

Annual Report 2024

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







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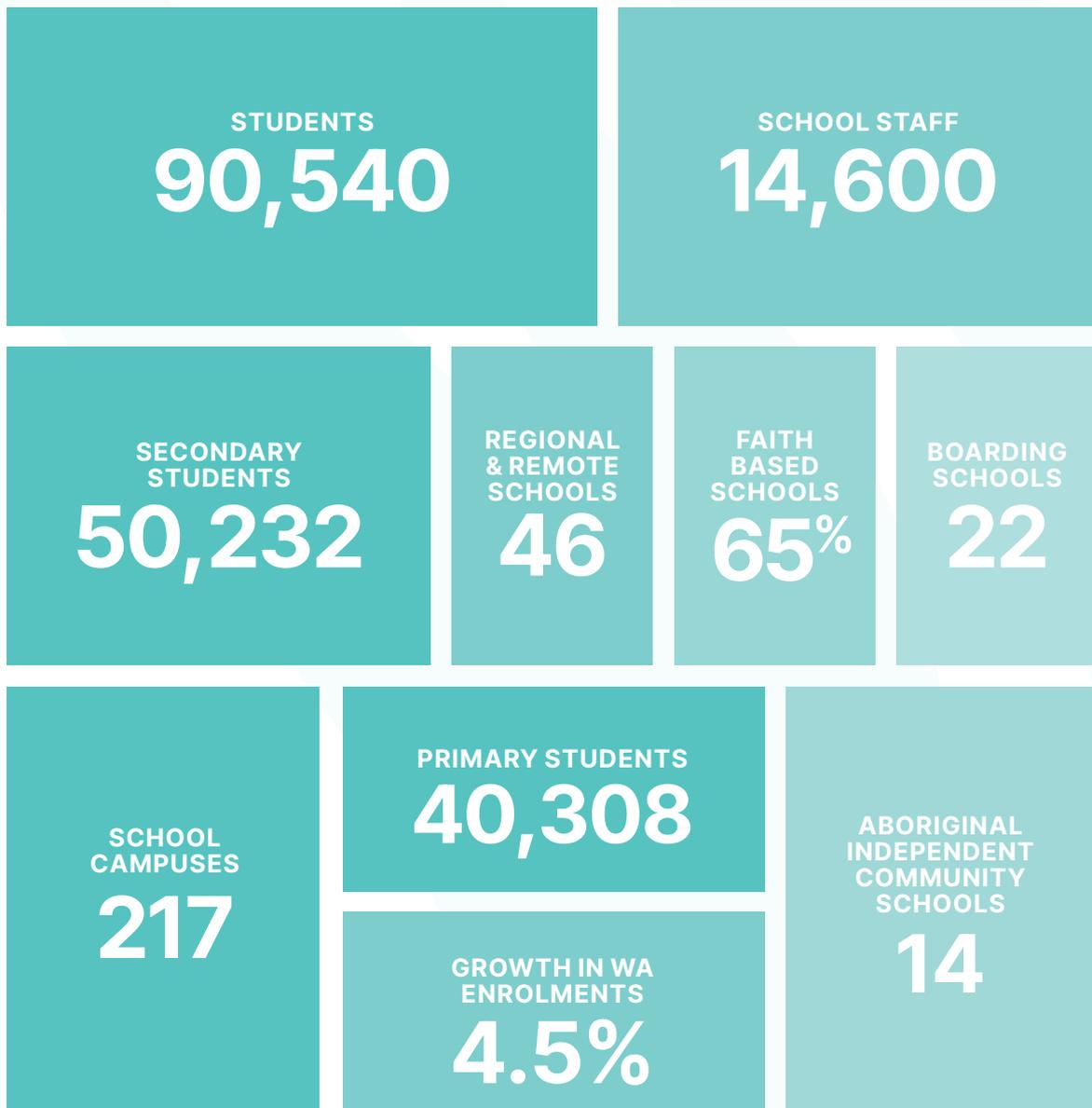
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AISWA Snapshot

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

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



Note: Figures do not include CEWA member schools



The rate of growth of the Independent education sector has been increasing. In 2024, enrolments in WA Independent schools grew by 4.5 per cent.

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

Affiliations of WA Independent Schools by Number of Enrolments			2024
AFFILIATION	SCHOOLS	STUDENT FTE	%
Anglican	20	24,060	28.4%
Baptist	13	11,553	13.6%
Brethren	1	248	0.3%
Catholic (Independent)	6	5,501	6.5%
Christian	27	10,865	12.8%
Church of Christ	1	988	1.2%
Greek Orthodox	1	713	0.8%
Inter-Denominational	1	621	0.7%
Islamic	7	5,673	6.7%
Jewish	1	383	0.5%
Lutheran	1	723	0.9%
Montessori	10	1,355	1.6%
Non Denominational	24	7,155	8.4%
Other*	23	2,933	3.5%
Pentecostal	2	1,275	1.5%
Seventh Day Adventist	5	695	0.8%
Steiner	7	1,361	1.6%
Uniting Church	8	8,755	10.3%

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

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

Our Purpose

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

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

Our Values | Our organisational values are:



Integrity

We build trust through honesty and transparency.



Equity

We celebrate choice and diversity.



Service

We actively listen, lead, and support our sector.



Stewardship

We collaborate to deliver choice in education.



Principles that Guide our Work



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

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

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

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

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

Chair and Executive Director's Report







We are both delighted and proud to share AISWA's successes and achievements for 2024.

The twelve months were a high-impact and transformative period for AISWA. It was marked by significant achievements and implementation of the strategic initiatives developed during 2023 as part of AISWA's 2023-2027 Strategic Plan.

The year encompassed extensive collaboration and consultation with AISWA members to gather feedback and insight to help inform future service decisions. With the commencement of four new directors, a new and dynamic AISWA staff structure was created, and the Association continues to evolve and grow.

The following four key pillars have been used to identify and improve efficiencies across AISWA's operational activities and determine where to direct resources for the highest impact and best value for our member schools. These have been embedded throughout all operations and will continue to guide our work.

1. Members First
2. Modern, Dynamic Organisation and Culture
3. Financial Sustainability
4. Advocacy, Representation and Leadership

With strong support and guidance from the AISWA Board, a major achievement for the year was the implementation of AISWA's organisational structure into four distinct directorates. These directorates clearly highlight and better reflect AISWA's extensive suite of core services and operational activities:

-  Corporate Services
-  Curriculum and Pedagogy
-  School Programs and Services
-  Strategic Communications and Business Development

As the peak body for Independent schools in Western Australia, ensuring professional excellence across all services and resources is essential. AISWA services and operational processes were reviewed to ensure they continue to meet and exceed the expectations of members, whilst also ensuring the financial sustainability of the Association.

During the year, many of AISWA's operational activities were refined and realigned with our key strategic priorities. While periods of significant change always present challenges, AISWA continued to offer an extensive range of services and support to schools, improve processes, grow its membership to 165 member schools, and thrive. This is a testament to the strong foundation of AISWA, the professionalism of staff, and the commitment of AISWA's leadership team. This period of review and transition has ensured all AISWA operations are conducted with purposeful intent, represent an effective use of resources, and have the best interests of the diverse range of AISWA member schools as their core focus.

With the 2023 announcement that the Non-Government Reform Support Fund (NGRSF) would be discontinued, AISWA has placed significant emphasis and effort towards ensuring all available resources are being optimised for seamless continuity of member services.



A significant amount of work was undertaken to identify opportunities for alternative unrestricted funding sources. The additional funding sources will have long-term benefits in minimising any further financial impact through loss of government funding whilst also providing further opportunities to increase AISWA's membership value proposition for schools through partnerships, new initiatives, and expanding the range of services offered.

AISWA proudly celebrated the launch of its first Innovate Reconciliation Action Plan (RAP), endorsed by Reconciliation Australia at the end of 2023. It was an important milestone and essential we recognised and celebrated the great achievement and effort invested over the past few years. Throughout the year, AISWA staff continued to engage with a view to exceeding RAP deliverables, working with purpose and intention to celebrate and embed pride in Aboriginal culture, history, and place.

With both the State and Federal elections on the horizon, the AISWA executive team partnered with Marketforce and GRA Partners to develop a comprehensive advocacy strategy. A range of collaborative workshops with member schools helped established a clear set of key priority areas and messaging. Workshop findings were used to develop a positive, strong communications strategy with the importance of school choice and the need to create a brighter future for every child at the centre of our campaigns.

