



# **2022 Annual Report and Financial Statements**

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

# Table of Contents

|  |    |
|--|----|
| Introduction and Strategic Framework.....                    | 4  |
| Strategic Framework – Implementation.....                    | 6  |
| Office Bearers.....  | 8  |
| Chair of the Board of AISWA.....                             | 8  |
| ISA Delegate .....   | 8  |
| Seal Holders.....  | 8  |
| Executive Director .....                                     | 8  |
| Auditors .....   | 8  |
| AISWA Executive Committee Membership .....                   | 9  |
| Board of AISWA .....   | 9  |
| Education Policy Consultative Committee .....                | 9  |
| Legal and Governance Consultative Committee.....             | 10 |
| Executive Summary .....                                      | 11 |
| AISWA 2022 .....   | 13 |
| AISWA Meetings .....   | 13 |
| Representation .....   | 13 |
| Interest Groups.....   | 15 |
| Contacts.....  | 16 |
| Support for Member Schools .....                             | 16 |
| Membership Fees.....   | 16 |
| State Matters .....  | 17 |
| School Curriculum and Standards Authority (SCSA) .....       | 17 |
| Mandatory Reporting.....                                     | 17 |
| Teacher Registration Board of Western Australia (TRBWA)..... | 17 |
| Department of Education (DoE).....                           | 17 |
| National Matters.....  | 18 |
| Federal Government .....                                     | 18 |
| Independent Schools Australia (ISA) .....                    | 18 |
| Boards .....   | 18 |
| Assessment and Reporting.....                                | 18 |
| Professional Learning and School Leadership .....            | 18 |
| Curriculum .....   | 18 |

|   |    |
|---|----|
| Funding.....  | 19 |
| Federal.....  | 19 |
| State.....  | 19 |
| 2023 State Per Capita Grants .....                    | 19 |
| Aboriginal Independent Community Schools (AICS) ..... | 20 |
| AISWA School Psychology Service (ASPS).....           | 21 |
| Curriculum and Re-Engagement (CARE) Schools .....     | 22 |
| Early Childhood .....                                 | 23 |
| Future Footprints Program .....                       | 24 |
| Inclusive Education (IE) .....                        | 25 |
| Industrial and Workplace Relations .....              | 26 |
| Literacy .....  | 27 |
| Numeracy .....  | 28 |
| School Leadership and Teaching Quality .....          | 29 |
| Teaching and Learning .....                           | 30 |
| Technology .....                                      | 31 |
| Statistics .....                                      | 32 |
| AISWA Member Schools 2022.....                        | 33 |
| AISWA Affiliate Members 2022 .....                    | 34 |
| 2022 Audited Financial Statements.....                | 35 |
| 2023 AISWA Membership Fees .....                      | 36 |

## Introduction and Strategic Framework

The Association of Independent Schools of Western Australia is the peak body representing Independent Schools in Western Australia. It has 162 member schools that enrol over 91,000 students, accounting for just over 16% of Western Australian school enrolments. These schools employ over 7,800 teaching and over 5,900 support staff.

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

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



*Strength through diversity*

## AISWA Strategic Framework



### Purpose

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

### Our Core Values

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

### Statement of Intent

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

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

## Strategic Framework – Implementation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Building partnerships between schools**

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

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

## Office Bearers

### Chair of the Board of AISWA

Dr Alec O'Connell, Scotch College

### ISA Delegate

Dr Alec O'Connell, Chair of the Board

### Seal Holders

Dr Alec O'Connell, Chair of the Board

Mr Geoff Searle, Wesley College (concluded May 2022)

Mr Mike Smith, Board Member, Quinns Baptist College (commenced May 2022)

Ms Valerie Gould, Executive Director (concluded October 2022)

Mr Chris Massey, Executive Director (commenced October 2022)

Mr Ron Gorman, Deputy Director

### Executive Director

Ms Valerie Gould (concluded October 2022)

Mr Chris Massey (commenced September 2022)

### Auditors

EY, Chartered Accountants, Perth

## AISWA Executive Committee Membership

### Board of AISWA

Dr Alec O'Connell (Chair), Scotch College

Mrs Donella Beare, St Stephen's School

Mr Ian Curlewis, John Septimus Roe Anglican Community School

Mrs Anne Dunstan, Guildford Grammar School (*concluded August 2022*)

