



# **2021 Annual Report and Financial Statements**

**Association of Independent Schools of Western Australia Inc**  
[www.ais.wa.edu.au](http://www.ais.wa.edu.au)

# Table of Contents

Introduction and Strategic Framework.....	4
Strategic Framework – Implementation.....	6
Office Bearers.....	8
Chair of the Board of AISWA.....	8
ISA Delegate.....	8
Seal Holders.....	8
Executive Director.....	8
Deputy Director.....	8
Auditors.....	8
AISWA Executive Committee Membership.....	9
Board of AISWA.....	9
Education Policy Consultative Committee.....	9
Legal and Governance Consultative Committee.....	10
Executive Summary.....	11
AISWA 2021.....	13
AISWA Meetings.....	13
Representation.....	13
Interest Groups.....	15
Contacts.....	16
Support for Member Schools.....	16
Membership Changes.....	17
Membership Fees.....	17
State Issues.....	18
School Curriculum and Standards Authority (SCSA).....	18
Mandatory Reporting.....	18
Teacher Registration Board of Western Australia (TRBWA).....	18
Department of Education (DoE).....	18
National Issues.....	19
Federal Government.....	19
Independent Schools Australia (ISA).....	19
Boards.....	19
Assessment and Reporting.....	19

Professional Learning and School Leadership .....	19
Curriculum .....	19
Funding.....	20
Federal.....	20
State.....	20
2022 State Per Capita Grants .....	20
Aboriginal Independent Community Schools (AICS) .....	21
AISWA School Psychology Service (ASPS) and CARE Schools Clinical Psychology Team .....	22
AISWA Technology.....	23
Early Childhood .....	24
Future Footprints Program .....	25
Inclusive Education (IE) .....	26
Industrial and Workplace Relations .....	27
Literacy .....	28
Numeracy .....	29
School Leadership and Teaching Quality .....	30
Teaching and Learning .....	31
Statistics .....	32
AISWA Member Schools 2021 .....	33
AISWA Affiliate Members 2021 .....	34
2021 Audited Financial Statements.....	35
2022 AISWA Membership Fees .....	61

## Introduction and Strategic Framework

The Association of Independent Schools of Western Australia is the peak body representing Independent Schools in Western Australia. It has 162 member schools that enrol over 89,000 students (as at August 2021 School Census); accounting for over 16% of Western Australian school enrolments.

As a sector, Independent schools are diverse in nature. They provide for students of all abilities and all social and ethnic backgrounds. They provide quality schooling for a wide range of communities, including some of Western Australia's most remote and disadvantaged Indigenous communities, communities in regional towns and diverse communities in Perth.

Many member schools espouse a religious or values-based education, while others promote a particular educational philosophy. They are all registered through the Office of Non-Government Education. Member schools of the Association are not-for-profit and are governed independently.



*Strength through diversity*

## AISWA Strategic Framework



### Purpose

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Supporting and serving our Independent Schools and their communities to be the best they can be.

### Our Core Values

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- **Service**
- **Stewardship**
- **Equity**

### Statement of Intent

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The provision of professional services and advice to promote excellence in Independent Schools, through:

- Effective representation and advocacy for the Independent School sector;
- Promoting the independence of schools and protect their autonomy in ways that contribute to the diversity of educational options for students;
- Maintaining strong relationships with the other education sectors and other education stakeholders;
- Supporting schools in their mission through fostering sound leadership and good governance; and
- Building partnerships between schools.

# Strategic Framework – Implementation

The provision of professional services and advice to promote excellence in Independent Schools, through:

## **Effective representation and advocacy for the Independent School sector**

**Communicate our purpose and role to members, governments, stakeholders, and the wider community.**

- Communicate our role and purpose to members through conferences, information sessions and ongoing regular communication.
- Strengthen our relationship with the State and Federal Ministers for Education and relevant opposition party personnel.
- Maintain a strong relationship with the other education sectors and other education stakeholders.

**Effectively represent and be an advocate for the Independent sector.**

- Ensure decision makers at all levels understand the Independent sector and include the sector in consultations and requests for advice.
- Proactively ensure governments and the broader community understand the contribution Independent schools make to society and the economy, and the savings Independent schools provide to the broader community.
- Represent the interests of Independent schools effectively in all forums.

## **Promoting the independence of schools and protect their autonomy in ways that contribute to the diversity of educational options for students**

**Promote the independence of schools and protect their autonomy in ways that contribute to the diversity of education options for students.**

- Ensure all stakeholders understand the diversity of schools in the Independent sector and value the contribution schools make to the rich fabric of our society and the economy.

## **Maintaining strong relationships with the other education sectors and other education stakeholders**

**Be an active player in the education agenda at the state and national levels.**

- Participate in state and national forums and consultations to ensure the interests of the Independent sector are considered during policy planning and decision-making.
- Communicate with (not for) State and Federal government ministers and bureaucracies to be pro-active in raising issues that impact member schools.
- Partner with other education groups (e.g. universities) to enhance our level of service to members.

## **Supporting schools in their mission through fostering sound leadership and good governance**

**Provide high quality services that support excellence in Independent schools and their school communities.**

- Ensure schools are fully informed of emerging issues and changing policy directions so they can plan to ensure excellence.
- Work with schools to identify what services will assist them in raising their service to their school community.
- Continue to enhance the support AISWA provides schools to meet compliance and registration requirements.
- Continue to engage external expertise to ensure members receive the highest quality service.

**Establish high levels of engagement from members, interest groups and system authorities within the Independent sector.**

- Provide a level of service to members which they find useful, meets their needs, and enables them to effectively and efficiently fulfil their role.
- Meet with the system authorities within the sector on a regular basis and assist them meet their members' needs.

**Support schools in their mission through fostering good leadership and governance.**

- Provide ongoing support to school governors through conferences and seminars.
- Develop links with universities to provide ongoing professional development for leaders and aspiring school leaders.

## **Building partnerships between schools**

**Develop unity among the schools in the Independent sector and establish partnerships with governments and non-government organisations for the benefit of schools and the young people in their care.**

- Continue to build partnerships between schools, sectors, and other educational institutions for the benefit of member schools.

## Office Bearers

### Chair of the Board of AISWA

Dr Alec O'Connell, Scotch College

### ISA Delegate

Dr Alec O'Connell, Chair of the Board

### Seal Holders

Dr Alec O'Connell, Chair of the Board

Mr Mike Smith, Board Member, Quinns Baptist College

Ms Valerie Gould, Executive Director

Mr Ron Gorman, Deputy Director

### Executive Director

Ms Valerie Gould

### Deputy Director

Mr Ron Gorman

### Auditors

EY, Chartered Accountants, West Perth



# AISWA Executive Committee Membership

## Board of AISWA

Dr Alec O'Connell (Chair), Scotch College

Mr Ian Curlewis, John Septimus Roe Anglican Community School

Mrs Anne Dunstan, Guildford Grammar School

Ms Anne Ford, John Wollaston Anglican Community School

Dr Marie Perry, Methodist Ladies' College

Dr Susan Roberts, Tranby College

Mr Geoff Searle, Wesley College

Mr Dave Stevens, Providence Christian College

Ms Valerie Gould, AISWA (*ex-officio member*)

## Education Policy Consultative Committee

Dr Marie Perry (Chair), Methodist Ladies' College

Ms Christine Crump, Swan Christian College

Mrs Shelley Forbes, Alta-1 College

Mr Mathew Irving, Wesley College

Ms Kathleen Lacey, Carey Baptist College

Ms Valerie Gould, AISWA

## Legal and Governance Consultative Committee

Mr Dave Stevens (Chair), Providence Christian College

Ms Kelly Hourston, SEDA College

Mr Gary Mack, All Saints College

Mr Scott Puzey, Swan Christian College

Dr Susan Roberts, Tranby College

Ms Valerie Gould, AISWA

## Executive Summary

2021 proved to be another disrupted year, even though Western Australia was much better off than our Eastern States colleagues. The year started with a lockdown due to COVID-19 for the first week of the school year, then there was a second lockdown early in Term II and a third lockdown during the last week of Term II. The third lockdown resulted in the cancelling of Country Week on the Sunday morning when many schools were already in transit to Perth for the week-long sporting competition.