During the year, AISWA's refreshed branding and new professional communications strategy and style guide saw the development of a range of targeted newsletters and communications with scheduled delivery timeframes. This streamlining has resulted in less congestion in school inboxes while ensuring AISWA continues to keep schools informed in a concise and timely manner.

The realignment of AISWA's organisational structure, service delivery, and support structures place AISWA in a strong position to achieve its strategic objectives, and we look forward to supporting the continuing growth of Independent schooling within WA with a strong, dedicated team focused on 'Members First.'

In addition to recognising and acknowledging the exceptional work undertaken by AISWA staff, we would also like to take this opportunity to sincerely thank all our school members who have kindly offered to host meetings and generously gave their time to share their professional knowledge and expertise across a vast array of subject matter areas, attend events, and provide valuable insight and perspective during consultation groups and network events. We also acknowledge and thank all AISWA Board Directors and Finance, Audit and Risk Management Committee members for their continued support, guidance, and advice offered throughout 2024. We would also like to acknowledge the support and close liaison from Minister Buti's Office and thank him for his service to our sector as he takes up a new role in the WA Labor government.

Together, we can create a strong, unified Independent School sector and a brighter future for every child.

Dr Alec O'Connell
CHAIR OF BOARD

Mr Chris Massey
EXECUTIVE DIRECTOR

AISWA's Board



Dr Alec O'Connell (CHAIR)
Scotch College



Dr Ian Anthony
Scotch College



Mrs Donella Beare
St Stephen's School



Mr Ian Curlewis
Independent Member



Mr Damian Gainsford
CAPS Coolgardie
May 2024 - November 2024



Mrs Tracey Gray
Frederick Irwin Anglican School



Mr Alan Jones
Christ Church
Grammar School



Dr Lucie McCrory
Mercedes College
Commenced May 2024



Mr Matthew O'Brien
Bunbury Cathedral
Grammar School



Dr Susan Roberts
Penrhos College
Concluded May 2024



Mr Mike Smith
Quinns Baptist College



AISWA's Committees

Finance, Audit, and Risk Management Committee

Dr Ian Anthony (Chair), SCOTCH COLLEGE

Dr Alec O'Connell, SCOTCH COLLEGE

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

Mr Chris Massey, AISWA

Curriculum Reference Group

Mr Chris Franklin, ADVENTIST CHRISTIAN SCHOOLS WA

Ms Shannon Armitage, ALL SAINTS' COLLEGE

Mr Ross Hack, ALTA-1 COLLEGE

Ms Kathryn Paul, ANGLICAN SCHOOLS COMMISSION

Mrs Anita Kakar, AUSTRALIAN ISLAMIC COLLEGE (KEWDALE)

Mrs Julia Creasy, CARMEL SCHOOL

Mrs Angela Tanham, CHRIST CHURCH GRAMMAR SCHOOL

Mrs Nicole Fenwick, DALE CHRISTIAN COLLEGE

Mrs Fiona Angelatos, GERALDTON GRAMMAR SCHOOL

Ms Liz Criddle, INDEPENDENT MEMBER (PREVIOUSLY ST STEPHEN'S)

Ms Melissa Cuming, JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL

Mrs Kimberly Eyre, LAKE JOONDALUP BAPTIST COLLEGE

Dr Penelope Russell, METHODIST LADIES' COLLEGE

Ms Perette Minciullo, MOERLINA SCHOOL

Mrs Beth Murphy, NEWMAN COLLEGE

Mrs Tracy Heldt, PENRHOS COLLEGE

Ms Vanessa Aikins, ROCKINGHAM MONTESSORI SCHOOL

Ms Roseanne Madden, ST MARKS ANGLICAN COMMUNITY SCHOOL

Mrs Jennifer Langley, ST STEPHEN'S SCHOOL, CARRAMAR CAMPUS

Mr Chris Morris, JOHN XXIII COLLEGE

Mrs Ruhama Rowe, PIONEER VILLAGE SCHOOL

Mrs Cora Algie, ST HILDA'S ANGLICAN SCHOOL FOR GIRLS

Mrs Sarah Stockton-Rice, ST STEPHEN'S SCHOOL

Mr David Hunter, SWAN CHRISTIAN COLLEGE

Mr Anthony Britza, TRANBY COLLEGE

Mr Stephen Roberts, WESLEY COLLEGE

Mrs Kris Stafford, AISWA

Mr Phil Collins, AISWA

Ms Meika Pfeiffer-Gough, AISWA

AISWA Strategic Pillars

Building on the foundational work completed in 2023, AISWA identified four strategic pillars that guide its initiatives and endeavours moving forward - providing a clear framework to focus efforts, align goals, and drive meaningful progress:

1. Members First
2. Modern Dynamic Organisation and Culture
3. Financial Stability
4. Advocacy, Representation and Leadership





1

Members First**'Members First' is at the heart of all we do.**

Throughout 2024, AISWA conducted several comprehensive service delivery reviews across multiple aspects of the organisation, under the guidance of the new executive team.

As a result, several improvements to AISWA's value proposition and service offerings were made to establish clear and transparent pricing structures. Additionally, a robust communications strategy to better engage with our members was implemented.

Curriculum and School Improvement

During the year, a variety of professional learning and consultancy opportunities were provided to support implementation of the P-10 Western Australian Curriculum (or approved alternative) and the Western Australian Certificate of Education, growing leadership capability and teaching excellence across the sector. Additionally, AISWA provided a strong voice for the sector via advocacy and representation in various forums at local, state, and national levels.

A significant initiative was the establishment of the Curriculum Reference Group. Representing over 30 schools, this group met once a term to provide advice on curriculum and school leadership matters. Ongoing feedback informs and supports the development of AISWA programs and services.

Curriculum support for schools included a focus on Learning Areas across P-10, the senior secondary years, literacy and English as an Additional Language or Dialect (EALD), numeracy, and Vocational Education and Training (VET). Specialist support was provided related to NAPLAN, Artificial Intelligence in Education, and Animal Ethics processes.

Literacy support included a focus on familiarisation of the revised WA English P-10 Curriculum, EAL/D student needs, whole school approaches, and resources such as BrightPath. In numeracy, practical workshops engaged a range of strategies such as teaching place value, problem-solving and reasoning, and preparation for the 2026 implementation of the WA Mathematics P-10 Curriculum. Continued support for NAPLAN data analysis enabled the identification of schools to inform the provision of targeted assistance in literacy and numeracy.

In VET and career education, AISWA distributed VET funding to schools, and VET Coordinators were supported to implement VET programs. Funding support was also provided for career taster programs and activities for Year 9 students. Throughout the year, VET coordinators attended four termly meetings to network with other schools and receive important updates from industry and training providers.

3.7k+
attendees at AISWA's
professional learning sessions



AISWA's two-year research collaboration with the Australian Education Research Organisation (AERO) continued throughout 2024. This collaboration sought to examine whether the addition of a booster to professional learning has an impact on teachers' ability to adopt and sustain evidence-based teaching strategies. Final data was collected from 100 participating staff across 17 schools engaged in AISWA's High Impact Practices (HIPs) Program to inform the study. Results from this collaboration will be available in 2025.

Members of AISWA's 300-strong HIPs' alumni were provided additional support to develop instructional coaching skills. These sessions built on a successful 2023 initiative and were designed to provide ongoing connection points between schools and subject matter experts, strengthening coaching skills and programs.

School visits and in-school consultancy continue to be key strategies for engaging with schools.

Leadership

High-quality leadership development and support continued in 2024 through a series of programs, masterclasses, and bespoke activities. Through this support, educators received guidance and resources to enhance their professional growth, as well as their teaching and leadership practices.

Across the year, more than 170 participants engaged in leadership development programs and workshops, and approximately 20 school visits were undertaken.

AISWA continues to be the only certifying authority for the Highly Accomplished and Lead Teacher (HALT) initiative in Western Australia. In 2024, a revised certification framework authorised by the Australian Institute of Teaching and School Leadership (AITSL) was developed. This streamlined the process for national certification and increased the number of teachers seeking HALT status. As a result, enquiries and enrolments in the HALT process steadily increased.

