and adjusted for any remeasurement of lease liabilities. The cost of right-of-use assets includes the amount of lease liabilities recognised, initial direct costs incurred, and lease payments made at or before the commencement date less any lease incentives received. Right-of-use assets are subject to impairment.

Unless the Association is reasonably certain to obtain ownership of the leased asset at the end of the lease term, the recognised right-of-use assets are depreciated on a straight-line basis over the shorter of the lease term and its estimated useful life as follows:

- Equipment 20% per annum
- Motor Vehicles 25% – 33% per annum

*Lease liabilities*

At the commencement date of the lease, the Association recognises lease liabilities measured at the present value of lease payments to be made over the lease term. The lease payments include fixed payments (including in-substance fixed payments) less any lease incentives receivable, variable lease payments that depend on an index or a rate, and amounts expected to be paid under residual value guarantees. The lease payments also include the exercise price of a purchase option reasonably certain to be exercised by the Association and payments of penalties for terminating a lease, if the lease term reflects the Association exercising the option to terminate.

The variable lease payments that do not depend on an index or a rate are recognised as expense in the period on which the event or condition that triggers the payment occurs.

In calculating the present value of lease payments, the Association uses its incremental borrowing rate of 5% (2022: 5%) at the lease commencement date because the interest rate implicit in the lease is not readily determinable. After the commencement date, the amount of lease liabilities is increased to reflect the accretion of interest and reduced for the lease payments made. In addition, the carrying amount of lease liabilities is remeasured if there is a modification, a change in the lease term, a change in the lease payments (e.g., changes to future payments resulting from a change in an index or rate used to determine such lease payments) or a change in the assessment of an option to purchase the underlying asset.

The Association applies the short-term lease recognition exemption to its short-term leases of machinery and equipment (i.e., those leases that have a lease term of 12 months or less from the commencement date and do not contain a purchase option). It also applies the lease of low-value assets recognition exemption to leases of office equipment that are considered to be low value. Lease payments on short-term leases and leases of low-value assets are recognised as expense on a straight-line basis over the lease term.

**(c) Financial instruments****Financial assets***Initial recognition and measurement*

Financial assets are classified, at initial recognition, and subsequently measured at amortised cost or at fair value through profit or loss.

The classification of financial assets at initial recognition depends on the financial asset's contractual cash flow characteristics and the Association's business model for managing them.



In order for a financial asset to be classified and measured at amortised cost, it needs to give rise to cash flows that are 'solely payments of principal and interest ("SPPI")' on the principal amount outstanding. This assessment is referred to as the SPPI test and is performed at an instrument level. Financial assets with cash flows that are not SPPI are classified and measured at fair value through profit or loss, irrespective of the business model.

#### *Subsequent measurement*

For purposes of subsequent measurement, financial assets are classified as financial assets at amortised cost or financial assets at fair value through profit and loss. Financial assets at amortised cost are subsequently measured using the effective interest (EIR) method and are subject to impairment. Gains and losses are recognised in profit or loss when the asset is derecognised, modified or impaired. Financial assets at fair value through profit and loss are carried in the statement of financial position at fair value with net changes in fair value recognised in the statement of profit or loss.

The Association's financial assets at amortised cost include trade receivables.

#### *Impairment*

The Association applies a simplified approach in calculating expected credit losses (ECL) for financial assets carried at amortised cost. Therefore, the Association does not track changes in credit risk, but instead recognises a loss allowance based on lifetime ECLs at each reporting date. The Association has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment.

#### *Derecognition*

A financial asset is derecognised when the rights to receive cash flows from the asset have expired or have been transferred.

## **Financial liabilities**

### *Initial recognition and measurement*

Financial liabilities are classified, at initial recognition, as financial liabilities at amortised cost or financial liabilities at fair value through profit or loss, as appropriate. All financial liabilities are recognised initially at fair value and, in the case of loans and borrowings and payables, net of directly attributable transaction costs. The Association's financial liabilities include trade and other payables.

### *Subsequent measurement*

For purposes of subsequent measurement, the Association's financial liabilities are classified as financial liabilities at amortised cost. This is the category most relevant to the Association. After initial recognition, liabilities are subsequently measured at amortised cost using the EIR method. Gains and losses are recognised in profit or loss when the liabilities are derecognised as well as through the EIR amortisation process. Amortised cost is calculated by taking into account any discount or premium on acquisition and fees or costs that are an integral part of the EIR. The EIR amortisation is included as finance costs in the profit or loss.

### *Derecognition*

A financial liability is derecognised when the obligation under the liability is transferred, discharged, cancelled or expires. When an existing financial liability is replaced by another from the same lender on substantially different terms, or the terms of an existing liability are substantially modified, such an exchange or modification is treated as the derecognition of the original liability and the recognition of a new liability. The difference in the respective carrying amounts is recognised in the profit or loss.