Ms Anne Ford, John Wollaston Anglican Community School (*concluded May 2022*)

Mrs Tracey Gray, Frederick Irwin Anglican School

Dr Marie Perry, Methodist Ladies' College (*concluded May 2022*)

Dr Susan Roberts, Tranby College/Penrhos College

Mr Geoff Searle, Wesley College

Mr Mike Smith, Quinns Baptist College

Mr Dave Stevens, Providence Christian College (*concluded May 2022*)

Ms Valerie Gould, AISWA (*ex-officio member – concluded October 2022*)

Mr Chris Massey, AISWA (*ex-officio member – commenced September 2022*)

### Education Policy Consultative Committee

Dr Marie Perry (Chair), Methodist Ladies' College (*concluded May 2022*)

Mrs Donella Beare (Chair), St Stephen's School (*commenced May 2022*)

Ms Christine Crump, Swan Christian College

Mrs Shelley Forbes, Alta-1 College

Mr Mathew Irving, Wesley College

Ms Kathleen Lacey, Carey Baptist College

Ms Valerie Gould, AISWA (*concluded October 2022*)

Mr Chris Massey, AISWA (*commenced September 2022*)

## Legal and Governance Consultative Committee

Mr Dave Stevens (Chair), Providence Christian College (concluded May 2022)

Mr Mike Smith (Chair), Quinns Baptist College (commenced May 2022)

Ms Kelly Hourston, SEDA College

Mr Gary Mack, All Saints College

Mr Scott Puzey, Swan Christian College

Dr Susan Roberts, Tranby College/Penrhos College

Ms Valerie Gould, AISWA (concluded October 2022)

Mr Chris Massey, AISWA (commenced September 2022)

## Executive Summary

2022 proved to be another disrupted year, particularly in Terms 1 and 2. 2022 saw the arrival of the Omicron strain of COVID-19 into WA and in schools during Term One. The year saw COVID vaccinations mandated for all school workers and for anyone entering school grounds other than ad hoc visitors. This meant some schools were short staffed for the commencement of the year as some teachers and other school workers were not vaccinated. Masks were also mandated for staff and students (initially from Year 7 up and then from Year 3 up). Schools were under great pressure to manage with some significant staff and student absences due to the virus and mandatory isolation requirements.

Schools were required to report all confirmed COVID-19 cases to AISWA which were then collated and reported to both the Department of Health and the Government on a daily basis. This process proved time consuming for school and AISWA staff. Schools were responsible for identifying any school-based close contacts and contacting parents and caregivers to advise them of the isolation requirements. As the virus spread, the school operational guidelines relating to reporting and isolation requirements constantly changed with the updated Health advice. In many ways, Term Two was more challenging than Term One. COVID-19 case numbers increased resulting in higher student absences and, due to the number of staff members also contracting the virus, relief teachers were in very short supply. Term Three saw cases drop across the community and restrictions gradually eased.

Schools were supported through the provision of free masks and free Rapid Antigen Tests (RATs) provided by the State Government. At the request of the State Government, AISWA facilitated the distribution of two large supplies of RATs to support student and staff testing with schools used as the collection point to distribute RATs to families across the state.

As in 2020 and 2021, AISWA was able to support schools and staff across a range of platforms. There was a substantial reduction in face-to-face meetings and conferences in Terms 1 and 2, including Briefing the Board and the Aboriginal Independent Schools Conference, due to COVID-19 restrictions. However, Term Three and Four saw the return of face-to-face meetings and a range of new professional learning opportunities, including an increased number of online learning courses.

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

AISWA, through the Commonwealth's the Choice and Affordability Fund (CAF) which commenced in July 2020, was able to provide transition grants to schools that were considerably impacted by the shift from the previous SES model to the DMI CTC model. Other CAF activities included a strategy immersion project facilitated by NoTosh and a range of projects targeting educationally disadvantaged students, and provision of increased support for student health and wellbeing with the appointment of a dedicated Wellbeing Consultant.