Leadership Development Programs

-  National Certification at the Highly Accomplished and Lead Teacher level
-  Early Career Teachers
-  Mentors of Early Career Teachers
-  Aspiring Leaders
-  Women in Educational Leadership
-  New Principals
-  Middle Leaders

Early Childhood

AISWA continued to champion excellence in early childhood education by supporting high-quality programs and smooth transitions to school through grants and initiatives aimed at strengthening the professional capability of the Early Childhood workforce across the sector.

Initiatives focused on enhancing early childhood pedagogical leadership, fostering reflective practice, and building leadership capability through collaboration and professional growth communities. Examples of projects included a leadership capability building program, leading through inquiry workshops, and support for leaders to develop Quality Improvement Plans.

Pedagogical practice projects focused on enhancing teacher practices, exploring changes to the Early Years Learning Framework v2.0, activating Inquiry-based pedagogies, exploring growth mindset and critical reflection, embedding relational pedagogies and restorative practices, reviewing approaches to behaviour engagement, and growing cultural responsiveness. A new program of workshops for education assistants, which addressed effective communication, working with children with additional needs, and hands on literacy and numeracy strategies, was well received. In curriculum, projects focused on enhancing literacy, growing cultural awareness, and developing practical skills in teaching science and mathematical concepts.

81%
of member schools accessed
early childhood support

Inclusive Education

The Inclusive Education team demonstrated a strong commitment to delivering high-quality, evidence-based consultancy, advice, and professional development to member schools.

Highlights included sessions on Positive Partnerships, Neurodiversity, and the Mini COGE. A key event for the year was the inaugural Inclusive Education Symposium, featuring Dr Theresa Kidd's insightful presentation on Pathological Demand Avoidance.

Participant feedback reflected a clear appreciation for the diverse range of speakers, engaging topics, valuable networking opportunities, and the welcoming and professional atmosphere.



As active contributors to the Special Needs Advisory Committee (SNAC), the Inclusive Education team also played a critical role in the administration of Special Education Supplementary (SES) funding applications for students with disability.

Each year, SNAC processes two rounds of applications and facilitates bi-annual panel review meetings. These sessions include external experts who review and moderate a sample of applications to ensure decisions are fair, reasonable, and equitable. In 2024 alone, the committee assessed 2,348 State Funding Applications, demonstrating the scale and impact of this essential work.

AISWA's Inclusive Education Consultants also played a pivotal role in representing member schools at various summits, forums and committees. These included the Australian Association of Special Education (AASE) Conference, Inclusive Schooling Summit, Children and Young People at Risk Summit, Diabetes Education Steering Committee, ASDAN Cross-Sectoral Committee, Positive Partnerships Education Steering Committee, and Students with Disabilities Cross Sectoral Committee.

The team also made significant submissions to the Federal and State Governments, Non-Government Organisations, and Commissions, advocating for the rights and needs of students with disabilities. Notable submissions included feedback on the Draft National Autism Strategy and proposed amendments to the Disability Standards for Education 2005.



2024 Statistics of Special Education Supplementary per capita funding

	ROUND 1	ROUND 2
Applications Received	4,704	4,946
Approved Applications	4,364	4,729
Read and Assessed by the SNAC Committee	1,335	1,013
Declined Applications	340	217
Transfers	109	21



School Psychology Services

Clinical Psychology for CARE Schools

The provision of Clinical Psychology Services to CARE schools through the sessional contracting of private practice clinicians is ongoing. However, the number of Clinical Psychologists available continues to decline, limiting access for schools.

Protecting Young People from Violent Extremism (VE)

The growth of young people engaging in VE is an emerging trend across Australia. Members of the psychology team received training to understand, support, and protect students at risk of violent extremism.

Wellbeing and Mental Health in Schools Pilot Project

The second cohort of the Wellbeing and Mental Health in Schools Pilot Project commenced in 2024. An additional 10 schools, rural and remote, received a grant to engage a part-time designated Wellbeing Coordinator.

Support for developing a whole-school approach to mental health and wellbeing was provided by the AISWA psychology team.

Suicide Response and Prevention

AISWA partnered with the Mental Health Commission, as well as Catholic and Government sectors to provide training in the Gatekeeper Suicide Prevention course. A major review of the cross-sectoral "School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self Injury" was initiated.

Culturally Responsive and Safe Practice for First Nations People

AISWA facilitated the delivery of Youth Aboriginal and Torres Strait Islander Mental Health First Aid training to school staff. In partnership with psychologists from Transforming Indigenous Mental Health and Wellbeing, training for school-based psychologists on professional competencies and decolonising psychology was provided.



Consent and Respectful Relationships Education (CRRE), Wellbeing and Child Protection

AISWA is dedicated to advancing the priorities of Consent and Respectful Relationships Education (CRRE) and Wellbeing for member schools.

In support of this, and with funding by The Australian Government's CRRE measure, the CRRE and Wellbeing Initiative was launched, offering dynamic and impactful opportunities for schools.

The primary vision of this initiative is to enable the effective delivery of evidence-based, age-appropriate education on wellbeing, consent, and respectful relationships across independent member schools in Western Australia. The overarching goal is to embed, promote, build, and support the delivery of CRRE and Wellbeing education. Central to this approach is enhancing the collective knowledge and skills of all school staff, ensuring they are equipped to implement effective, context-specific education that meets the diverse needs of students; the development of a whole-school strategy that actively engages staff, students, families, and the broader community in creating a safe and supportive environment remains a key objective.

Collaboration among academics, experts, and participating schools was facilitated through a range of platforms, including consultancies, webinars, masterclasses, discussions, and professional learning opportunities. This approach ensured educators were equipped to effectively engage students and promote positive wellbeing outcomes.



Child Protection Support Included:

- ④ More than 60 professional learning sessions covering all aspects of child protection, both proactive and reactive
- ④ An AISWA online Child Abuse Reporting course, including Mandatory Reporting requirements
- ④ Phone consultations and meetings in supporting schools and enquiries, including the Reportable Conduct Scheme
- ④ Assistance with meeting Registration Standard 10: Preventing and Responding to Child Abuse
- ④ Collaboration with external agencies to represent AISWA schools, including:
 - Ombudsman consultation on the Reportable Conduct Scheme
 - The Respectful Relationship Education State funding committee
 - The Independent Schools Australia Child Protection Group
 - The Statewide HSB (Harmful Sexual Behaviour) Project
 - The MRITG (Mandatory Reporting Interagency Training Group)
 - The NOSEC (National Online Safety Education Council)





School Operations Support

The School Operations team support member schools with legislative compliance, governance, and operational efficiency. They provide up-to-date policy guidelines and governance resources, ensuring schools remain compliant.

Consultants offer support both in-person and online, addressing enquiries on registration standards and governance. They provide practical guidance, assist both established schools and new initiatives, and manage formal meetings and ongoing informal support.

Compliance information is shared through updates on legislative changes, renewal processes, and AISWA resources. A constitution review service ensures schools' documents align with legal requirements. Two annual Registration Seminars update schools on standards and common compliance issues.

CARE schools benefit from dedicated network meetings organised by consultants. These forums facilitate problem-solving, information sharing, and peer support, addressing unique educational challenges with insights from guest presenters, including regulatory bodies and education experts.

Future Footprints

For two decades, the AISWA Future Footprints Program (FFP) has supported Aboriginal and Torres Strait Islander students in Independent schools across Western Australia. Starting in 2004 with 76 students, it has grown to 663 students, with 106 graduates in 2024.

In 2024, the AISWA FFP continued supporting these students, with 550 students, staff, and families attending a Welcome to Country ceremony in March, led by Noongar Elder Walter McGuire at Kaarta Gar-up, reinforcing cultural connections and resilience.



Ahead of the AFL's Sir Doug Nicholls Round, Wesley College students crafted a coolamon for the Melbourne Football Club, a Guildford Grammar student showcased handmade jewellery, and an Aquinas College student delivered a speech on Reconciliation Week's theme, "Now More Than Ever," winning the 2024 Indigenous Community Leadership Award. In addition, a Scotch College student performed during the Welcome to Country. A former Future Footprints student also made their AFL home debut for the West Coast Eagles.

663
students currently supported
through Future Footprints Program



FFP coordinators gathered on Wadjemup (Rottneest Island) in September for cultural immersion and to learn from Elders. Another forum featured Aunty Viv Hansen sharing knowledge about bush foods and medicine.

In June, FFP hosted its Annual Careers Expo, connecting students with industry professionals and universities. A former FFP student served as the event's MC, and a breakout session provided Year 12 students with insights into university pathways.