**(d) Income Tax**

The Association is exempt from income tax under Division 50-15 (item 3.1) of the *Income Tax Assessment Act 1997*.

**(e) Property, plant and equipment**

Each class of property, plant and equipment is carried at cost less, where applicable, any accumulated depreciation and impairment losses.

*Land and buildings*

Freehold land and buildings are brought to account at cost less any accumulated depreciation and impairment losses. Freehold land is not depreciated.

Buildings are depreciated over the estimated useful life of the buildings to the Association.

*Plant and equipment*

Plant and equipment are measured on the cost basis less accumulated depreciation and any accumulated impairment losses. All other repairs and maintenance is recognised as expenses in profit or loss during the financial year in which they are incurred.

**Depreciation**

Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the asset's useful life to the Association, commencing when the asset is ready for use.

The depreciation rates used for each class of depreciable asset are shown below:

<b>Fixed asset class</b>	<b>Depreciation rate</b>
Buildings	2.5% - 5% per annum
Office Equipment	20% - 33% per annum

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at each reporting period.

Gains and losses on disposals are determined by comparing proceeds with the carrying amount. These gains and losses are recognised in profit or loss in the period in which they occur.

**(f) Employee benefits***(i) Short-term employee benefits*

Provision is made for the Association's obligation for short-term employee benefits. Short-term employee benefits are benefits (other than termination benefits) that are expected to be settled within 12 months after the end of the annual reporting period in which the employees render the related service. Short-term employee benefits are measured at the amounts expected to be paid when the obligation is settled.

Contributions are made by the Association to employee nominated superannuation funds and are charged as expenses when incurred.

*(ii) Long-term employee benefits*

The Association classifies employees' long service leave and annual leave entitlements due in more than 12 months' time as other long-term employee benefits as they are not expected to be settled wholly within 12 months after the end of the annual reporting period in which the employees render the related service. Provision is made for the Association's obligation for other long-term employee benefits, which are measured at the present value of the expected future payments to be made to employees. Expected future payments incorporate anticipated future wage and salary levels, durations of service and employee departures, and are discounted at rates determined by reference to market yields at the end of the reporting period on corporate bonds that have maturity dates that approximate the terms of the obligations.





Upon the remeasurement of obligations for other long term employee benefits, the net change in the obligation is recognised in profit or loss classified under employee benefits expense.

The Association's obligations for long-term employee benefits are presented as non-current liabilities in its statement of financial position, except where the Association does not have an unconditional right to defer settlement for at least 12 months after the end of the reporting period, in which case the obligations are presented as current liabilities.

#### **(g) Cash and cash equivalents**

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

#### **(h) Goods and services tax (GST)**

Revenue, expenses and assets are recognised net of the amount of goods and services tax ("GST"), except where the amount of GST incurred is not recoverable from the Australian Taxation Office ("ATO").

Receivables and payables, are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the ATO is included with other receivables or payables in the statement of financial position.

Cash flows in the statement of cash flows are included on a gross basis and the GST component of cash flows arising from investing and financing activities which is recoverable from, or payable to, the ATO are presented as operating cash flows included in receipts from customers or payments to suppliers.

#### **(i) Comparative figures**

When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year.

### **3 Critical Accounting Estimates and Judgments**

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets, liabilities, income and expenses. The estimated and associated assumptions are based on historical experience and other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgements. Actual results may differ from estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period or in the period of the revision and future periods if the revision affects both current and future periods.

#### ***Key judgements - provision for employee benefits***

Provisions for employee benefits payable after 12 months from the reporting date are based on future wage and salary levels, periods of service and market yields of corporate bonds as discussed in Note 2(f).

The amount of these provisions would change should any of these factors change in the next 12 months.

## 4 Revenue

	2023	2022
	\$	\$
<i>Operating activities (Revenue from Contracts with Customers):</i>		
- Event income	553,453	288,878
- Grant income	22,130,608	17,775,287
- Management fees and recoveries	847,804	704,545
- Program income	2,621,446	2,501,672
- Subscriptions	3,020,685	2,809,455
- Other operating income	339,798	88,355
	<b>29,513,794</b>	<b>24,168,192</b>
<i>Non-operating activities:</i>		
- Profit on disposal of property, plant and equipment	-	-
- Interest income	775,293	168,794
	<b>30,289,087</b>	<b>24,336,987</b>
<b>Total Revenue</b>	<b>30,289,087</b>	<b>24,336,987</b>



## 5 Cash and Equivalents

	Note	2023 \$	2022 \$
Cash at bank		2,636,539	1,762,116
Short-term deposits		5,000,062	7,705,826
	14(a)	<b>7,636,601</b>	<b>9,467,942</b>

Cash at bank earns interest at floating rates based on daily bank deposit rates. Short-term deposits are made for varying periods of between one day and three months, depending on the immediate cash requirements of the Association, and earn interest at the respective short-term deposit rates.