As in 2020, AISWA was still able to support schools and staff in a range of forms and 2021 did see a big increase in face-to-face meetings and professional learning opportunities. A number of organisations have had to bring presenters in online due to the WA borders being closed but that worked well, and we all made the best of difficult circumstances. It was great to be able to run AISWA's Briefing the Board Conference at the end of March and it proved to be our largest turnout ever. We were also able to run our Aboriginal Schools Governance Conference in March, and our Broome Conference for the Aboriginal Schools in April. All of those had been cancelled in 2020.

In October 2021, the Minister for Health, the Hon Roger Cook, announced mandatory vaccinations for all school staff and regular school visitors from the start of Term 1, 2022. This announcement has proved quite a challenge for many schools with staff refusing to be vaccinated and thus not able to work in the school next year. This has made planning for 2022 quite difficult for some schools as teachers were already in short supply due to the WA border restrictions and the uncertainty about how many staff will not get vaccinated.

All schools will be funded by the Federal Government using the Direct Measure of Income (DMI) Capacity to Contribute (CTC) from 2022 with schools transitioning up to 80% of the Schooling Resource Standard by 2023 or, if transitioning down to 80%, by 2029. At the same time funding from the State Government will continue to decrease until 2023 when the State contribution to the Schooling Resource Standard reduces to 20%.

AISWA continued to work with the Commonwealth Government on refinements to the new funding model and on the agreement for the Choice and Affordability Fund (CAF) which commenced in July 2020. The CAF is designed, in part, to assist schools negatively impacted by the shift to DMI SES in 2022 and to support schools in a number of other Government priorities. During the year we have worked with schools negatively impacted to a large extent by the shift to DMI CTC as part of the CAF project. Other CAF activities included a series of school marketing webinars, a project with NoTosh and six schools that had expressed interest in being part of that, projects targeting educationally disadvantaged students, and increasing support for student health and wellbeing.

During the year, we have worked closely with the State Minister for Education, the Hon Susan Ellery MLC, the Department of Education (DoE), the School Curriculum and Standards Authority (SCSA), and Catholic Education Western Australia (CEWA) for the benefit of all Western Australian students.

In 2021, AISWA continued to provide services to schools funded partly through the Non-Government Representative Body Reform Fund.

Through the Non-Government Representative Body Reform Fund and the provision of various state grants, AISWA has continued to work with schools through the delivery of:

- support for the ongoing implementation of the Australian Curriculum, the WA Curriculum, and the Senior Secondary WACE courses
- support for schools with literacy and numeracy strategies including assisting schools analyse NAPLAN data using Valuate and preparing for NAPLAN Online 2022
- advice and consultative support in the areas of Inclusive Education
- support for Aboriginal students in Boarding Schools through the Future Footprints Program
- support for governing bodies and school leaders with school governance
- support for the school registration process and compliance issues
- legal and workplace relations support
- the AISWA School Psychology Service (ASPS) and,
- dedicated support to the Aboriginal Independent Community Schools (AICS) and the Curriculum and Re-Engagement (CARE) Schools

It was another very busy year and there is no indication that 2022 will be any different. AISWA will continue to support schools, school leaders, governing bodies, and teachers as they all work together to improve the educational outcomes of the young people in their care.

# AISWA 2021

## AISWA Meetings

The AISWA Annual General Meeting was held online on Wednesday, 26 May 2021.

During the AGM, the Annual Report and Financial Statements were accepted, and the election results for two vacant positions on the Board of AISWA were announced as follows:

### Board of AISWA

- Mrs Anne Dunstan, Guildford Grammar School
- Dr Susan Roberts, Tranby College

As is tradition, 63 certificates of appreciation were sent out to the Principals and School Governing Body Members who were resigning or retiring from their role at the end of the school year.

## Representation

AISWA, through Principals, School Staff, Governing Body Members of member schools, and members of the Secretariat, represents the interests of Independent Schools in Western Australia on a wide variety of committees and consultative groups, including:

- Abilities Expo Committee
- ACARA/NAPLAN Marking Quality Team
- AITSL School Leadership and Teaching Expert Standing Committee
- Association of School Business Administrators (ASBA)
- Australasian Society for the Study of Intellectual Disability
- Australian Association of Special Education
- Australian Autism Education Training Consortium
- Australian Early Development Census WA - Steering Committee
- Autism Education Interagency Group
- Active After School
- Autism Interagency Group
- Anaphylaxis Management Implementation Group
- Australian Children's Laureate Foundation (ACLF)
- Australian Curriculum Cross Sectoral Steering Group
- Building an Evidence Base for National Best Practice in Mathematics Education Reference Group
- CAMHS Education Operation Steering Group
- Career Education Association of WA
- Children's Crossing and Road Safety Committee
- Collaborative Learning Area Group (Languages) (CLAG)
- Community Services, Health and Education Training Council Board
- Cross-Sectoral Attendance Group (Students Whose Whereabouts are Unknown)

- Cross-Sectoral CEO Forums
- Department of Training and Workforce Development (DTWD) VET in Schools Good Practice Models Working Party
- Diabetes Education Steering Group (DESC)
- Early Childhood Australia (ECA)
- Early Childhood Australia - Reconciliation Action Group
- ECU Early Childhood Course Consultative Committee
- ECU Education Advisory Board
- Education and Mental Health Steering Committee
- Effective Transitions to School Reference Group
- Growing and Developing Healthy Relationships Reference Group
- Healthy Start Allied Health and Education Hub
- Improving School Enrolment and Attendance Through Welfare Reform Measures
- Innovative Food Design through Food Science Understanding Project
- Interagency Collaboration Suicide Prevention Group
- International Secondary Student Exchange Programs
- Internet Safety
- Kimberley Schools Project
- Law Society - FBLEC Education Committee
- Leading 21st Century Schools
- Mandatory Reporting Interagency Training Group (MRITG)
- Murdoch Aspirations and Pathways for University Advisory Board
- NAPLAN Review Panel
- National Alliance for Remote Indigenous Schools
- National Early Language and Literacy Strategy Working group
- Non-Government Centre Support - Executive Committee
- Notre Dame Education Advisory Board
- Norm Hyde Pastoral Care Awards Committee
- Play-based Learning Advisory Committee
- Positive Partnerships WA Planning Group
- Principals as STEM Leaders (PASL) advisory panel (ISA representative)
- Providing Alternative Thinking Skills Committee
- Professional Conduct Committee
- Public Transport
- Responsive School Support Project Reference Group
- Rural and Remote Education Advisory Committee
- School to Adult Life Transition Interface Committee (SALTIC)
- School Animal Ethics Committee (SAEC)
- School Curriculum and Standards Authority (SCSA) and its committees, including:
  - Curriculum Cross-Sectoral Working Group

- Curriculum and Assessment Committee
- Endorsed Programs,
- Awards Working Party
- English 3-6 Curriculum Advisory Committee
- English 7-10 Curriculum Advisory Committee
- Expert Measurement Assessment Advisory Group
- Equity Advisory Group
- K-2 Curriculum Advisory Committee
- Mathematics 7-10 Curriculum Advisory Committee
- Primary Curriculum Advisory Committee
- Various other Reference Groups and Panels
- School Drug Education and Road Aware (SDERA)
- South Pacific Educators in Vision Impairment (SPEVI Inc)
- STEM Working Group hosted by the Chief Scientist
- Strategic Industry Audit of VETiS Operational Reference Group
- Strong Schools Safe Kids Chief Investigators Committee
- Sustainable Schools Initiative
- The Community Service Reference Group
- UWA Education Advisory Board
- VET Industry Specific Advisory Group
- Veterans' Children Education Board
- WACE System/Sector group
- Well-Being of the Professions
- World Skills WA Regional Committee

## Interest Groups

While member schools generally meet only twice during the year, at the AISWA Briefing the Board Conference and the Annual General Meeting, there are interest groups that meet on a regular basis.

- The Curriculum and Re-engagement in Education (CARE) schools offer education to disengaged students who are often referred by government agencies.
- Small Schools Collegiate Groups where Principals and Business Managers from small schools (mainly Montessori, Steiner, and community-based schools) meet to network and discuss issues relevant to small schools.
- Aboriginal Independent Community Schools (AICS) that cater for Aboriginal students in rural and remote Australia have a several meetings (both face-to-face and online) each year to enable discussion, networking and exploring issues that are mainly relevant to small rural and remote schools that cater almost only for Aboriginal students.