Students were also able to develop leadership skills through cultural workshops and an art initiative, creating a 6m x 2m canvas symbolising family connections and cultural identity.

20-Year Celebration: Honouring the Past, Inspiring the Future

FFP celebrated its 20th anniversary in November by hosting an event filled with storytelling, reflection, and celebration. The event featured performances by the Ngalak Nidja group and Aquinas College Alumni. Special guests, including the Hon. Dr. Tony Buti, recognised the program's remarkable journey. A panel discussion with previous coordinators and Alumni highlighted the program's impact.



Member Services Highlights

AISWA undertook a series of projects to refresh the communications strategy and identify practical ways to streamline operations, strengthen member engagement, and enhance the value offered to schools.

Key highlights included:



AISWA Leaders Conference

Successfully launched the AISWA Leaders Conference, providing valuable insights and networking opportunities for school leaders.



2025 Service and Support Directory

Published the 2025 Service and Support Directory, detailing available services and support for member schools.



2025 Professional Learning Calendar

Released the 2025 Professional Learning Calendar, outlining a comprehensive schedule of training and development sessions to support member schools.



Newsletter Improvements

Implemented new newsletter design templates and optimised mailing lists and timing for better engagement, resulting in more effective communication with members.



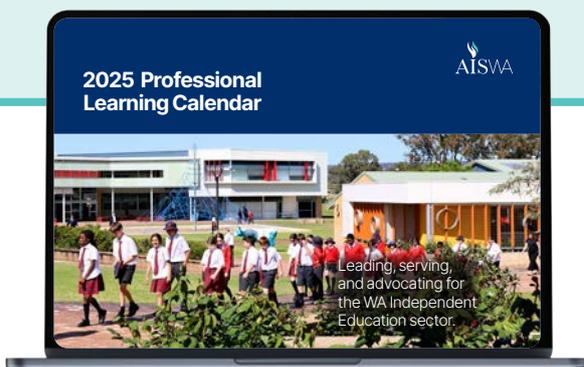
LMS Enhancements and Expansions

Improved the design and usability of the AISWA website and Learning Management System (LMS), improving user experience and accessibility for members, and expanded the LMS course offerings to 30 courses.



Website and Member Portal improvements

Delivered major enhancements to the website, including backend updates to improve data insights and communication strategies, resulting in a more user-friendly and informative online presence. A comprehensive review of the Member Portal's terms and conditions was also completed, with implementation planned for early 2025 to ensure greater clarity and transparency for users.







2

Modern, Dynamic Organisation and Culture

In 2024, AISWA focused on building the organisation's skills and capabilities to effectively meet the evolving needs of member schools now and in the future.

This included creating targeted management roles to bring in specialised expertise aligned with member priorities. By strengthening internal capacity, AISWA is better positioned to deliver responsive, high-quality support and services that reflect the evolving priorities of members.

A comprehensive audit of the AISWA website was completed to ensure it meets current standards and user needs. This audit involved a thorough review of the website's content, design, and functionality. The findings from the audit informed several improvements, making the website more user-friendly, accessible, and informative. These improvements include the integration of new features and functionalities that facilitate the planning, promotion, and registration of professional learning events. The improved website now offers a more seamless and user-friendly experience for members seeking professional development opportunities.

A key highlight of the year was the inaugural AISWA Leaders Conference, held at Optus Stadium on 20 May 2024. It featured inspiring keynote presentations from Professor Donna Cross OAM on student wellbeing, Steve Sammartino on Artificial Intelligence, Mick Liubinskas on climate technology, and guest dinner speaker the Honourable Julie Bishop on her education and leadership journey.



The newly introduced Professional Learning (PL) guidelines provided a standardised approach to planning and delivering professional learning events, ensuring consistency and quality across all offerings. The consolidation of event operations streamlined processes, reducing administrative burdens and enhancing the overall efficiency of PL.

To elevate online presence and engagement, new social media guidelines were developed. These guidelines provide a clear framework for managing social media accounts, ensuring consistent and effective communication with stakeholders. They helped increase engagement, reach, and visibility across various social media platforms, strengthening AISWA's digital footprint.

Recognising the importance of effective communications within the organisation, a review process and advisory group were established to strengthen internal practices. The initiative improved information flow within the organisation by identifying key areas for improvement and implementing strategies that fostered a more collaborative and cohesive work environment.



To foster a culture of collaboration, communication, and engagement, the staff newsletter, *AISWA Yarning*, was launched in August. The newsletter provides a platform for sharing important updates, news, and achievements and has become a valuable tool for connecting staff and promoting a sense of community across directorates.

These achievements reflect AISWA's commitment to enhancing operational efficiency, communication, and engagement – efforts that directly enrich the experience of member schools. The initiatives, reviews and preparations undertaken during 2024 have laid strong foundations for continued improvement, connection, and growth.

Reconciliation Action Plan (RAP)

AISWA proudly celebrated the endorsement by Reconciliation Australia and the launch of its first innovative Reconciliation Action Plan (RAP). Throughout the year, staff worked with purpose and intention to exceed RAP deliverables, celebrating and embedding pride in Aboriginal culture, history, and place across all operational activities.

Technology

AISWA's IT systems underwent a comprehensive review in 2024, resulting in an implementation plan to streamline internal processes and increase capacity to support members.

Microsoft Power BI was leveraged to optimise various business functions, improving decision-making and gaining further insights and analytics on member engagement and school trends.

Enrolment for Education Solutions Consortium with Microsoft, delivered in partnership with Data#3, enabled 65% of member schools to access more affordable Microsoft licensing. This resulted in substantial cost savings and improved access to essential digital services.

A comprehensive review of financial systems and processes was conducted to improve overall efficiency and effectiveness. As part of this work, a tender process for a new Enterprise Resource Planning (ERP) system was initiated to enable greater integration across functions. The platform will enhance financial transparency, support data-driven decision-making, and ensure more effective use of AISWA's resources, ultimately improving responsiveness and service for member schools.







3

Financial Sustainability

Following the discontinuation of the Non-Government Reform Support Fund, AISWA reported an operating deficit of \$748k for the 2024 financial year. While this reflects the short-term impact of a major funding change, it also highlights the importance and timeliness of the strategic initiatives undertaken during the year to position AISWA for long-term sustainability and growth.

Extensive work progressed during the year to identify new opportunities for unrestricted funding with a focus on diversifying funding sources beyond membership fees and government grants. In alignment with AISWA's strategic priority of long-term financial sustainability, 2024 saw key initiatives designed to strengthen financial foundations and expand future growth potential.

The comprehensive review of internal financial reporting practices and governance frameworks ensured that decision-making underpinned accurate, timely, and strategic financial information. As a result, improvements were made to financial reporting capabilities to improve financial oversight and ensure AISWA resources continue to be managed responsibly and ethically.

\$10.8m
directly distributed to
member schools in 2024

To support AISWA's capacity for growth and innovation, an unrestricted funding strategy was developed. This included a commercial partnership plan aimed at diversifying revenue streams and expanding the base of support through value-aligned partnerships.

Funding, Performance, and Reporting

Over \$10.8 million in funding was allocated to member schools in 2024, supporting long-term growth, equity, and educational excellence. Distributions strengthened governance, infrastructure, and leadership capacity, while helping schools adapt to changing funding models and student needs.



2024 key funding initiatives:

Choice and Affordability Fund (CAF)

-  Over \$5 million provided to WA Independent Schools to support sustainability, affordability, transitioning to new funding models, disadvantaged students, and student wellbeing
-  Included targeted investment in consultants and professional learning to future-proof leadership and drive operational excellence

AISWA Capital Grant Association (CGA)

-  \$13.7 million committed across 11 projects for capital development, improving assets and long-term learning environments
-  \$50 million allocated to build a new boarding school in Bandilingan (Kimberley), with a focus on long-term regional education access and sustainability

Preschool Reform Agreement Funding

-  Targeted investment in early learning, particularly for disadvantaged groups
-  Direct funding of \$4.2 million enabled schools to extend preschool hours, improving school readiness and future educational outcomes

School Psychology Services

-  Continued funding for psychologists, ensuring sustainable delivery of essential wellbeing services across all independent schools

National Student Wellbeing Program

-  Funded pastoral care, student support initiatives, and parent/community engagement programs
-  Contributed to social sustainability by strengthening school communities

Registration, Special Needs & Advisory Support

-  Supported CARE schools with compliance, data management, and inclusive education services.
-  Funded full-time psychologists and special needs advisory roles, reducing risk and supporting inclusive practices across all schools.