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

During 2022, AISWA continued to provide services to schools funded partly through the Non-Government Reform Support Fund and the provision of various state grants. AISWA has continued to work with schools through the delivery of:

- support for the ongoing implementation of the Australian Curriculum, the WA Curriculum, and the Senior Secondary WACE courses
- support for schools with literacy and numeracy strategies including assisting schools analyse NAPLAN data using Valuate and preparing for NAPLAN move to March 2023
- advice and consultative support in the areas of Inclusive Education
- support for Aboriginal students in Boarding Schools through the Future Footprints Program
- support for governing bodies and school leaders with school governance
- support for the school registration process and compliance issues
- legal and workplace relations support
- the AISWA School Psychology Service (ASPS) and,
- dedicated support to the Aboriginal Independent Community Schools (AICS) and the Curriculum and Re-Engagement (CARE) Schools

After over 24 years working at AISWA, including 14 years as Executive Director, Valerie Gould retired from her position with Chris Massey commencing as the new Executive Director on Monday, 5 September 2022. AISWA sincerely thanks Valerie for her invaluable contribution to the Association and the broader education sector in WA.

AISWA will continue to support schools, school leaders, governing bodies, and teachers as they all work together to improve the educational outcomes of the young people in their care.

We thank all school members for their support and encouragement throughout 2022. In addition, we acknowledge and thank the contributions made by the AISWA Board Directors and associated committee members.

Ms Valerie Gould  
Executive Director (Jan to Oct 2022)

Mr Chris Massey  
Executive Director (Sept to Dec 2022)

# AISWA 2022

## AISWA Meetings

The AISWA Annual General Meeting was held online on Thursday, 26 May 2022.

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

### Board of AISWA

- Mrs Donella Beare, St Stephen's School
- Mrs Tracey Gray, Frederick Irwin Anglican Community School
- Mr Mike Smith, Quinns Baptist College

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

## Representation

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

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

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

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

## Interest Groups

While member schools have recently only had the opportunity to come together only once or twice during the year, at the AISWA Briefing the Board Conference and the Annual General Meeting, there are interest groups that meet on a regular basis.

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

## Contacts

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

The Chair of the Board of AISWA and the Executive Director maintained regular contact throughout the year with the Hon Susan Ellery MLC, State Minister for Education and the Federal Minister for Education, Mr Jason Clare.

## Support for Member Schools

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

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

## Membership Fees

See Appendix 1 at the end of this report.

## State Matters

### School Curriculum and Standards Authority (SCSA)

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

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

### Mandatory Reporting

AISWA continues to provide training in the reporting of child abuse including the Mandatory Reporting of Child Sexual Abuse for Independent Schools. AISWA has recently launched an online training course which has proven to be extremely popular.

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

### Teacher Registration Board of Western Australia (TRBWA)

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

### Department of Education (DoE)

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

# National Matters

## Federal Government

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

## Independent Schools Australia (ISA)

ISA provides national presence for Independent Schools across Australia. It does this in two ways. The first is direct representation by AISWA's ISA representative (Dr Alec O'Connell) and Ms Margery Evans, Chief Executive Officer, ISA, to the Federal Minister of Education and the Shadow Minister of Education. In addition, the Executive Directors or Chief Executive Officers of all the State and Territory AISs meet once a month with ISA's Chief Executive Officer and other ISA staff.

The Chief Executive Officer of ISA also represents the sector on key working parties and taskforces established by the Australian Education Council (Ministers of Education from all States and Territories). The second strategy is to facilitate membership on the myriad of working parties and taskforces established by the Education Council and the Australian Government Department of Education, Skills and Employment. As the ISA has limited staff resources, it calls on the Executive Directors of the Associations of Independent Schools (AISs) and their staff to provide this representation. The Executive Director, Deputy Director, and several of AISWA's Consultants represent the Independent sector at a national level.

## Boards

### Assessment and Reporting

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

Writing Marking Quality Team, ACARA, Mr Ron Gorman

### Quality Teaching

AITSL School Leadership and Teaching Expert Standing Committee, Mr Ron Gorman

### Professional Learning and School Leadership

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

### Curriculum

Curriculum Directors Group, ACARA, Mrs Kristine Stafford

## Funding

### Federal

The Federal Government provides the majority of government funding for Independent Schools in Australia. The amount of per capita funding schools receive depends upon each school's Socio-Economic Status (SES). 2018 saw the commencement of a review of the method for calculating the SES, now called Direct Measure of Income (DMI) Capacity to Contribute (CTC) and this work has concluded. In 2022, all schools had their funding calculated using the DMI CTC, with schools transitioning up getting 80% of the Schooling Resource Standard by 2023 and those transitioning down by 2029.