## Contacts

The Association maintains regular contact with peak organisations including the Western Australia Department of Education (DoE) which now includes the former Department of Education Services, Teacher Registration Board (TRBWA), the School Curriculum and Standards Authority (SCSA), Catholic Education (CEWA), the Australian Government Department of Education and Training (AGDET), the Australian Curriculum Assessment and Reporting Authority (ACARA), and the offices of the State and Federal Ministers for Education.

The Chair of the Board of AISWA and the Executive Director maintained regular contact throughout the year with the Hon Susan Ellery MLC, State Minister for Education and the Hon Alan Tudge MP, Federal Minister for Education and Youth.

## Support for Member Schools

AISWA provides support for member schools through a partnership with law firm Lavan (*previously known as Lavan Legal*). Mr Ian Curlewis, Partner, Mr Michael Jensen, Senior Associate, and Tristan Seymour, Associate, provide invaluable support to both the Association and its member schools.

AISWA has extended the range of support services available to members to include an external consultants list. This list continues to grow and contains contact details for a number of consultants with a good understanding of the Independent school sector. Schools can access the consultants list as required. This list is available from the members' section of the AISWA website under 'Governance & Leadership', 'Governance', 'External Consultancy Service'.



## Membership Changes

- Bible Baptist Christian Academy (*Closed*)

## Membership Fees

See Appendix 1 at the end of this report.

# State Issues

## School Curriculum and Standards Authority (SCSA)

SCSA has functions from Kindergarten to Year 12, related to:

- the development and accreditation of courses and the standards,
- The development and implementation of Year 11 and 12 WACE courses and Year 12 Exams
- assessment and certification of student achievement in the senior years,
- administration of NAPLAN for all school sectors in WA, including the gradual shift to NAPLAN Online by 2022,
- the provision of a database relating to participation in education, training, or employment by students during their school years.

## Mandatory Reporting

AISWA continues to provide training in the reporting of child abuse including the Mandatory Reporting of Child Sexual Abuse for Independent Schools. We are currently developing online training courses in this area.

Consultation is available for schools who may require support during the reporting process.

## Teacher Registration Board of Western Australia (TRBWA)

The role of the Teacher Registration Board of WA is to register teachers and perform related functions. TRBWA is now part of the Department of Education and, in 2020, relocated to East Perth.

## Department of Education (DoE)

The Department of Education has oversight of the non-Government school sector implementing the processes previously delivered by the Department of Education Services (DES). AISWA works closely with the DoE on several issues including the registration of non-Government schools; the revision of State Acts; and State funding for Independent schools.

# National Issues

## Federal Government

Schools in receipt of Federal funding have a range of legislative obligations under the Australian Education Act. These include the implementation of the Australian Curriculum (their State version), implementation of the national testing regime (whether NAPLAN or sample NAP testing) and the implementation of the professional standards for teachers as developed by AITSL. Each year, schools need to acquit these funds through the Financial Questionnaire and complete a Compliance Certificate confirming they are compliant with the Act.

## Independent Schools Australia (ISA)

ISA provides national presence for Independent Schools across Australia. It does this in two ways. The first is direct representation by AISWA's ISA representative (Dr Alec O'Connell) and Ms Margery Evans, Chief Executive Officer, ISA, to the Federal Minister of Education and the Shadow Minister of Education. The Chief Executive Officer of ISA also represents the sector on key working parties and taskforces established by the Australian Education Council (Ministers of Education from all States and Territories). The second strategy is to facilitate membership on the myriad of working parties and taskforces established by the Education Council and the Australian Government Department of Education, Skills and Employment. As the ISA has limited staff resources, it calls on the Executive Directors of the Associations of Independent Schools (AISs) and their staff to provide this representation. The Executive Director, Deputy Director, and several of AISWA's Consultants represent the Independent sector at a national level.

## Boards

### Assessment and Reporting

National Assessment Program Civics and Citizenship Review, AEEYSOC, Mr Ron Gorman

Writing Marking Quality Team, ACARA, Mr Ron Gorman

### Quality Teaching

AITSL School Leadership and Teaching Expert Standing Committee, Ms Valerie Gould

### Professional Learning and School Leadership

Professional Growth Network, AITSL, Mr Ron Gorman and Mrs Nicola Davidson

### Curriculum

Curriculum Directors Group, ACARA, Mrs Kristine Stafford

# Funding

## Federal

The Federal Government provides the majority of government funding for Independent Schools in Australia. The amount of per capita funding schools receive depends upon each school's Socio-Economic Status (SES). 2018 saw the commencement of a review of the method for calculating the SES, now called Direct Measure of Income (DMI) Capacity to Contribute (CTC) and this work is continuing. By 2022, all schools will have their funding calculated using the DMI CTC. During the interim years, schools will receive funding based on the best case of the 2011 Census SES, the 2016 Census SES, and the DMI CTC.

## State

In October, the State Government announced the funding levels for 2022. The per capita rates for 2022 are 21.51% of the current Schooling Resource Standard (SRS). This downwards move towards 20% of the Schooling Resource Standard by 2023 meant schools saw an approximate decrease in states grants of -2% from 2021 going into 2022.

### 2022 State Per Capita Grants

State Funding Category	Pre-Compulsory (Kindergarten)	Compulsory Pre-Primary to Year 6	Compulsory Mid-Secondary Years 7 to 10	Compulsory Upper Secondary Years 11 and 12
	\$	\$	\$	\$
A	2,307	1,538	2,260	2,334
B	2,658	1,771	2,604	2,871
C	2,669	1,780	2,615	2,940
D	2,753	1,925	2,698	3,029
E	2,888	2,006	2,828	3,161
F	3,012	2,112	2,950	3,264
G	3,107	2,071	3,045	3,382
GA	4,628	3,087	4,536	5,035
H*	0	0	4,536	5,035
I	6,158	4,106	6,036	6,652
J	0	8,924	13,119	14,454

### 2021 High Support Needs Per Capita Grant Rates

State Funding Category	Pre-Compulsory (Kindergarten)	Compulsory Pre-Primary to Year 6	Compulsory Mid-Secondary Years 7 to 10	Compulsory Upper Secondary Years 11 and 12
	\$	\$	\$	\$
A - I	13,310	33,275	33,275	33,275

## Aboriginal Independent Community Schools (AICS)

There are fourteen Aboriginal Independent Community Schools (AICS), who are members of AISWA, operating across the state of Western Australia, in the Kimberley, Pilbara, Goldfields and Esperance. Many of these are in remote locations.

During the 2021 year, the Perth-based AISWA consultants continued to consistently support these schools. The consultants were: Ms Kerry Handley and Ms Jill Buckrell, Literacy; Ms Kim McHugh, Numeracy; Ms Kate Reitzenstein, Languages; and in Semester Two, Strategic Support, Ms Trish Somers. Administrative support for AICS consultants was provided by Janelle Dickinson.

The AISWA AICS consultants also provide on-going support by visiting schools, and by email and phone communications. They are actively engaged in the provision of support for planning and assessment and for professional learning opportunities. They also provide support for school boards, staff, and communities to meet their school vision, and to enhance the achievement and engagement of students.

They are ably supported in this by consultants from the Psychology Team; Toni Tomlin, Lead Psychologist; Mandy Marett, Larissa Roy, Bas Snijder and Roger Coghill, Senior Psychologists. Lynne Nixon, Inclusive Education Coordinator and Tania Wray Inclusive Education Consultant, are also an important part of that support team. Also providing support in the Inclusive Education Team earlier in the year were Karen West for the Kimberley and prior to her retirement, Maggie Balfe for Meekatharra. Over the year, the Psychology and Inclusive Education Teams have provided valuable professional learning for AICS staff at AISWA.

The 2021 Broome Conference was a great success and principals and staff from all over the state enjoyed a wonderful opportunity to network, collaborate and share information and initiatives. The Governance Conference in Perth was a robust learning opportunity, with Board and staff of the schools reporting high satisfaction with the opportunity to upskill in the efficient running of their schools and ensuring compliance with regulatory requirements.

It has been an exciting year with many new initiatives undertaken. A renewed focus on Two-Way and On-Country Learning, the importance of Early Years education and support, and the positively evolving engagement in language and culturally responsive delivery of curriculum have all ensured that the aspiration of the Alice Springs (Mparntwe) Education Declaration, 'All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.', is integral to our work.