4

Advocacy, Representation and Leadership

Strengthening AISWA's role in advocating and representing the diverse needs of member schools across Western Australia was a key priority in 2024. One major initiative was a comprehensive project delivered in collaboration with GRA Partners and Marketforce to enhance AISWA's advocacy capabilities.

Advocacy efforts in 2024 were closely aligned with the AISWA Strategic Plan 2023-2027, emphasising leadership, service, and advocacy for the WA Independent school sector. These efforts reinforced the strategic commitment to maximise member engagement, provide leadership, advocate for the Independent school sector, and enhance the AISWA brand. The advocacy work in 2024 reinforced AISWA's strategic commitment to:



Maximise Member Engagement:

The Marketforce project involved several working groups comprising schools from various regions of Western Australia. This engagement helped understand and address the unique challenges faced by different schools.



Provide Leadership and Expertise:

The development of the AISWA Advocacy Framework positioned AISWA as a leading authority on education matters. The framework emphasised AISWA's role in influencing government decisions and building internal and member alignment.

This aligns with the strategic plan's goal of positioning AISWA as a leader in Independent education and promoting the achievements of member schools.



Advocate for Choice and Diversity:

The communications framework developed by Marketforce, has allowed AISWA to build a brand message in support of Choice and Diversity. It has assisted in the development of the 2025 State Election Platform which seeks support from government in acknowledgement of the importance of Choice and Diversity in the education ecosystem of WA.



Enhance Brand Recognition and Advocacy:

The strategic communications framework developed with Marketforce aimed to raise the profile and awareness of AISWA, positioning the organisation as the go-to authority on education matters. This effort supports the strategic plan's objective of enhancing and elevating AISWA's brand recognition and ensuring it becomes synonymous with educational excellence.



Focus on Partnerships:

A dedicated partnership strategy was developed to deliver greater value to member schools. This strategy built meaningful collaborations that amplified AISWA's collective voice, extended its reach, and ensured member schools were better supported through shared resources, expertise, and influence.



AISWA Advocacy Framework

In collaboration with GRA Partners and Marketforce, a project was launched to develop a strong narrative regarding Independent schools and position AISWA as the trusted voice in the sector. The initiative involved several committees made up of schools from across Western Australia, ensuring the sector's diversity was well-represented.

The AISWA Advocacy Framework, developed through the project, includes several key elements:

-  **Raising Public Awareness:** Strengthening the public's understanding of Independent schools and AISWA's role in supporting diversity and choice in education
-  **Influencing Government Decisions:** Transitioning AISWA's role from a participant in government meetings to a proactive influencer of decisions
-  **Building Internal and Member Alignment:** Ensuring alignment and support within AISWA and the broader Independent school sector

The framework emphasised a unified narrative that highlights the value proposition of Independent schools and AISWA, aiming to counter media stereotypes and craft compelling stories that engage stakeholders.

Insights and strategies from the project culminated in the creation of AISWA's 2025 State Election Platform, which was finalised towards the end of 2024.

2025 State Election Platform

AISWA's 2025 State Election Platform, informed by the Marketforce project, outlined key advocacy priorities and asks from the government, including:

-  **Capital Works Fund:** A request for \$25 million per annum to fund critical infrastructure upgrades in Independent schools

-  **Reform Funding Shortfall:** Addressing the \$2 million per annum shortfall in funding for educational reforms
-  **Planning Consultation:** Advocating for improvements in the planning consultation process to ensure Independent schools are appropriately located
-  **Inclusive and Collaborative Decision Making:** Calling for a sector-wide approach to developing education policies and initiatives, strengthening communication with members, streamlining internal processes, and fostering increased engagement both within AISWA and with member schools

In 2024, AISWA demonstrated a strong commitment to supporting education across Western Australia by actively contributing to more than 100 committees. This involvement enabled AISWA to represent the interests of Independent schools in key discussions with government departments, educational institutions, and community organisations. Through these forums, AISWA influenced policy development, contributed to curriculum planning, and advocated for initiatives that support student wellbeing. AISWA's participation played a central role in driving educational innovation, responding to emerging challenges, and ensuring practices remained aligned with the evolving needs of students and schools.



72 Education and curriculum committees

19 Leadership and Governance committees

8 Health and wellbeing committees



From left to right: Chris Massey, Executive Director, AISWA; Andrew Beck, Manager, First Nations Leadership & Advocacy, AISWA; Kristy Ninnette, Aboriginal Education Consultant, AISWA; and Dr Tony Buti MLA, Minister for Education.

Advocating for Excellence: AISWA's Strategic Engagements with the Minister

Throughout 2024, Chris Massey and Alex O'Connell attended regular strategic meetings with the Honourable Dr Tony Buti MLA, Minister for Education, and his office staff. Several meetings were also held with the Honourable Sabine Winton MLA, Minister for Early Childhood. These meetings underscored AISWA's commitment to fostering strong relationships with key government stakeholders and ensuring that the interests of Independent schools are well-represented at the highest levels of decision-making.

The direct access afforded to AISWA by the Ministers facilitated meaningful dialogue on policy developments and educational reforms, ensuring that AISWA remains at the forefront of advocating for the needs and priorities of Independent schools in Western Australia. This ongoing collaboration highlights AISWA's proactive approach in shaping the educational landscape and its dedication to achieving positive outcomes for all students.

The meetings with Minister Buti covered a wide range of critical topics, including implementing the Better Fairer Schools Agreement, strategies for enhancing student engagement and wellbeing, and promoting innovative educational programs such as the Creative Schools initiative. A large focus in 2024 was the project initiated by the Minister on reviewing the upper secondary pathways, known as the Pathways to Post-School Success review. Other activities in which AISWA liaised with the Minister included the CARE school review and the online school delivery review. These engagements also provided a platform to address sector-specific challenges and explore collaborative opportunities with other educational bodies.

Looking ahead to 2025, AISWA is committed to continuing the strong partnership with the Minister's office, post the state election. By maintaining regular engagements, AISWA aims to ensure that the Independent school sector continues to thrive and adapt to the evolving educational environment.

Appendices





AISWA Member Schools 2024

A

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

B

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

C

Carey Baptist College
 Carey Baptist College - Forrestdale
 Carmel Adventist College
 Carmel Adventist College Primary
 Carmel School
 Carnarvon Christian School

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

D

Dale Christian School
 Divine Mercy College
 Dunsborough Christian College

E

Ellenbrook Christian College
 Emmanuel Christian Community
 School
 Esperance Anglican Community
 School
 Esperance Christian School
 Eton Farm Primary School

F

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

G

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

Great Southern Grammar
 Guildford Grammar School

H

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

I

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

J

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

K

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



AISWA Affiliate Members 2024

Adventist Christian Schools (WA)
 Anglican Schools Commission (WA)
 Australian Baptist Education
 Christian Schools Australia (WA)

Parkerville Children and Youth Care School
 Saint Theodore of Canterbury Catholic Grammar School
 Sunshine Academy
 Swan Christian Education Association

L

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

M

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

N

Newman College
 Northshore Christian Grammar School
 Nyikina Mangala Community School

O

OneSchool Global WA

P

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

Providence Christian College
 Purnululu Aboriginal Community Independent School

Q

Quinns Baptist College
 Quintilian School

R

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

S

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

T

Telethon Speech and Hearing
 The King's College
 The Montessori School, Kingsley
 The Y Vocational School
 Tranby College
 Treetops Montessori School
 Trinity College

V

Victoria Park Christian School

W

Wesley College
 West Coast Steiner School
 Wongutha Christian Aboriginal Parent Directed School
 Woodbury Boston Primary School
 Wulungarra Community School

Y

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

AISWA Staff Farewells

Mikaela Bennington

09/02/2024

Mikaela initially joined the AISWA School Psychology team in 2018 on a student placement as part of her Master of Psychology (Professional) program. She subsequently gained an internship position as a Provisional Psychologist and gained her full registration as a Psychologist. In 2024, Mikaela made the decision to return to university to complete her Clinical Psychologist qualifications.

Wendy Candy

31/12/2024

Wendy was an integral member of the AISWA Early Childhood team for three years and made many significant contributions to supporting AISWA member schools.