### State

In October, the State Government announced the funding levels for 2023. The per capita rates for 2023 equate to 20.13% of the current Schooling Resource Standard (SRS). This downwards move towards 20% of the Schooling Resource Standard by 2023 means schools have seen another decrease in state grants from 2022 to 2023.

#### 2023 State Per Capita Grants

| State Funding Category | Pre-Compulsory (Kindergarten) | Compulsory Pre-Primary to Year 6 | Compulsory Mid-Secondary Years 7 to 10 | Compulsory Upper Secondary Years 11 and 12 |
|------------------------|-------------------------------|----------------------------------|--|--|
|                        | \$                            | \$                               | \$                                     | \$   |
| A                      | 2,249                         | 1,500                            | 2,204                                  | 2,276                                      |
| B                      | 2,592                         | 1,727                            | 2,539                                  | 2,799                                      |
| C                      | 2,602                         | 1,736                            | 2,550                                  | 2,867                                      |
| D                      | 2,684                         | 1,789                            | 2,631                                  | 2,953                                      |
| E                      | 2,816                         | 1,877                            | 2,757                                  | 3,082                                      |
| F                      | 2,937                         | 1,956                            | 2,876                                  | 3,182                                      |
| G                      | 3,029                         | 2,019                            | 2,969                                  | 3,297                                      |
| GA                     | 4,512                         | 3,010                            | 4,423                                  | 4,909                                      |
| H*                     | 0                             | 0                                | 4,423                                  | 4,909                                      |
| I                      | 6,004                         | 4,003                            | 5,885                                  | 6,486                                      |
| J                      | 0                             | 8,701                            | 12,791                                 | 14,093                                     |

#### 2023 High Support Needs Per Capita Grant Rates

| State Funding Category | Pre-Compulsory (Kindergarten) | Compulsory Pre-Primary to Year 6 | Compulsory Mid-Secondary Years 7 to 10 | Compulsory Upper Secondary Years 11 and 12 |
|------------------------|-------------------------------|----------------------------------|--|--|
|                        | \$                            | \$                               | \$                                     | \$   |
| A - J                  | 12,977                        | 32,443                           | 32,443                                 | 32,443                                     |

## Aboriginal Independent Community Schools (AICS)

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

During the 2022 year, the Perth based AISWA consultants continued to consistently support these schools. The consultants were: Ms Kerry Handley and Ms Jill Buckrell, Literacy; Ms Kate Reitzenstein, Languages; and in the area of Strategic Support, Ms Trish Somers. Administrative support for AICS consultants was provided by Janelle Dickinson.

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

They are ably supported in this by consultants from the Psychology Team; Toni Tomlin, Lead Psychologist; Mandy Marett, Larissa Roy, Bas Snijder and Roger Coghill, Senior Psychologists. Lynne Nixon, Kate Weight and Tania Wray Inclusive Education Consultants, are also an important part of that support team. Over the year, the Psychology and Inclusive Education Teams have provided valuable professional learning for AICS staff at AISWA.

The 2022 Broome Conference and the AICS Governance Conference were both cancelled due to COVID.

## AISWA School Psychology Service (ASPS)

The core services of the AISWA School Psychology Service (ASPS) team continued to be in demand throughout 2022. Under the government election promise to increase psychologists in schools, ASPS was able to increase staffing to bring the team to 17 psychologists (13.3 FTE) in 2022. ASPS also welcomed two practicum placements for postgraduate psychology students in 2022 from Curtin University and La Trobe University.

Relationships with the Kimberley schools continued to develop in 2022 and with access to remote communities permitted again following COVID restrictions easing, some on country visits occurred. Contact via online methods (Teams training, consultations etc) has been utilised as much as possible. The team has been actively involved in the planning of the Broome Conference and Cross-Sectoral meeting scheduled for April 2023.

The psychology service has continued the delivery of Youth Mental Health First Aid (YMHFA) training to AISWA schools and increased the pool of facilitators in 2022. The psychology team also maintained their ongoing commitment to the Mental Health Commission cross-sectoral program of Gatekeeper Suicide Prevention training in partnership with CEWA and DoE. New staff in 2022 increased the number of available trainers.

The ASPS team also increased the number of Aussie Optimism trainers during 2022 to deliver their suite of programs to member schools as part of our ongoing promotion of whole-school wellbeing and social emotional learning curriculum. Whole school training was delivered to staff from one of the remote Kimberley schools with the school continuing to roll out the program in 2023.