## AISWA School Psychology Service (ASPS) and CARE Schools Clinical Psychology Team

The core business of the ASPS team continued to be in demand throughout 2021. However, several changes to staff across both ASPS and Clinical Psychology services occurred at the start of 2021 which caused some initial disruption to service provision. Schools in the Great Southern were temporarily serviced from Perth during 2021, however some return to local services is anticipated in 2022. Continued difficulties attracting Clinical Psychologists resulted in the decision to contract sessional Clinical Psychology services for CARE schools from private practice providers. Vacancies in the ASPS team allowed the addition of two provisional psychologists to the team, consistent with our aims to support the growth of the profession. ASPS was also able to provide a practicum placement for one postgraduate psychology student in 2021, with the hope to increase this availability in 2022.

Psychology services to the Kimberley schools were expanded in 2021 with access to remote communities permitted again following COVID restrictions.

The psychology service has continued the delivery of Youth Mental Health First Aid (YMHFA) training to AISWA school and increased the pool of facilitators in 2021. The psychology team also maintained their ongoing commitment to the Mental Health Commission cross-sectoral program of Gatekeeper Suicide Prevention training in partnership with CEWA and DoE. Additional trainers were trained during 2021 to increase our capacity to respond to this area of growing need for training across all schools.

The ASPS team also increased the pool of Aussie Optimism trainers during 2021 to deliver their suite of programs to member schools as part of our ongoing promotion of whole-school wellbeing and social emotional learning curriculum.

## AISWA Technology

For the AISWA Technology team, 2021 was a busy year of interrogation, analysis, improvement and redefinition of our services, systems and policies. Our small team covers a substantial area. Credit to all AISWA staff for their ability to ride our ongoing waves of change.

AISWA recognises the critical nature of security and privacy in all aspects of business. A comprehensive Data Security Review was undertaken mid-year to interrogate and review our systems – both technical and procedural – and inform targeted future planning. Some 2021 initiatives, such as the new multi-factor authentication (MFA) requirements, increasing user awareness about risks, plus developing tighter policies, better-informed workflows/dataflows and risk assessment processes, were applauded.

Communications system reviews and upgrades this year included full migration to online telephony, new webmail, new social media presence and policies and new equipment for webinars. The MS Teams platform is now used for all telephony, as well as webinars and meetings. New web-cams have been installed for use by staff. A new QR code system monitors on-site visitors. Key cards are now coded and allocated for site access for all staff.

As a service to schools, a new professional network for school IT Managers has been established. This year we tackled large tender/licensing negotiations, securing EDU discounts and tailored services for our schools. The massive website upgrade nears completion, with significant improvements in the PL event registration process on the horizon. The mapping of this new Drupal 9 database is a new project. In parallel, Web Support has been negotiating with the developers, doing user-acceptance testing and updating help-desk materials.

Our team's Teaching and Learning related work included digital literacy engagement in emerging schools, cybersafety, supporting the ACARA and SCSA curriculum reviews, sector responses to ministerial reports, working in remote schools, writing AISWA Online courses, delivering workshops, hosting webinars, establishing an ICT Leaders 'Learning Institute', supporting university research and undergraduates...and even a TedX lecture.

In 2021, the team has enjoyed helping its AISWA colleagues and sharing their various project outcomes. This has included our photography/videography/editing of project events, expert publications of books and case studies, creation of Maths and Tech resources, social media posts and website page content. The Technology team continues to work behind the scenes to help ensure smooth delivery of combined AISWA services to the wider educational community.

## Early Childhood

The early years of schooling are supported by the AISWA Early Childhood Consultant team through Professional Learning, school visits, publications and network meetings.

Our major project for 2021 involved a partnership between AISWA, Edith Cowan University, NoTosh and 11 Independent Schools. The Successful Transitions to School project involved schools in community consultation, reflective practice, professional learning, and the application of the design thinking process. Each school established a core set of principles to guide change that focusses on the wellbeing of the child and family as they start school.

Networks are an important element of AISWA Early Childhood support. Our Early Childhood leadership breakfasts provide the opportunity for early childhood leaders to meet in a collegiate manner and listen to high quality speakers such as Jay Weatherill, Colin Pettit, Commissioner for Children and Young People, and Richard Walley. Our metro regional network hubs provide educators the opportunity to meet closer to their school, tour the host school, participate in a bite-sized PL event and converse with colleagues.

Our Professional Learning provision in 2021 included Inquiry Learning, Little Scientists, Play-based Pedagogy, Nature Pedagogy, and Guiding young children's behaviour.

Our latest publication Playful STEM – Using Blocks in Kindergarten to Year 2 highlights the work of Independent Schools through case studies. The publication provides STEM curriculum links and pedagogical considerations for block play and investigation.

AISWA Early Childhood supports independent schools through Universal Access grants, On-Entry assessment, Australian Early Development Census, National Quality Standards and Quality Improvement plans.



## Future Footprints Program

The 2021 Future Footprints Program supported 17 participating schools with over 400 Aboriginal and Torres Strait Islander students, with 62 students graduating this year. Our annual Welcome to Country took place on the banks of the Derbarl Yirrigan and was highly attended. Danny Ford Senior and his wife spoke beautifully about the significance of kinship and Country, and former Wesley College graduate Charlie Mallard, a qualified Youth Worker, travelled down from Geraldton to share advice about adjusting to life and learning at boarding school.

This year saw multiple new initiatives, including a successful series of professional learning events on embedding Aboriginal histories and cultures in the classroom. This was a partnership with the Department of Local Government, Sport and Cultural Industries PALS program, CEWA, and DoE which reached nearly 200 teachers. The AISWA Future Footprints team collaborated with Curtin University and AngloGold Ashanti, to deliver a STEM Mining and the Lands Camp. Eleven female students from Years 9 to 12 had the opportunity to explore and talk about potential post-school pathways in STEM with industry professionals and mentors.

During Term 2 we welcomed a work experience student who helped us pilot our first online Aboriginal and Torres Strait Islander Careers Expo in partnership with Year 13. Scott Wilson from Year 13 (Hale School graduate) visited each school in preparation for this three-day online career expo, which offered students an opportunity to explore diverse post-school pathways. Year 12 graduates attended a Night at the Museum event, hosted by Aunty Sharon Wood-Kenney, a proud Noongar Yamatji woman, and had an afterhours VIP experience to explore the WA Museum Boola Bardip.

The AISWA Future Footprints team were invited by the Firelight Group to consult on the Indigenous Education Programs for the Yukon First Nation Education Directorate, Canada, as well as met with the Hon Minister Ken Wyatt, to discuss boarding and Indigenous Education. Congruent with the national Indigenous Voice initiative the team undertook its own community consultation efforts to ensure local, regional, and remote voices are informing the direction and focus of the AISWA Future Footprint Program and to make sure it is targeting educational support that is important to their lives.

## Inclusive Education (IE)

2021 has provided a little more flexibility in supporting schools after the restrictions of 2020. However, we have greatly benefited from the 2020 experience especially in the online space.

As a team, we continue to have the desire to be purposeful in our own professional learning so we can be informed of the latest information and research. As a result, there has been increased engagement by the team this year in the e-learning space, as more availability of online conferences and webinars has created increased accessibility.

With the addition of an IE consultant, at the beginning of the year and a new consultant in October, it has been a good opportunity to refresh our presentations and initiatives considering new members; three since the beginning of 2020.

We continue to review and refine processing and procedures for the Special Education Supplementary Per Capital Grant and have worked with the AISWA IT team in further ways to assist schools in disseminating their student information. We also provide professional learning in this area as well as bespoke school discussions and workshops.

Increased consultation and collaboration with other sectors especially Catholic Education in the area of funding has been helpful and constructive. As a result, we have planned to have a joint NCCD session with representatives from both AISWA and Catholic Education schools in 2022.

The team were able to provide feedback on the 2020 review of the Disability Standards for Education (DSE) 2005 and are now providing further input into how the recommendations from the review can be implemented into schools through collaboration with ISA (Independent Schools Australia), AITSL and Educations Services Australia.

Our priority as Inclusive Education Consultants, however, is to support and engage our schools in both initiating and responding to needs, requests, including training and consultation. To ascertain our effectiveness in this area, we conducted a survey about our engagement, services, professional learning, and future support ideas. The response to the survey was positive and provided useful information for the team in improved engagement, topics and areas of need and planning future professional learning.