Wendy expertly led several Early Childhood projects including Cultural Responsiveness and Building Leadership Capacity, as well as mentoring and supporting early childhood educators. In addition, Wendy inspired us with her passion and commitment to sustainability. Wendy left AISWA at the end of the year to take up a position as Co-Principal of Lance Holt School, Fremantle.

Jan Clarke

17/10/2024

Jan commenced with AISWA as a Secondary Curriculum Consultant in January 2008 and advanced to the role of Manager ICT and STEM in 2019. Jan was heavily involved with EPICT and expertly led and undertook numerous projects and initiatives which made a significant contribution to AISWA and its member schools. Jan was also integral in recent upgrades to the AISWA website and other IT related projects.

Rebecca Duncan-Thomason

31/12/2024

For 14 years Rebecca was one of AISWA's experts in Early Childhood pedagogy, play based learning and inquiry learning. Some highlights from Rebecca's time at AISWA included leading an international study tour, planning professional learning for the rollout of the Early Years Learning Framework, and developing a variety of resources for educators and leaders including several formal publications. Rebecca left AISWA to move into the new role of Director of Teaching and Learning - Preparatory School at Guildford Grammar School.

Peter Farmer

31/12/2024

Peter worked at AISWA for 14 years initially commencing as a Numeracy Consultant before taking on the role of NAPLAN and Data Consultant. His work involved overseeing the administrative requirements of NAPLAN and OLNA and supporting schools to understand how testing data could be used to inform teaching and learning and improve student outcomes. Peter left AISWA at the end of 2024 to enjoy a well-deserved retirement.

Sheila Griffin

20/08/2024

Sheila was a Consultant and AISWA's content expert in Primary Numeracy for six years. During this time she quickly established an outstanding reputation and provided exceptional service to our member schools. Some of her highlights at AISWA included the development of case studies capturing illustrations of excellent practice, presenting at Maths conferences and co-authoring publications to support teachers in the teaching of Primary and Early Years Mathematics.

Laura (Jane) Kirkham

11/09/2024

Jane worked at AISWA for many years as a Senior Psychologist. Jane's knowledge and expertise is impressive and her commitment to improving wellbeing offerings in schools during this time was next to none. Jane left AISWA to commence a Post-doctoral Research Fellowship position at Edith Cowan University working on research projects related to wellbeing in schools.

Jennifer Nobbs

30/04/2024

In addition to supporting AISWA business operations in her role as Compliance Manager and Special Projects. Jenny also oversaw AISWA building maintenance and strata management. Jenny was a key member of the AISWA COVID Response Team as the liaison officer between AISWA, the Department of Education and the Department of Health. During that three-year period, Jenny was responsible for overseeing several special projects including large distributions of masks and RAT tests to schools as well as providing direct support to Principals and school staff.

Shanta Patel

08/11/2024

Shanta commenced with AISWA as an Admin Support Officer and Receptionist. Throughout her five years with AISWA, Shanta provided valuable administrative support across many areas, including Numeracy, ICT, Future Footprints, Literacy, Leadership and Teacher Quality, Building Maintenance, the Professional Learning Suites, and the Curriculum and Pedagogy Directorate.



Melanie Pool
31/05/2024

Mel provided frontline member services support at AISWA Reception as well as Coordinating the Professional Learning Suites. Mel was instrumental in supporting AISWA staff with the transition towards centralisation and the streamlining of internal processes to improve overall member experience when they visited AISWA Professional Learning Suites.

Richie Rajan
22/11/2024

Richie spent over 13 years working as AISWA's Information Systems Manager. Richie was a highly respected team member and left AISWA to progress his career as Director of Information Systems and Technologies at South Coast Baptist College.

Kate Reitzenstein
31/12/2024

Over 10 years as a Languages Consultant at AISWA, Kate's work included providing leadership and support for leaders and teachers across the sector to implement Languages curriculum. Kate has also been the Consultant in Residence at Purnululu Aboriginal Community School for the past two years, supporting the writing of a Gija Languages Curriculum and the development of Kriol resources for young children to become literate in their mother tongue. Kate is continuing her work with Purnululu Aboriginal Community School and with AISWA as an independent education consultant.

Gary Robinson
29/03/2024

Gary joined AISWA in 2008, initially as the Raising of School Leaving Age (Participation) consultant to the Aboriginal Independent Community Schools. Over the years, Gary played a key role in various projects and became one of AISWA's Registration and Compliance Consultants. In addition to his immediate role, Gary looked after the CARE Schools, participated in several projects and represented AISWA on the Rural and Remote Education Advisory Council (RREAC).

Catherine Scott-Jones
17/06/2024

During her brief time with AISWA as the AICS/CARE and Small Schools Coordinator, Catherine made a significant contribution and brought both a fresh perspective and strategic thinking into the new role. Catherine left AISWA to pursue a high-level leadership role that would fully utilise her experience, capacity and broad capabilities.

Lauren Staynor
12/04/2024

Lauren joined the AISWA psychology team as a provisional psychologist in 2021 and subsequently gained her full psychologist registration. Lauren was successful in being appointed to the role of School Psychologist at Guildford Grammar's Preparatory School commencing Term 2, 2024.

Angela Susanto
31/12/2024

During her two years as AISWA's Digital Content Officer, Angela worked across various platforms and domains to deliver on our strategic objectives. Angela crafted the four new AISWA newsletters, created social media content, captured videos and provided marketing and communications support.

Maree Whiteley
15/11/2024

Maree worked as a Curriculum Consultant for 14 years designing and delivering teacher professional learning aligned to the P-10 Australian Curriculum and the Western Australian Curriculum. With specific expertise within the Humanities and Social Sciences Learning Area, Maree had the perfect platform to go beyond the curriculum, exploring areas of global imperatives for our young people. Maree generously shared her experience, knowledge and expertise with others during workshops, conferences and in online forums.

Tania Wray
07/11/2024

Tania was one of AISWA's key Inclusive Education Consultants for over 12 years. Tania is highly passionate in advocating for student voice and expertise in disability legislation, policy review, human rights, sensory impairments and early intervention. Tania is a Specialist Vision Teacher and presenter with SPEVI. During her time at AISWA, Tania provided extensive professional learning opportunities for schools and represented AISWA on many high level consultative and review committees. Tania has left AISWA to commence a journey in educational consultancy.

Financial Statements 2024





Financial Statements 2024

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Statement by Members of the Board

In the opinion of the Board:

1. the financial statements and notes as set out on pages 47 to 67 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 2024 and its performance for the year ended on that date; and
 - (b) Complying with Australian Accounting Standards – Simplified Disclosures and the *Australian Charities and Not-for-Profits Commission Regulations 2022*; and
2. At the date of this statement, there are reasonable grounds to believe that the Association will be able to pay its debts as and when they fall due and payable.

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



DATED THIS 15TH DAY OF MAY 2025

Mr Mike Smith
ACTING CHAIR

Dr Ian Anthony
DIRECTOR



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



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

In relation to our audit of the financial report of Association of Independent Schools of Western Australia (Inc) for the financial year ended 31 December 2024, and in accordance with the requirements of Subdivision 60-C of the *Australian Charities and Not-for-profits Commission Act 2012* and Section 80 of the *Associations Incorporation Act 2015*, to the best of my knowledge and belief, there have been:

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

Ernst & Young

Sarang Halai
Partner
15 May 2025

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



EY

**Shape the future
with confidence**

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

Opinion

We have audited the financial report of Association of Independent Schools of Western Australia (Inc) (the "Association"), which comprises the statement of financial position as at 31 December 2024, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements, including material accounting policy information, and the statement by the members of the Board.

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

- a. Giving a true and fair view of the Association's financial position as at 31 December 2024 and of its financial performance for the year ended on that date; and
- b. Complying with Australian Accounting Standards - Simplified Disclosures and the *Australian Charities and Not-for-profits Commission Regulations 2022*.

Basis for opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial report* section of our report. We are independent of the Association in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's *APES 110 Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

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

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

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

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

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



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with confidence**

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Responsibilities of the Board for the financial report

The Board of the Association is responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards – Simplified Disclosures, the *Industrial Relations Act 1979* and *Australian Charities and Not-for-profits Commission Act 2012* and for such internal control as the Board determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the financial report

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

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

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



**Shape the future
with confidence**

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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.