## 6 Trade and Other Receivables

	Note	2023 \$	2022 \$
<b>CURRENT</b>			
Trade Receivables		376,902	122,891
Other Receivables		111,948	71,070
Term deposits		15,000,000	15,060,000
		<b>15,488,850</b>	<b>15,253,961</b>

### Provision for expected credit losses

Current trade receivables are generally on 30-day terms. These receivables are assessed for recoverability and a provision for expected credit losses using a simplified approach is recognised where there is objective evidence that an individual trade receivable is impaired. The Board believes that all receivables are recoverable. Accordingly, no expected credit loss for impairment of trade or other receivables has been made as at 31 December 2023 (2022: Nil).

All of the outstanding trade and other receivables as at 31 December 2023 and 2022 are measured at amortised cost.

## 7 Other Assets

	Note	2023	2022
		\$	\$
<b>CURRENT</b>			
Prepayments		5,574	67,936
		<b>5,574</b>	<b>67,936</b>

## 8 Property, plant and equipment

		2023	2022
		\$	\$
<b>LAND AND BUILDINGS</b>			
Freehold land at cost			
Land		1,883,632	1,883,632
Total Land		<b>1,883,632</b>	<b>1,883,632</b>
Buildings at cost			
Buildings at cost		7,028,051	6,999,411
Accumulated depreciation		(2,589,840)	(2,369,745)
Total buildings		<b>4,438,211</b>	<b>4,629,666</b>
Total land and buildings		<b>6,321,843</b>	<b>6,513,298</b>
<b>PLANT AND EQUIPMENT</b>			
Furniture and office equipment at cost			
Furniture and office equipment at cost		951,976	863,793
Accumulated depreciation		(613,725)	(470,780)
Total furniture and office equipment		<b>338,251</b>	<b>393,014</b>
<b>Total property, plant and equipment</b>		<b>6,660,094</b>	<b>6,906,312</b>



## 8 Property, plant and equipment (continued)

### (a) Movements in Carrying Amounts

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial year:

	Land	Buildings	Furniture and Office Equipment	Total
	\$	\$	\$	\$
<b>Year ended 31 December 2023</b>				
Balance at the beginning of year	1,883,632	4,629,666	393,014	6,906,312
Additions	-	28,639	88,183	116,822
Depreciation expense	-	(220,094)	(142,946)	(363,040)
<b>Balance at the end of the year</b>	<b>1,883,632</b>	<b>4,438,211</b>	<b>338,251</b>	<b>6,660,094</b>

## 9 Right of use assets

	2023	2022
	\$	\$
<b>EQUIPMENT</b>		
Equipment at cost	165,222	451,781
Accumulated depreciation	(79,217)	(356,078)
Total equipment	<b>86,005</b>	<b>95,703</b>
<b>MOTOR VEHICLES</b>		
Motor Vehicles at cost	73,697	79,835
Accumulated depreciation	(38,975)	(77,445)
Total motor vehicles	<b>34,722</b>	<b>2,389</b>
<b>Total right of use assets</b>	<b>120,727</b>	<b>98,092</b>

## 9 Right of use assets (continued)

### (a) Movements in Carrying Amounts

Movement in the carrying amounts for each class right-of-use assets between the beginning and the end of the current financial year:

	Equipment	Motor Vehicles	Total
	\$	\$	\$
<b>Year ended 31 December 2023</b>			
Balance at the beginning of year	95,703	2,389	98,092
Additions	51,383	73,697	125,080
Depreciation expense	(61,081)	(41,364)	(102,445)
<b>Balance at the end of the year</b>	<b>86,005</b>	<b>34,722</b>	<b>120,727</b>

## 10 Trade and Other Payables

	2023	2022
	\$	\$
<b>CURRENT</b>		
Trade payables	917,132	810,085
GST and PAYG payable	(1,808)	79,518
Other payables	199,257	31,910
	<b>1,114,581</b>	<b>921,513</b>

All of the outstanding trade and other payables as at 31 December 2023 and 2022 are measured at amortised cost.

## 11 Other Liabilities

	2023	2022
	\$	\$
<b>CURRENT</b>		
Grant funds unexpended	10,121,557	10,625,983
	<b>10,121,557</b>	<b>10,625,983</b>



## 12 Employee Benefits

	2023	2022
<b>CURRENT</b>		
Provision for annual leave	661,887	594,400
Provision for long service leave	741,975	818,815
	<b>1,403,862</b>	<b>1,413,214</b>
<b>NON-CURRENT</b>		
Provision for long service leave	<b>122,833</b>	<b>85,478</b>

### (a) Provision for employee benefits

Provision for employee benefits represents amounts accrued for annual leave and long service leave.