As indicated, there has been some team changes this year. In January, we welcomed Kate Weight as an additional IE consultant which allows for the better management of school allocations and workload.

Amanda Mackmin, our Administrative Support Officer for Child Protection and Reception moved on in June and we welcomed Irene Rousseau to the team in a full-time capacity to assist also in accommodating our increased needs and supporting in the increased administration of Special Education Supplementary Per Capital Grant, as well as Child Protection.

July saw the retirement of Maggie Balfe after six and a half years at AISWA, a much-loved team member who was diligent in supporting schools and passionate about students with disability. Simon Campbell joined us in October to replace Maggie to complete our team.

We look forward to 2022 with a full team and some exciting new initiatives.

## Industrial and Workplace Relations

Industrial/Workplace Relations in 2021 was dominated by the impact of COVID-19 and the repercussions the mandates, face masks, isolation and quarantine requirements, and Chief Health Officer Directions, had on employment.

The other issues dealt with included:

- Employment contracts (particularly fixed term contracts)
- Enterprise Agreement negotiations
- Award Variations
- Award entitlements and interpretation issues
- Wages and salaries
- Redundancy processes, entitlements, and timeframes,
- Performance management issues
- Employment termination processes and letters
- Requirements of the School Education Act 1999 and the Non-Government Schools Regulations
- Student attendance issues
- Legal issues, including Family Law, inappropriate staff/student and parent behaviour,
- Discrimination Law, relating to staff, student enrolments, student behaviour, students with difficulties, and
- A variety of matters relating to Equal Opportunity and Discrimination.

There have been significant Occupational Health and Safety enquiries, for two reasons: the ongoing focus by WorkSafe on schools as well as the new Workplace Health and Safety legislation.

AISWA continued to assist schools with formal and informal professional development sessions, presentations at seminars, and providing assistance in writing employment related letters, drafting clauses for contracts and Enterprise Agreements, checking and editing agreements, and reviewing school constitutions.

The last 12 months has seen the introduction of Lavan / AISWA Team Chats, with as many as 300 people participating. These Team Chats have provided schools with the opportunity to participate in presentations and discussions on topical issues, (primarily COVID-19 focussed), but we have also conducted a Notetaking Workshop with plans to undertake further similar sessions in the future.

In addition to the phone and email enquiries, 113 schools accessed independent legal advice from Lavan in 2021, the highest level in the last five years.

Member schools also received Lavan updates, general advice through the Lavan Employment Snapshots, and ISA legal updates from DLA Piper which were regularly distributed.

## Literacy

Throughout 2021 the Literacy team has continued to provide professional learning sessions and support to AISWA member schools. The aim of this work has been to improve English outcomes for all students K-12. Professional learning has been offered at AISWA, in various regional areas and has been tailored to meet the requests from individual schools. The PL sessions have included:

- 3 L: Language and Literacy for learning
- Adolescent Engagement through Literacy
- Brightpath Next Steps: Leading Innovative Teaching
- Creating Independent Learners using The Daily 5
- Enrolling Students with a Background Other than English
- Raising Trailblazers Re-imagining the Middle Years (in partnership with Notre Dame and Griffith Universities)
- Scaffolding Adolescent Literacy
- Sharp Reading
- Supporting EAL/D Learners in the Primary/Secondary Classroom
- Using the EAL/D Progress Map
- What makes a narrative a narrative?
- Whole School Literacy Planning and Assessment

Visits to Aboriginal Independent Community schools have continued throughout 2021. Support has been provided to the principal, whole staff, individual teachers, and Aboriginal Education Workers in the areas of reading, spelling, writing, and general resourcing

Senior secondary network meetings for teachers of Secondary English, Literature and General and Foundation English were held in conjunction with Catholic Education WA.

Literacy support has been provided to CARE schools in general English and the Raising Trailblazers project.

There has been ongoing work with the School Curriculum and Standards Authority and other sectors, to review OLNA items, NAPLAN reading passages, NAPLAN writing prompts, NAPLAN Spelling and Language Conventions items that may be included in future tests.

Consultants continue to represent AISWA on various committees such as the Literacy Educators' Network WA, the Course Advisory Committee (CAC) Years 3-6 and the CAC English Years 7-10.

## Numeracy

Nearly 50 school – based numeracy professional learning workshops have been conducted in 2021. Pleasingly, several schools engaged AISWA consultants for multiple sessions throughout the year. This year, an AISWA Maths Conference was trialed in the April school holidays. As it was oversubscribed, the event was repeated in the July holidays. The feedback was excellent.

AISWA consultants continue to network broadly and effectively. Some examples include the Brightpath Maths Project in collaboration with the University of Notre Dame, advisory roles with Schools Curriculum and Standards Department of Education and writing collaborations. Sheila Griffin published two case study projects with St James' Anglican School and two "Teaching Maths Through Story Books", co-written with Dr Paul Swan, Linda Marshall, and Kristin Humphreys. David Dunstan and Paul Swan co-wrote, "Problem Solving Money Puzzles Years 4 – 6".

This year, specific professional learning workshops were conducted for education assistants. A whole day's PL was successfully conducted at AISWA, as well as presenting sessions at the ALTA-1 and Broome Conferences.

AISWA consultants are in demand to present at Conferences and this year, a workshop was recorded for the Maths Association of Western Australia virtual conference.

## School Leadership and Teaching Quality

In 2021, the Leadership and Teaching Quality area offered courses and consultancy to schools across a wide range of topics. There is a continuing strong interest in leading change initiatives and in supporting staffs to work together as a team. In 2021 about 10% of the time has been spent on the *what* we're changing and with the other 90% on *how* that change happens with everyone still intact and wanting to work together - the *how* to build collective efficacy and leverage teaching expertise across the school continues to be a focus.

Some of the highlights for 2021 have been some of the new and different things we've tried first was the *Stepping Forward into Leadership Conference* which was our conference to encourage Aspiring Women Leaders and built on the wonderful work of Karen Spiller and Ros Curtis. It was an overwhelming success, with many of our Western Australian leaders stepping forward to lend their support through sponsoring delegates, coaching, or presenting sessions. We ended with a memorable session from Wies *Zooming* in from the Netherlands. We were well taken of by Fiona Johnston and the hosting school St Hilda's Anglican School for Girls.

Imbued with confidence from how well the Zoom session went at the conference a joint master class with Jennifer Abrams beaming in for Palo Alto and Nicola in the room to conduct a masterclass on *Stretching your learning edges – Growing up at work* was organised. It was a great success with unanimously positive feedback and a call for a repeat in 2022.

Our '*rolling*' courses, partnerships and networks continue to be popular and well attended. As a quick snapshot

- Graduate to Proficient course 34 participants
- Early Career Teacher Mentors - 15 new Mentors being trained
- 24 teachers began their Masters degree through the AISWA & UWA partnership
- Aspiring Leader course - 34 participants completed our 3 day course across 2021.

And, finally there was strong interest in the National Certification as Highly Accomplished or Lead Teachers program, both through the High Impact teaching Practices Plus (HIPS Plus) and as a stand-alone program, with many teachers beginning (and some completing) their journey to being recognized as Nationally Certified Highly Accomplished Teachers.

## Teaching and Learning

In 2021, Teaching & Learning continued to support member schools to implement the P-10 Western Australian Curriculum and the WACE. Work focused on strengthening teachers' knowledge and expertise of evidence-based teaching and learning practices and building awareness and understanding of State and National curriculum and assessment policy.

Now in its second year, the High Impact Practices program was implemented via a small group, in-school model. Over 60 teachers from 10 schools engaged in professional conversations, unpacked theory and evidence, observed practice examples, self-reflected on current practice and translated new, refreshed or consolidated learnings in classrooms.

A new project, Purposeful Pedagogies, engaged teachers in an interdisciplinary, action learning experience to explore socially purposeful, real-world issues. Twenty-two teachers from 11 schools participated; and received a Special Mention Award from the United Nations Association of Australia as part of the World Teachers' Day Awards.

AISWA Online Learning has seen substantial growth this year. From its 'soft' launch in Term 4 2020, the platform now hosts 16 online courses, and has attracted over 500 enrolments.

A new initiative, AISWA Badging, was introduced. Badges recognise learning and allow sharing of knowledge, skills, and achievements across digital platforms. Approximately 120 badges were issued since launching in September.