A handwritten signature in black ink that reads 'Ernst & Young' in a cursive style.

Ernst & Young

A handwritten signature in black ink that reads 'Sarang Halai' in a cursive style.

Sarang Halai
Partner
Perth
15 May 2025



Statement of Profit or Loss and Other Comprehensive Income

FOR THE YEAR ENDED 31 DECEMBER 2024

	Note	2024 \$	2023 \$
Revenue	4	26,660,867	30,097,042
Grants payments		(10,854,209)	(13,274,572)
Program expenses		(5,354,813)	(4,985,585)
Employee expenses		(10,044,509)	(9,202,288)
Information technology expenses		(413,133)	(388,137)
Overheads		(571,969)	(641,673)
Finance costs		(4,716)	(12,412)
Depreciation and amortisation		(549,099)	(465,740)
Net fair value gains/(losses) on financial assets at fair value		383,393	192,045
(Deficit)/Surplus before income tax		(748,188)	1,318,680
Income tax expense	2(d)	-	-
(Deficit)/Surplus after income tax		(748,188)	1,318,680
Other comprehensive income/(loss):			
Other comprehensive income/(loss) for the year		-	-
Total comprehensive (deficit)/surplus for the year		(748,188)	1,318,680

Statement of Financial Position

AS AT 31 DECEMBER 2024

	Note	2024 \$	2023 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	5	10,937,337	7,636,601
Trade and other receivables	6	827,489	488,850
Other financial assets	15	10,000,000	15,000,000
Inventories		22,010	22,010
Other assets	7	83,512	5,574
TOTAL CURRENT ASSETS		21,870,348	23,153,035
NON-CURRENT ASSETS			
Property, plant and equipment	8	6,247,153	6,660,094
Right use of assets	9	58,671	120,727
Other financial assets	15	4,616,508	3,233,115
TOTAL NON-CURRENT ASSETS		10,922,332	10,013,936
TOTAL ASSETS		32,792,680	33,166,971
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	10	1,464,019	1,114,581
Other liabilities	11	10,280,456	10,121,557
Provisions	12	1,318,662	1,403,862
Lease liabilities	13	43,113	64,258
TOTAL CURRENT LIABILITIES		13,106,250	12,704,258
NON-CURRENT LIABILITIES			
Provisions	12	137,120	122,833
Lease liabilities	13	16,524	58,916
TOTAL NON-CURRENT LIABILITIES		153,654	181,749
TOTAL LIABILITIES		13,259,904	12,886,007
NET ASSETS		19,532,776	20,280,964
EQUITY			
Accumulated funds		19,532,776	20,280,964
TOTAL EQUITY		19,532,776	20,280,964



Statement of Changes in Equity

FOR THE YEAR ENDED 31 DECEMBER 2024

2024	Accumulated funds
	\$
Balance at 1 January 2024	20,280,964
Deficit for the year	(748,188)
Other comprehensive income/(loss)	-
Balance at 31 December 2024	19,532,776
2023	
Balance at 1 January 2023	18,962,284
Surplus for the year	1,318,680
Other comprehensive income/(loss)	-
Balance at 31 December 2023	20,280,964

Statement of Cash Flows

FOR THE YEAR ENDED 31 DECEMBER 2024

	Note	2024 \$	2023 \$
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from government funding, subscriptions, and other income	4, 6	25,971,792	29,018,441
Payments to suppliers, employees and schools		(28,882,922)	(28,648,874)
Interest received		354,221	723,200
Finance costs		(4,716)	(12,412)
Net cash provided by operating activities	14(b)	(561,625)	1,080,355
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of financial assets		(1,000,000)	(2,745,963)
Proceeds from investments		5,000,000	60,000
Purchase of property, plant and equipment		(74,102)	(116,823)
Net cash used in investing activities		3,925,898	(2,802,786)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payment of lease liabilities	13	(63,537)	(108,910)
Net cash used in financing activities		(63,537)	(108,910)
Net increase/(decrease) in cash and cash equivalents held		3,300,736	(1,831,341)
Cash and cash equivalents at beginning of year		7,636,601	9,467,942
Cash and cash equivalents at end of financial year	14(a)	10,937,337	7,636,601



Notes to the Financial Statements

FOR THE YEAR ENDED 31 DECEMBER 2024

1 Basis of Preparation

General Information

The Association of Independent Schools of Western Australia (Inc) ("the Association") is an association domiciled in Australia under the Industrial Relations Act (Western Australia) and its registered office and principal place of business is:

3/41 Walters Drive
Osborne Park WA 6017

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

The financial statements of the Association of Independent Schools of Western Australia (Inc) ("the Association") for the year ended 31 December 2024 were authorised for issue, in accordance with a resolution of the Directors on 15 May 2025.

Basis of Preparation

These financial statements are general purpose financial statements that have been prepared in accordance with Australian Accounting Standards - Simplified Disclosures, the *Industrial Relations Act 1979*, the *Australian Charities and Not-for-profits Commission Act 2012* and *Australian Charities and Not-for-Profit Commission Regulations 2022*. The Association is a not-for-profit entity for financial reporting purposes under Australian Accounting Standards.

The financial statements have been prepared on an accruals basis and are based on historical cost, and do not take into account changing money values, except for investments in equity funds which are measured at fair value. Cost is based on the fair values of the consideration given in exchange for assets. The amounts presented in the financial statements are presented in Australian dollars and have been rounded to the nearest dollar.

The preparation of the financial statements requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the Association's accounting policies. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements are disclosed in note 3.

Material accounting policies adopted in the preparation of these financial statements are presented below and have been consistently applied, unless stated otherwise.

2 Material Accounting Policy Information

(a) Revenue

The Association recognises revenue as follows:

Revenue from contracts with Customers

Revenue is recognised at an amount that reflects the consideration to which the Association is expected to be entitled in exchange for transferring goods or services to a customer. For each contract with a customer, the Association: identifies the contract with a customer; identifies the performance obligations in the contract; determines the transaction price which takes into account estimates of variable consideration and the time value of money; allocates the transaction price to the separate performance obligations on the basis of the relative stand-alone selling price of each distinct good or service to be delivered; and recognises revenue when or as each performance obligation is satisfied in a manner that depicts the transfer to the customer of the goods or services promised.

Program and Event 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.

Grants

Government grants are derived from services and programs performed on behalf of the State, Commonwealth and Local governments, whereby the Association has an obligation to deliver such services and programs. Government grant revenue is recognised when the Association satisfies the performance obligations stated within the funding agreements. If conditions are attached to the grant which must be satisfied before the Association is eligible to retain the contribution, the grant will be recognised in the Statement of Financial Position as a liability until those conditions are satisfied.

Interest

Interest is recognised using the effective interest method, which for floating rate financial assets is the rate inherent in the instrument.

Other revenue

Other revenue is recognised when it is received or when the right to receive payment is established.

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

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

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

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

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

Lease liabilities

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



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

In calculating the present value of lease payments, the Association uses its incremental borrowing rate of 5% (2023: 5%) at the lease commencement date because the interest rate implicit in the lease is not readily determinable. After the commencement date, the amount of lease liabilities is increased to reflect the accretion of interest and reduced for the lease payments made. In addition, the carrying amount of lease liabilities is remeasured if there is a modification, a change in the lease term, a change in the lease payments (e.g., changes to future payments resulting from a change in an index or rate used to determine such lease payments) or a change in the assessment of an option to purchase the underlying asset.

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

(c) Financial instruments

Financial assets

Initial recognition and measurement

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

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

Subsequent measurement

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

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

Impairment

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

Derecognition

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

Financial liabilities***Initial recognition and measurement***

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

Subsequent measurement

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

Derecognition

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

(d) Income Tax

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

(e) Property, plant and equipment

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

Land and buildings

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

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

Plant and equipment

Plant and equipment are measured on the cost basis less accumulated depreciation and any accumulated impairment losses. All other repairs and maintenance are 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:

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

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

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

(f) Employee benefits

(i) Short-term employee benefits

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

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

(ii) Long-term employee benefits

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

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

(g) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand, deposits held at-call with banks, and other short-term highly liquid investments with original maturities of three months or less that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

(h) Goods and services tax (GST)

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

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

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

(i) Comparative figures

Comparative information has been adjusted to conform to changes in presentation for the current financial year.

3 Critical Accounting Estimates and Judgements

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.