An exciting new project for the team in 2022 was the Wellbeing and Mental Health in Schools Pilot. This involved selecting 10 schools to participate in whole school wellbeing policy planning. Schools were provided with funding to employ a Wellbeing Coordinator over the two-year duration of the project. A second group of schools will be selected in 2023.

The provision of Clinical Psychology services to the CARE schools through the sessional contracting of private practice providers continued during 2022. This appears to provide a workable model of service given the extreme shortage of available psychologists. The steady increase in the number of CARE schools will likely require a reduction of sessions in future under the constraints of the funding grant into 2023.

## Curriculum and Re-Engagement (CARE) Schools

One of the projects in 2022, funded through the CAF, targeting disengaged students attending Curriculum and Re-Engagement (CARE) schools was the Creative Schools Innovative Assessment (CSIA) pilot encompassing a creative learning program championed by AISWA, and designed and delivered by FORM's Creative Schools for CARE schools. CARE Schools support the education of secondary aged students who are unable to or have difficulty accessing mainstream education. CSIA aims to provide young people with practical ways to demonstrate their learning, while inspiring new approaches to learning by embedding creativity in teaching and assessment practices.

The 'NOW I OWN' project shares the story of the CSIA creative learning program that is helping young people at risk not only to change the narratives they tell themselves, but also how other people 'read' those narratives about them. A celebration of creative bravery, NOW I OWN shows how a particular genre of school can embrace a particular type of learning: where, deliberately and intentionally, the uncertainty of creativity is invited in, to disrupt and unsettle everything from the individual to the class to potentially the whole school. In forging a partnership with a creative professional, who brings a very different approach, the teachers involved negotiate a new type of teaching experience, where they are challenged to readjust or let go of familiar pedagogies. The creative professionals must adapt, adjust pace, learn when to step forward, when to hold back. The young people are similarly challenged: to manage—and not avoid—the fear of change, of broken routine, less structure, higher expectations. It's a learning experience for everyone.

NOW I OWN offers evidence of a process, and it manifests stories of exposure, adventure, frustration and breakthrough. Of discovery, determination and trust. It's about challenge and courage. About sticking with discomfort, trying out new things. It's the story of deep, hard, meaningful learning for young people who frequently struggle with learning.

*'Academic achievement is important but not the sole reason for schooling. We need to focus more on preparing the whole person, no matter what career path they choose.'*

Shergold et al. 2020. Looking to the future: Report of the Review of Senior Secondary Pathways into Work, Further Education and Training. Education Council.

## Early Childhood

The early years of schooling in Independent Schools are supported by the AISWA Early Childhood Consultant team. This support includes professional learning, mentoring and coaching, advice on early childhood compliance matters, publications and network meetings. The AISWA Early Childhood Consultant team represents and advocates for the sector. In 2022, an additional early childhood consultant, located in Broome, was engaged to support remote Aboriginal Independent Community Schools.

Our professional learning provisions included Inquiry Learning, Little Scientists STEM workshops, Play-based Pedagogy, Cultural Responsiveness, and On Entry assessment. Attendance at professional learning events was severely impacted due to staff shortages and financial restrictions in schools due to COVID-19. A series of after school online events focusing on early childhood pedagogy were run across the year. These events featured guest speakers and presentations by the early childhood team and were well attended by both regional and metro-based educators.

The 2022 targeted projects included the Behaviour Engagement project where schools reflected on their practice in guiding children's behaviour and used research-based approaches to make adjustment. The Children's Charter project arose out of the Transitions to School ECU Research project and sought the children's views on what makes a successful start to school. Our targeted projects support schools through professional learning, teacher relief, and mentoring on-site at schools.

The AISWA Early Childhood team also supports Independent Schools through Preschool Reform Agreement grants, On-Entry assessment, Australian Early Development Census analysis, National Quality Standards and Quality Improvement Plans.

## Future Footprints Program

The Future Footprints program has become a vital resource, adapting due to COVID-19. Despite these challenges, it continued to support 19 schools and over 400 Aboriginal and Torres Strait Islander students. In 2022, the program expanded as schools sought cultural awareness training and aimed to incorporate local Indigenous perspectives into their curriculum.

In the past six months, we have focused on rebuilding relationships with schools, students, and communities while addressing the evolving needs of a culturally safe learning environment for our students.