Across the year, the team continued to represent the interests of AISWA schools through a variety of National and State networks. The review of the Australian Curriculum continued throughout 2021; with many staff participating in high level curriculum review groups and supporting large scale Statewide consultation processes.

A snapshot of activities undertaken throughout the year included:

- comprehensive professional learning programs - High Impact Practices, Languages Methodology and Purposeful Pedagogies
- 'Career Development is Everybody's Business', collaborative project with Department of Education and other stakeholders
- 'World Teachers' Day' collaborative project with Edith Cowan University, Department of Education and Catholic Education
- Languages readiness workshops to support mandated teaching of Languages in secondary schools in 2022
- continued support for schools related to VET and VET funding
- online and face to face network meetings for Primary and Secondary teachers and leaders
- growth of high-quality resources for teachers and leaders, and
- growth of professional networks.

## Statistics

<b>AISWA MEMBER SCHOOL ENROLMENTS:</b>	ECE/PRIMARY (Years K-6)	36,522
	SECONDARY	51,411
	<b>TOTAL:</b>	<b>87,933</b>

(Source: Department of Education, August Census Data 2021)

Type of School	No.
Primary	35
Secondary	23
Composite	104
<b>TOTAL:</b>	<b>162</b>
Metropolitan	116
Rural	28
Remote	18
<b>TOTAL:</b>	<b>162</b>
<b>Boys:</b>	
Secondary	1
Composite	4
<b>TOTAL:</b>	<b>5</b>
<b>Girls:</b>	
Secondary	1
Composite	8
<b>TOTAL:</b>	<b>9</b>
<b>Co-Educational</b>	
Primary	35
Secondary	21
Composite	92
<b>TOTAL:</b>	<b>148</b>
<b>Schools commencing at Kindergarten or Pre-Kindergarten</b>	<b>131</b>
<b>Schools commencing at Pre-Primary</b>	<b>2</b>
<b>Boarding Schools</b>	<b>22</b>

Type of School	No.
<b>Funding Structure:</b>	
Adventist Christian Schools	6
Anglican Schools Commission	11
Catholic	11
Free Reformed School Association	5
Lutheran Schools Australia	1
Nomads Charitable & Educational Fdn	1
Swan Christian Education Association	7
Non-Systemic	120
<b>TOTAL:</b>	<b>162</b>
<b>Affiliation*:</b>	
Aboriginal Independent Community Schools	13
Adventist Christian Schools	6
Anglican	18
Baptist	13
Catholic	13
Christian Education National	13
Christian Schools Australia	14
Churches of Christ	2
Free Reformed Church	6
Greek Orthodox	1
Islamic	5
Jewish	1
Lutheran	1
Montessori	10
Rudolf Steiner	8
Uniting	7
* Some schools are members of more than one group, for example, some Aboriginal Community Schools are members of the Christian Schools Australia grouping	
* Not all member schools have a designated affiliation with a faith, philosophy or grouping of schools	



# AISWA Member Schools 2021

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 (Kewdale)  
 Australian Islamic College (Dianella)  
 Australian Islamic College (Thornlie)  
 Banksia Montessori School  
 Beechboro Christian School  
 Beehive Montessori School  
 Bethel Christian School  
 Bible Baptist Christian Academy (*closed 31 December 2021*)  
 Blue Gum Montessori School  
 Bold Park Community School  
 Bunbury Baptist College  
 Bunbury Cathedral Grammar School  
 Bunbury Regional Community College  
 Byford John Calvin School  
 CAPS Coolgardie  
 CAPS Kurrawang  
 Carey Baptist College  
 Carey Baptist College - Forrestdale  
 Carmel Adventist College  
 Carmel Adventist College-Primary  
 Carmel School  
 Carnarvon Christian School  
 Casa Mia Montessori  
 Child Side School  
 Christ Church Grammar School  
 Chrysalis Montessori School  
 Comet CARE School  
 Communicare Academy  
 Cornerstone Christian College Ltd  
 Court Grammar School  
 Dale Christian School  
 Divine Mercy College  
 Ellenbrook Christian College  
 Emmanuel Christian Community School  
 Esperance Anglican Community School  
 Esperance Christian School  
 Eton Farm Education Inc.  
 Fairbridge Western Australia Inc  
 Foundation Christian College  
 Fountain College  
 Frederick Irwin Anglican School  
 Fremantle Christian College  
 Geraldton Christian College (*formerly Strathalbyn 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  
 Hale School  
 Havenport MSL Inc.  
 Helena College  
 Helena River Steiner School  
 Hensman Street Elementary  
 Heritage College  
 Hillside Christian College  
 Hope Christian College  
 Immaculate Heart College  
 Indie School Western Australia  
 International School of WA  
 Iona Presentation College  
 Japanese School in Perth  
 John Calvin Christian College  
 John Calvin School Albany  
 John Septimus Roe Anglican Community School  
 John Wollaston Anglican Community School  
 John XXIII College  
 Kalamunda Christian School  
 Karalundi College  
 Kelmscott John Calvin School  
 Kennedy Baptist College  
 Kerry Street Community School  
 Kingsway Christian College  
 Kulkariya Community School  
 Lake Joondalup Baptist College  
 Lance Holt School  
 Landsdale Christian School  
 Leaning Tree Community School  
 Living Waters Lutheran College  
 Mandurah Baptist College  
 Margaret River Independent School  
 Margaret River Montessori School  
 Mazenod College  
 Mercedes College  
 Methodist Ladies' College  
 Moerlina School  
 Mundaring Christian College  
 Newman College  
 Northshore Christian Grammar School  
 Nyikina Mangala Community School  
 OneSchool Global WA (*formerly Woodthorpe School*)  
 Parklands School  
 Parnnurr Community School  
 Penrhos College  
 Perth College  
 Perth Individual  
 Perth Waldorf School  
 Peter Carnley Anglican Community School  
 Peter Moyes Anglican Community School  
 Pioneer Village School  
 Port School  
 Presbyterian Ladies' College  
 Providence Christian College (*formerly Thornlie Christian College*)  
 Purnululu School  
 Quinns Baptist College  
 Quintilian School  
 Rawa Community School  
 Regent College  
 Rehoboth Christian College  
 Rockingham John Calvin School  
 Rockingham Montessori School  
 Santa Maria College  
 Scotch College  
 SEDA College  
 Servite College Inc  
 Silver Tree Steiner School  
 SMYL Community College  
 South Coast Baptist College  
 South West John Calvin Christian College  
 Southern Hills Christian College  
 Sowilo Community High School  
 Spirit of Play Community School  
 St Andrew's Grammar School  
 St Brigid's College  
 St George's Anglican Grammar School  
 St Hilda's Anglican School for Girls  
 St James' Anglican Community 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  
 Telethon Speech and Hearing Centre for Children WA (Inc)  
 The King's College  
 The Montessori School, Kingsley  
 Tranby College  
 Treetops Montessori School  
 Trinity College  
 Victoria Park Christian School  
 Wesley College  
 West Coast Steiner School  
 Wongutha CAPS  
 Woodbury Boston Primary School  
 Wulungarra Community School  
 Yakanarra Community School  
 Yallingup Steiner School  
 Yiramalay / Wesley Studio  
 Yiyili Community School  
 Youth Futures Community School

## AISWA Affiliate Members 2021

Adventist Christian Schools (WA)  
Anglican Schools Commission (WA)  
Christian Schools Australia (WA)  
Swan Christian Education Association  
The Y Vocational School  
WORKready WA Training and Education Centre

## 2021 Audited Financial Statements



# Audited Financial Statements

For year ended 31 December 2021

**Association of Independent Schools of Western Australia  
(Inc)**

**ABN: 76 185 019 966**

**Financial Report**

**For the Year Ended 31 December 2021**

# Contents

For the Year Ended 31 December 2021

	<b>Page</b>
<b>Financial Statements</b>	
Statement by Members of the Board	1
Auditor's Independence Declaration	2
Independent Auditor's Report	3 - 5
Statement of Profit or Loss and Other Comprehensive Income	6
Statement of Financial Position	7
Statement of Changes in Equity	8
Statement of Cash Flows	9
Notes to the Financial Statements	10 - 23

# Association of Independent Schools of Western Australia (Inc)


ABN: 76 185 019 966

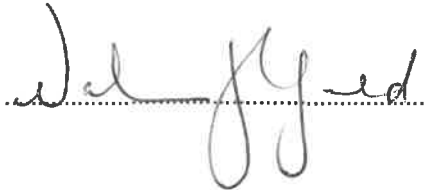
## Statement by Members of the Board

In the opinion of the Board:

1. the financial statements and notes as set out on pages 6 to 23 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 2021 and its performance for the year ended on that date; and
  - (b) Complying with Australian Accounting Standards – Reduced Disclosure Requirements, the *Industrial Relations Act 1979* and the *Australian Charities and Not-for-Profits Commission Regulation 2013*; 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 Regulation 2013* and is signed for and on behalf of the Board by:

  
Chair .....