The current portion for this provision includes the total amount accrued for annual leave entitlements and the amounts accrued for long service leave entitlements that have vested due to employees having completed the required period of service. Based on past experience, the Association does not expect the full amount of annual leave and long service leave balances classified as current liabilities to be settled within the next 12 months.

However, these amounts must be classified as current liabilities since the Association does not have an unconditional right to defer the settlement of these amounts in the event employees wish to use their leave entitlement.

The non-current portion for this provision includes amounts accrued for long service leave entitlements that have not yet vested in relation to those employees who have not yet completed the required period of service.

In calculating the present value of future cash flows in respect of long service leave, the probability of long service leave being taken is based upon historical data. The measurement and recognition criteria for employee benefits have been discussed in Note 2(f).

### 13 Lease liabilities

	<b>2023</b>	<b>2022</b>
	<b>\$</b>	<b>\$</b>
<b>As at 1 January</b>	103,503	196,265
<b>Accretion of interest</b>	12,412	7,605
<b>Additions</b>	125,080	-
<b>Payments</b>	(117,821)	(100,367)
<b>As at 31 December</b>	<b>123,174</b>	<b>103,503</b>
CURRENT	<b>64,258</b>	<b>60,609</b>
NON-CURRENT	<b>58,916</b>	<b>42,894</b>





## 14 Cash Flow Information

	2023	2022
	\$	\$
<b>(a) Reconciliation of cash</b>		
Cash at the end of the financial year as shown in the statement of cash flows is reconciled to items in the statement of financial position as follows:		
Cash and cash equivalents	7,636,601	9,467,942
<b>(b) Reconciliation of result for the year to cashflows from operating activities</b>		
Reconciliation of surplus from ordinary activities after income tax to net cash provided by operating activities:		
Surplus/(Deficit) for the year	1,318,680	(18,169)
Cash flows excluded from net operating surplus attributable to operating activities		
Non-cash flows in operating deficit:		
- net (gain)/loss on financial assets at fair value	(192,045)	2,894
- depreciation expense	468,986	512,112
- finance costs	-	12,598
Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	(294,889)	(8,736)
- (increase)/decrease in prepayments	62,362	35,254
- (increase)/decrease in inventories	616	(127)
- increase/(decrease) in trade and other payables and provisions	221,071	(178,529)
- increase/(decrease) in unexpended grants	(504,426)	380,755
Cash flows provided by operating activities	<b>1,080,355</b>	<b>738,052</b>

## 15 Financial Risk Management

The Association's financial instruments consist mainly of deposits with banks, short term investments, trade receivables, financial assets at fair value, leases, and payables. The total for each category of financial instruments, measured in accordance with the accounting policies to these financial statements, is as follows:

	Note	2023 \$	2022 \$
<b>Financial assets</b>			
Cash and cash equivalents	5	7,636,601	9,467,942
Financial Assets at fair value	21	3,233,115	295,107
Receivables	6	15,488,850	15,253,961
<b>Total financial assets</b>		<b>26,358,566</b>	<b>25,017,010</b>
<b>Financial liabilities</b>			
Trade and other payables	10	1,114,581	921,513
Lease liabilities	13	123,174	103,503
<b>Total financial liabilities</b>		<b>1,237,755</b>	<b>1,025,016</b>

## 16 Related Party Transaction

### (a) Transactions with related parties

The Association received support fees of \$166,222 (2022: \$127,721) and recovery of costs of \$144,547 (2022: \$82,414) from AISWA Capital Grants Association for management and accounting services provided during the year for a total transaction cost of \$310,769 (2022: \$210,135).

### (b) Remuneration of officers

No remuneration is paid to the Board members of the Association (2022: Nil).



## 17 Key Management Personnel Compensation

During the year, the amounts paid as compensation to key management personnel including superannuation amounted to \$884,157 (2022: \$818,425)

## 18 Events Occurring After the Reporting Date

The financial statements were authorised for issue on 9th May 2024 by the Board of Directors.

No matters or circumstances have arisen since the end of the financial year which significantly affected or could significantly affect the operations of the Association, the results of those operations, or the state of affairs of the Association in future financial years.

## 19 Statutory Information

The principal place of business is: Suite 3, 41 Walters Drive, Osborne Park WA 6017

## 20 Auditor's remuneration

	2023	2022
	\$	\$
Fees to Ernst & Young (Australia)	58,893	42,848

## 21 Financial assets at fair value through profit and loss

Investments in equity funds	3,233,115	295,107
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Fair values of these investments are determined by reference to published prices of the respective funds.

**ASSOCIATION of INDEPENDENT SCHOOLS of WESTERN AUSTRALIA**

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