This year, we began collaborating with more Aboriginal Independent Community Schools (AICS) to help graduating students transition to the workforce or higher education. Continuous efforts and genuine interest are required from staff, students, and the community.

Several schools partnered with us to deliver a variety of programs. Workshops included topics such as bush foods, dance, racism, and leadership development. We also collaborated with schools to invite elders and community representatives for welcome to country and smoking ceremonies.

2022 has been a significant learning year, with team changes and planning for 2023. We are confidently moving forward on a path toward great achievements, and it's exciting to see where the future will take us.

## Inclusive Education (IE)

COVID-19 provided a range of challenges for the IE team during Term 1, 2022, however, it also provided an opportunity to evaluate and refresh the range of professional learning offerings around Disability for member schools.

One of the most significant outcomes was the development and launch of online mandatory reporting training for school staff. The establishment of an online training creates greater access and opportunity for schools to ensure all staff are up to date with the latest information and mandatory reporting requirements as they relate to a school environment.

Specific initiatives developed through the year included:

- the Positive Partnerships Facilitator Training (Consultants) with development of ongoing training for sector schools (Autism) commencing 2023
- 'Breakfast Conversations' with guest speakers on Autism and Vision Impairment
- development and distribution of 'Documented Plans Guidelines'
- joint professional Learning workshops with AISWA Psychologists re Autism, Language Disorders, and Neurodiversity.

As in previous years, the Inclusive Education team continued to review and refine processes and procedures for the Special Education Supplementary Per Capital Grants and have worked with the AISWA IT team to find ways to assist schools in disseminating their student information.

During 2022, the team worked to build partnerships with key stakeholders to improve representation. This included cross-sectoral education on NCCD moderation and State funding. It also involved increased engagement with universities providing professional learning for pre-service/graduate students.

Other project work and activities included submissions to the Disability Royal Commission, providing feedback to support advocacy work undertaken by Independent Schools Australia, submissions to State and Federal Government on matters pertaining to NCCD, SWD, and Violence against People with Disability. In addition, the team was involved in the 'Listen to Learn' Working Group which has been established to better address support for Aboriginal and Torres Strait Islander students with hearing loss.

## Industrial and Workplace Relations

During 2022, Industrial/Workplace Relations was dominated by the impact of COVID-19 and the repercussions that the mandates, face masks, isolation, quarantine requirements, stand downs, terminations, and Chief Health Officer Directions, had on employment.

Some of the other significant issues dealt with included:

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

Workplace Health and Safety enquiries will continue to remain prevalent for two reasons: The ongoing focus by WorkSafe on schools and the new Workplace Health and Safety legislation.

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

The introduction of Lavan / AISWA Team Chats, (with as many as 300 people participating) has been encouraging and these will continue in 2023.

In addition to the phone and email enquiries, over 100 member schools accessed independent legal advice from Lavan in 2022.

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

## Literacy

The work of the Literacy team continued to focus on providing professional learning and support to AISWA member schools. This was somewhat curtailed in Terms 1 and 2 with the ongoing issues around COVID-19. However, work continued via online access such as TEAMS. When it was possible to gather, face to face learning has been offered at AISWA, in various regional areas and has been tailored to meet the requests from individual schools and teachers.

PL sessions included:

- Adolescent Engagement through Literacy
- Brightpath Next Steps: Leading Innovative Teaching
- Creating Independent Learners using The Daily 5
- Enrolling Students with a Background Other than English
- Raising Trailblazers Re-imagining the Middle Years (in partnership with Notre Dame and Griffith Universities)
- Scaffolding Adolescent Literacy
- Sharp Reading Supporting EAL/D Learners in the Primary/Secondary Classroom
- Using the EAL/D Progress Map
- Whole School Literacy Planning and Assessment
- Brightpath Next Steps was also presented to teachers from the Association of Independent Schools SA (AISSA)

When permitted, visits to Aboriginal Independent Community schools enabled face to face support to be provided to the principal, whole staff, individual teachers and Aboriginal Education Workers in all literacy areas.

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

Consultants have continued to represent AISWA on various committees such as the Literacy Educators' Network WA and the Course Advisory Committees (CACs). They have also worked with the School Curriculum and Standards Authority (SCSA) and other sectors to review OLN and NAPLAN items which may be included in future tests.