Provision for employee benefits

Provisions for employee benefits payable after 12 months from the reporting date are based on future wage and salary levels, periods of service and market yields of corporate bonds as discussed in Note 2(f). The amount of these provisions would change should any of these factors change in the next 12 months.

Impairment of non-financial assets

The Association assesses the impairment of non-financial assets at each reporting date by evaluating conditions specific to the Association and to the particular asset that may lead to impairment. If an impairment trigger exists, the recoverable amount of the asset is determined. This involves fair value less costs of disposal or value-in-use calculations, which incorporate a number of key estimates and assumptions.

Determining whether a grant contains enforceable and sufficiently specific obligations

The interaction between AASB 15 Revenue from Contracts with Customers (AASB 15) and AASB 1058 Income for not-for-profits(AASB 1058) require management to assess whether the government grants received need to be accounted for under AASB 15 or AASB 1058. Key to this assessment is whether the government grants contain:

- A contract with a customer that creates 'enforceable' rights and obligations, and
- The contract includes 'sufficiently specific' performance obligations.

Critical judgement was applied by management in assessing whether a promise is 'sufficiently specific', taking into account all facts and circumstances and any conditions specified in the arrangement (whether explicit or implicit) regarding the promised goods or services, including conditions regarding:

- The nature or type of goods or services
- The cost or value of the goods or services
- The quantity of the goods or services
- The period over which the goods or services must be transferred



4 Revenue

	2024	2023
	\$	\$
<i>Operating activities (Revenue from Contracts with Customers):</i>		
- Event income	537,534	553,453
- Grant income	18,041,335	22,112,108
- Management fees and recoveries	1,205,623	847,804
- Program income	2,815,012	2,621,446
- Subscriptions	3,315,095	3,020,685
- Other operating income	372,142	166,253
	26,286,741	29,321,749
<i>Non-operating activities:</i>		
- Interest income	374,126	775,293
Total Revenue	26,660,867	30,097,042



5 Cash and Equivalents

	Note	2024 \$	2023 \$
CURRENT			
Cash at bank		1,377,907	2,636,539
Cash on deposit		9,559,430	5,000,062
	14(a)	10,937,337	7,636,601

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

6 Trade and Other Receivables

	Note	2024 \$	2023 \$
CURRENT			
Trade Receivables		697,053	376,902
Other Receivables		130,436	111,948
		827,489	488,850

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 2024 (2023: Nil).

All of the outstanding trade and other receivables as at 31 December 2024 and 2023 are measured at amortised cost.



7 Other Assets

	Note	2024	2023
		\$	\$
CURRENT			
Prepayments		83,512	5,574
		83,512	5,574

8 Property, plant and equipment

	2024	2023
	\$	\$
LAND AND BUILDINGS		
Freehold land at cost		
Land	1,883,632	1,883,632
Total Land	1,883,632	1,883,632
Buildings at cost		
Buildings at cost	7,028,051	7,028,051
Accumulated depreciation	(2,920,584)	(2,589,840)
Total buildings	4,107,467	4,438,211
Total land and buildings	5,991,099	6,321,843
PLANT AND EQUIPMENT		
Furniture and office equipment at cost		
Furniture and office equipment at cost	1,026,078	951,976
Accumulated depreciation	(770,024)	(613,725)
Total furniture and office equipment	256,054	338,251
Total property, plant and equipment	6,247,153	6,660,094



8 Property, plant and equipment (continued)

(a) Movements in Carrying Amounts

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

	Land \$	Buildings \$	Furniture and Office Equipment \$	Total \$
Year ended 31 December 2024				
Balance at the beginning of year	1,883,632	4,438,211	338,251	6,660,094
Additions	-	-	74,101	74,101
Depreciation expense	-	(330,744)	(156,298)	(487,042)
Balance at the end of the year	1,883,632	4,107,467	256,054	6,247,153

9 Right of use assets

	2024 \$	2023 \$
EQUIPMENT		
Equipment at cost	165,222	165,222
Accumulated depreciation	(119,113)	(79,217)
Total equipment	46,109	86,005
MOTOR VEHICLES		
Motor Vehicles at cost	73,697	73,697
Accumulated depreciation	(61,135)	(38,975)
Total motor vehicles	12,562	34,722
Total right of use assets	58,671	120,727



9 Right of use assets (continued)

(a) Movements in Carrying Amounts

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

	Equipment \$	Motor Vehicles \$	Total \$
Year ended 31 December 2024			
Balance at the beginning of year	86,005	34,722	120,727
Additions	-	-	-
Depreciation expense	(39,896)	(22,160)	(62,056)
Balance at the end of the year	46,109	12,562	58,671

10 Trade and Other Payables

	2024 \$	2023 \$
CURRENT		
Trade payables	1,126,507	917,132
GST and PAYG payable	89,796	(1,808)
Other payables	247,716	199,257
	1,464,019	1,114,581

All of the outstanding trade and other payables as at 31 December 2024 and 2023 are measured at amortised cost.



11 Other Liabilities

	2024	2023
	\$	\$
CURRENT		
Unexpended grant funds	10,280,456	10,121,557
	10,280,456	10,121,557

12 Provisions

	2024	2023
	\$	\$
CURRENT		
Annual leave	710,845	661,887
Long service leave	607,817	741,975
	1,318,662	1,403,862
NON-CURRENT		
Long service leave	137,130	122,833



13 Lease liabilities

	2024	2023
	\$	\$
As at 1 January	123,174	103,503
Accretion of interest	4,716	12,412
Additions	-	125,080
Payments	(68,253)	(117,821)
As at 31 December	59,637	123,174
CURRENT	43,113	64,258
NON-CURRENT	16,524	58,916



14 Cash Flow Information

	2024	2023
	\$	\$
(a) Reconciliation of cash		
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	10,937,337	7,636,601
(b) Reconciliation of result for the year to cashflows from operating activities		
Reconciliation of (deficit)/surplus from ordinary activities after income tax to net cash (used in)/from operating activities:		
(Deficit)/Surplus for the year	(748,188)	1,318,680
Non-cash flows in operating (deficit)/surplus:		
- net (gain)/loss on financial assets at fair value	(383,639)	(192,045)
- depreciation and amortisation expense	549,099	468,986
Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	(338,639)	(294,889)
- (increase)/decrease in prepayments	(77,938)	62,362
- (increase)/decrease in inventories	-	616
- increase/(decrease) in trade and other payables and provisions	278,535	221,071
- increase/(decrease) in unexpended grants	158,899	(504,426)
Cash flows provided by operating activities	(561,625)	1,080,355



15 Other Financial Assets

	2024	2023
	\$	\$
CURRENT		
Term Deposits (term of 3 months or more)	10,000,000	15,000,000
	10,000,000	15,000,000
NON-CURRENT		
Investments in equity funds	4,616,508	3,233,115
	4,616,508	3,233,115

Fair values of these investments are determined by reference to published prices of the respective funds.

16 Related Party Transaction

(a) Transactions with related parties

The Association received support fees of \$294,829 (2023: \$166,222) and recovery of costs of \$243,447 (2023: \$144,547) from AISWA Capital Grants Association for management and accounting services provided during the year for a total transaction cost of \$538,276 (2023: \$310,769). The Association has influence over AISWA Capital Grants Association with the power to participate in decisions.

(b) Remuneration of officers

No remuneration is paid to the Board members of the Association (2023: Nil).



17 Key Management Personnel Compensation

During the year, the amounts paid as compensation to key management personnel including superannuation amounted to \$1,297,026 (2023: \$884,157)

18 Events Occurring After The Reporting Date

The financial report was authorised for issue on 15th May 2025 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 Auditors Remuneration

	2024	2023
	\$	\$
Fees to Ernst & Young (Australia)	69,940	58,893



20 Financial Risk Management

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

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

	Note	2024 \$	2023 \$
Financial assets			
Cash and cash equivalents	5	10,937,337	7,636,601
Investments at fair value	15	4,616,508	3,233,115
Receivables	6	827,489	488,850
Term Deposits	15	10,000,000	15,000,000
Total financial assets		26,381,334	26,358,566
Financial liabilities			
Trade and other payables	10	1,464,019	1,114,581
Other liabilities	11	10,280,456	10,121,557
Total financial liabilities		11,744,475	11,236,138





ASSOCIATION of INDEPENDENT SCHOOLS of WESTERN AUSTRALIA

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