Executive Director  .....

Dated this 16 day of May 2022

## 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) (the "Association") for the financial year ended 31 December 2021, and in accordance with the requirements of Subdivision 60-C of the *Australian Charities and Not-for-profits Commission Act 2012*, 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.

The logo for Ernst & Young, featuring the company name in a stylized, handwritten-style font.

Ernst & Young

A handwritten signature in black ink, appearing to be 'P. Dreyer'.

Pierre Dreyer  
Partner  
16 May 2022

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

### **Opinion**

We have audited the financial report of Association of Independent Schools of Western Australia (Inc) (the "Association"), which comprises the statement of financial position as at 31 December 2021, 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 a summary of significant accounting policies, 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 2021 and of its financial performance for the year ended on that date; and
- b. complying with Australian Accounting Standards - Reduced Disclosure Requirements and the *Australian Charities and Not-for-profits Commission Regulation 2013*.

### **Basis for opinion**

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial report* section of our report. We are independent of the Association in accordance with the 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.

### **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 - Reduced Disclosure Requirements, the *Industrial Relations Act 1979* and the *Australian Charities and Not-for-profits Commission Act 2012* and for such internal control as the Board determines 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.
- ▶ 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.

The logo for Ernst & Young, featuring the company name in a stylized, handwritten-style font.

Ernst & Young

A handwritten signature in black ink, appearing to be 'PJ' with a flourish.

Pierre Dreyer  
Partner  
Perth  
16 May 2022

**Statement of Profit or Loss and Other Comprehensive Income**  
**For the Year Ended 31 December 2021**

	<b>Note</b>	<b>2021</b>	<b>2020</b>
		\$	\$
Revenue from contracts with customers	4	18,232,560	16,797,159
Grants payment to schools		5,479,043	5,326,766
Program expenses		3,008,222	1,709,464
Staff costs		7,371,662	7,985,745
Event costs		217,917	110,807
Operating costs		283,103	445,891
Information Technology costs		336,035	454,340
Overhead costs		1,662,881	1,278,384
<b>Deficit from ordinary activities before income tax</b>		<u>(126,303)</u>	<u>(514,238)</u>
Income tax expense	2(d)	-	-
<b>Deficit from ordinary activities after income tax</b>		<u>(126,303)</u>	<u>(514,238)</u>
<b>Other comprehensive income:</b>			
Other comprehensive income for the year		-	-
<b>Total comprehensive loss for the year</b>		<u><u>(126,303)</u></u>	<u><u>(514,238)</u></u>

## Statement of Financial Position

As at 31 December 2021

	Note	2021 \$	2020 \$
<b>ASSETS</b>			
CURRENT ASSETS			
Cash and cash equivalents	5	24,729,692	20,618,509
Trade and other receivables	6	245,225	168,623
Inventories		22,499	21,878
Other assets	7	103,190	22,882
<b>TOTAL CURRENT ASSETS</b>		<u>25,100,606</u>	<u>20,831,892</u>
NON-CURRENT ASSETS			
Property, plant and equipment	8	6,720,292	6,017,999
Right of use assets	9	187,182	291,727
<b>TOTAL NON-CURRENT ASSETS</b>		<u>6,907,474</u>	<u>6,309,726</u>
<b>TOTAL ASSETS</b>		<u>32,008,080</u>	<u>27,141,618</u>
<b>LIABILITIES</b>			
CURRENT LIABILITIES			
Trade and other payables	10	1,100,368	276,867
Other liabilities	11	10,245,228	5,823,205
Employee benefits	12	1,342,948	1,512,355
Lease liabilities	13	92,762	106,542
<b>TOTAL CURRENT LIABILITIES</b>		<u>12,781,306</u>	<u>7,718,969</u>
NON-CURRENT LIABILITIES			
Employee benefits	12	142,818	119,657
Lease liabilities	13	103,503	196,276
<b>TOTAL NON-CURRENT LIABILITIES</b>		<u>246,321</u>	<u>315,933</u>
<b>TOTAL LIABILITIES</b>		<u>13,027,627</u>	<u>8,034,902</u>
<b>NET ASSETS</b>		<u>18,980,453</u>	<u>19,106,716</u>
<b>EQUITY</b>			
Accumulated funds		18,980,453	19,106,716
<b>TOTAL EQUITY</b>		<u>18,980,453</u>	<u>19,106,716</u>

## Statement of Changes in Equity

For the Year Ended 31 December 2021

2021

	Accumulated funds
	\$
<b>Balance at 1 January 2021</b>	<b>19,106,756</b>
Deficit attributable to members of the entity	<u>(126,303)</u>
<b>Balance at 31 December 2021</b>	<b><u>18,980,453</u></b>

2020

	Accumulated funds
	\$
<b>Balance at 1 January 2020</b>	<b>19,620,954</b>
Deficit attributable to members of the entity	<u>(514,238)</u>
<b>Balance at 31 December 2020</b>	<b><u>19,106,716</u></b>

## Statement of Cash Flows

### For the Year Ended 31 December 2021

	Note	2021 \$	2020 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>			
Receipts from government funding, subscriptions and other income	4, 6	18,113,091	16,788,907
Payments to suppliers, employees and schools		(12,874,243)	(12,718,016)
Interest received		36,963	139,662
Finance costs		(18,497)	(14,717)
Net cash provided by operating activities	14(b)	<u>5,257,314</u>	<u>4,195,836</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>			
Proceeds from sale of plant and equipment		5,943	2,300
Purchase of property, plant and equipment		(1,045,521)	(934,930)
Net cash used in investing activities		<u>(1,039,578)</u>	<u>(932,630)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>			
Payment of lease liabilities	13	<u>(106,553)</u>	<u>(104,361)</u>
Net increase in cash and cash equivalents held		4,111,183	3,158,845
Cash and cash equivalents at beginning of year		20,618,509	17,459,664
Cash and cash equivalents at end of financial year	14(a)	<u>24,729,692</u>	<u>20,618,509</u>

## 1 Basis of Preparation

The Association applies Australian Accounting Standards - Reduced Disclosure Requirements 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 - Reduced Disclosure Requirements, 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 – Reduced Disclosure Requirements 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 accruals basis and are based on historical costs. The amounts presented in the financial statements 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 (i.e. on a straight-line basis).
- 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.

## 2 Summary of Significant Accounting Policies (Continued)

### Right-of-use assets (continued)

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 its estimated useful life and the lease term 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% (2020: 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.

## (c) Financial instruments

### Financial assets

#### *Initial recognition and measurement*

Financial assets are classified, at initial recognition, and subsequently measured at amortised cost, fair value through other comprehensive income (OCI), and 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. 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.

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



## 2 Summary of Significant Accounting Policies (Continued)

### Financial assets (continued)

#### Impairment

The Association applies a simplified approach in calculating expected credit losses (ECL). 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 fair value through profit or loss, loans and borrowings, and payables, 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.

## 2 Summary of Significant Accounting Policies (Continued)

### (e) Property, plant and equipment (Continued)

#### *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	10% - 40% 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, including wages, salaries and sick leave. 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.

## **2 Summary of Significant Accounting Policies (Continued)**

### **(f) Employee benefits (continued)**

#### **(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 payable 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, experience of employee departures and periods of service 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 from contracts with customers

	2021 \$	2020 \$
<i>Operating activities:</i>		
- Event income	531,099	242,449
- Grant income	10,948,071	10,725,200
- Management fees and recoveries	1,505,700	1,646,072
- Program income	2,573,054	1,398,809
- Subscriptions	2,563,182	2,465,322
- Other operating income	68,586	177,345
	<hr/> 18,189,693	<hr/> 16,655,197
<i>Non-operating activities:</i>		
- Profit on disposal of property, plant and equipment	5,905	2,300
- Interest income	36,963	139,662
	<hr/> 18,232,560	<hr/> 16,797,159
<b>Total Revenue</b>	<b>18,232,560</b>	<b>16,797,159</b>

## 5 Cash and Cash Equivalents

	Note	2021 \$	2020 \$
Cash on hand		-	1,614
Cash at bank		1,729,692	5,616,895
Short-term deposits		23,000,000	15,000,000
	14(a)	<u>24,729,692</u>	<u>20,618,509</u>

## 6 Trade and Other Receivables

	2021 \$	2020 \$
<b>CURRENT</b>		
Trade receivables	133,537	6,546
Other receivables	51,688	102,077
Term deposits	60,000	60,000
	<u>245,225</u>	<u>168,623</u>

### 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 2021 (2020: None).

### (a) Financial assets classified as amortised cost

	2021 \$	2020 \$
Trade and other receivables	<u>245,225</u>	<u>168,623</u>
Financial assets as trade and other receivables	<u>245,225</u>	<u>168,623</u>

## 7 Other Assets

	2021 \$	2020 \$
<b>CURRENT</b>		
Prepayments	<u>103,190</u>	<u>22,882</u>
	<u>103,190</u>	<u>22,882</u>

## 8 Property, plant and equipment

	2021	2020
	\$	\$
LAND AND BUILDINGS		
Freehold land at cost		
Land	1,883,632	1,883,632
Total Land	<u>1,883,632</u>	<u>1,883,632</u>
Buildings at cost	6,569,941	5,633,864
Accumulated depreciation	<u>(2,053,345)</u>	<u>(1,797,699)</u>
Total buildings	<u>4,516,596</u>	<u>3,836,165</u>
Total land and buildings	<u>6,400,228</u>	<u>5,719,797</u>
PLANT AND EQUIPMENT		
Furniture and office equipment at cost	684,221	574,776
Accumulated depreciation	<u>(364,157)</u>	<u>(276,574)</u>
Total furniture and office equipment	<u>320,064</u>	<u>298,202</u>
<b>Total property, plant and equipment</b>	<b><u>6,720,292</u></b>	<b><u>6,017,999</u></b>

### (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 2021</b>				
Balance at the beginning of year	1,883,632	3,836,165	298,202	6,017,999
Additions	-	936,077	109,444	\$1,045,521
Depreciation expense	<u>-</u>	<u>(255,645)</u>	<u>(87,583)</u>	<u>(\$343,228)</u>
<b>Balance at the end of the year</b>	<b><u>1,883,632</u></b>	<b><u>4,516,597</u></b>	<b><u>320,064</u></b>	<b><u>\$6,720,292</u></b>

**9 Right of use assets**

	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<b>EQUIPMENT</b>		
Equipment at cost	451,781	337,942
Additions	-	113,839
Accumulated depreciation	(272,273)	(185,094)
<b>Total equipment</b>	<u>179,508</u>	<u>266,687</u>
<b>MOTOR VEHICLES</b>		
Motor Vehicles at cost	79,835	58,772
Additions	-	21,063
Accumulated depreciation	(72,161)	(54,795)
<b>Total motor vehicles</b>	<u>7,674</u>	<u>25,040</u>
<b>Total right of use assets</b>	<u><u>187,182</u></u>	<u><u>291,727</u></u>

**(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:

	<b>Equipment</b>	<b>Motor Vehicles</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Year ended 31 December 2021</b>			
Balance at the beginning of year	266,687	25,040	291,727
Additions	-	-	-
Depreciation expense	(87,179)	(17,366)	(104,545)
<b>Balance at the end of the year</b>	<u><u>179,508</u></u>	<u><u>7,674</u></u>	<u><u>187,182</u></u>

**10 Trade and Other Payables**

	2021	2020
	\$	\$
CURRENT		
Trade payables	1,092,199	134,837
GST and PAYG payable	(51,049)	-
Other payables	59,218	142,030
	<u>1,100,368</u>	<u>276,867</u>

**(a) Financial liabilities at amortised cost classified as trade and other payables****Note**

Trade and other payables		1,100,368	276,867
<b>Financial liabilities as trade and other payables</b>	15	<u>1,100,368</u>	<u>276,867</u>

**11 Other Liabilities**

CURRENT		
Unexpended grant funds	10,245,228	5,778,005
Income received in advance	-	45,200
	<u>10,245,228</u>	<u>5,823,205</u>

**12 Employee benefits**

CURRENT		
Provision for annual leave	488,084	528,982
Provision for long service leave	854,864	983,373
	<u>1,342,948</u>	<u>1,512,355</u>
NON-CURRENT		
Provision for long service leave	142,818	119,657

**(a) Provision for employee benefit**

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.



## 12 Provisions (Continued)

### (a) Provision for employee benefits (Continued)

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>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
As at 1 January	302,818	286,994
Accretion of interest	12,648	14,717
Additions	-	120,185
Payments	(119,201)	(119,078)
As at 31 December	<u><b>196,265</b></u>	<u><b>302,818</b></u>
Current	92,762	106,542
Non-current	103,503	196,276

## 14 Cash Flow Information

### (a) Reconciliation of cash

	2021	2020
	\$	\$
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	24,729,692	20,618,509

### (b) Reconciliation of result for the year to cashflows from operating activities

Reconciliation of net deficit to net cash provided by operating activities:

Deficit for the year	<b>(126,303)</b>	(514,238)
Cash flows excluded from net deficit attributable to operating activities		
Non-cash flows in net deficit:		
- depreciation expense	<b>447,773</b>	431,279
- profit on disposal of property, plant and equipment	(5,905)	(2,300)
-Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	(76,602)	133,711
- (increase)/decrease in prepayments	(80,308)	58,960
- (increase)/decrease in inventories	(621)	11,575
- increase/(decrease) in income in advance	(45,200)	36,954
- increase/(decrease) in trade and other payables and provisions	658,760	319,252
- increase/(decrease) in unexpended grant	4,467,223	3,720,643
Cashflows from operations	<b><u>5,257,314</u></b>	<b><u>4,195,836</u></b>

## 15 Financial Risk Management

The Association's financial instruments consist mainly of deposits with banks, short term investments, trade receivables and payables.

The total for each category of financial instruments, measured in accordance with the accounting policies to these financial statements, is as follows:

	<b>Note</b>	<b>2021</b>	<b>2020</b>
<b>Financial assets</b>		<b>\$</b>	<b>\$</b>
Cash and cash equivalents	5	24,729,692	20,618,509
Receivables	6(a)	245,225	168,623
<b>Total financial assets</b>		<u>24,974,917</u>	<u>20,787,132</u>
	<b>Note</b>	<b>2021</b>	<b>2020</b>
<b>Financial liabilities</b>		<b>\$</b>	<b>\$</b>
Trade and other payables	10(a)	1,100,368	276,867
Lease Liabilities	13	196,265	302,818
<b>Total financial liabilities</b>		<u>1,296,633</u>	<u>589,685</u>

## 16 Related Party Transaction

### (a) Transactions with related parties

The Association received support fees of \$125,048 (2020: \$126,609) and recovery of costs of \$69,284 (2020: \$91,552) from AISWA Capital Grants Association for management and accounting services provided during the year for a total transaction cost of \$193,932 (2020: \$218,161).

### (b) Remuneration of officers

No remuneration is paid to the Board members of the Association (2020: Nil).

## 17 Key Management Personnel Compensation

During the year, the amounts paid as compensation to key management personnel including superannuation amounted to:

	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Short-term benefits	710,724	775,999
Post-employment benefits	62,147	42,857
	<u>772,871</u>	<u>818,856</u>

## 18 Events Occurring After the Reporting Date

The financial report was authorised for issue on 16 May 2022 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



# Appendix One

## 2022 Membership Subscription Fees

### 2022 AISWA Membership Fees

	<b>Ex GST</b>
Schools with 45 students or less	\$2,985.44
Schools with 46 to 75 students	\$3,327.30
Schools with 76 to 100 students	\$3,564.97
Schools with 101 students or more ( <i>per capita</i> )	\$33.30
Maximum Subscription	\$53,052.57
Catholic (CEWA) Schools	\$5,626.72
Affiliate Members	\$2,333.07