## Numeracy

Twenty school based numeracy professional learning (PL) workshops were conducted in 2022. Seven of these schools engaged in two to six sessions throughout the year. COVID-19 significantly impacted on face-to-face sessions, particularly in Term 1, when all AISWA face-to-face PL workshops were cancelled due to State imposed restrictions. Six regional school visits were made to showcase the AISWA Number Consultants' co-authored books.

Sheila Griffin co-authored, "Teaching Maths Through Story Books Book 3: Years 4 - 6", with Dr Paul Swan, Linda Marshall, and Kristin Humphreys. David Dunstan and Paul Swan co-authored, "Problem Solving Word Problems with Counters for Years 5 – 6+" and "Problem Solving Symbols and Number Puzzles for Years 6 – 10+".

AISWA consultants presented at the Mathematics Association of Western Australia (MAWA) and the Mathematics Association of Victoria (MAV) conferences.

AISWA numeracy consultants continue to network widely with Australian mathematics educators and maintain membership on both the MAWA Board and the School Curriculum and Standards Authority (SCSA) Curriculum Advisory Committee 7–10. In addition, AISWA numeracy consultants continued managing the Brightpath Maths Project in collaboration with the University of Notre Dame.

## School Leadership and Teaching Quality

During 2022, the School Leadership and Teaching Quality area offered courses and consultancy to schools across a wide range of topics. During Semester One, COVID restrictions were still in place and this meant that we were more often than not, assisting schools in their recovery and wellbeing. A large emphasis of our work was based on the design and function of teams, to create high performing teams within each school context. The how to build collective efficacy and leverage teaching expertise across the school continues to be a focus.

Some of the highlights for 2022 have been some of the new and varied programs we have implemented. Firstly, the Middle Leaders Program is evidence-based and delivered over a 3-day period in a scoped and sequenced approach. We had a great uptake for this launch and 24 participants successfully completed the program. We also trialed the continuation of on-line options for supporting schools in various areas of need. Support was related to both leadership and quality teaching areas.

Additionally, we participated in delivering the High Impact Practices program to Newman College. We worked alongside 4 female and 2 male teachers for the duration of this program delivering 3 face-to-face workshops and 2 observations per participant. To maximise learning and growth opportunities for participants, we modified some of the presentation material to align with the pedagogical and methodological approaches that we were advocating. Feedback from all Newman College participants was very positive, and 3 staff members are now pursuing National Certification of Highly Accomplished or Lead Teacher as a follow on.

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

- Graduate to Proficient course - 54 participants
- Early Career Teacher Mentors - 25 new Mentors were trained
- 10 teachers began their Masters degree through the AISWA & UWA partnership and the AISWA & Sheridan Institute of Higher Learning.
- Aspiring Leader course - 21 participants completed the AISWA 3 day course across 2022
- Women in Educational Leadership Network – 35 participants attended the 4 meetings across 2022
- National Certification Project – 11 participants commenced their journey.

During Semester Two, there was a particular focus on rebranding the leadership team, along with an emphasis on designing, implementing and evaluating programs that are evidence-based, reflective of current trends and most importantly meet the needs of the school leaders, teachers and non-teaching staff that we continue to support on a daily basis.

## Teaching and Learning

Work continued during 2022 to support schools to implement the P-10 Western Australian Curriculum and the WACE; grow teacher and leader expertise and impact in classrooms; and build awareness and understanding of relevant policy initiatives.

A snapshot of key work included;

- year three of AISWA's High Impact Practices (HIPs) program, which supported 50 teachers from 10 schools to access 20 hours of Professional Learning (PL)
- the Learning Blueprint, which connected 40 teachers from 10 schools with the latest powerful research in learning over five sessions and 15 hour.
- Purposeful Pedagogies, which engaged 15 teachers to explore building student agency via immersion in socially purposeful, real-world issues, over 20 hours of PL
- Many Languages One Methodology, a seven-day program of PL which immersed 17 teachers in intensive language learning
- launch of the EAL/D Hub, a comprehensive online course for teachers supporting students who have first language other than Standard Australian English
- a Masterclass in New Metrics for Success with the University of Melbourne, and in partnership with the Anglican Schools Commission, engaging over 70 educators from 18 schools
- growth of the AISWA Wellbeing network, and specialised support for schools to engage with wellbeing programs and initiatives with a curriculum and whole school focus
- Year 9 Career Taster Program, a collaborative project with Department of Education and other stakeholders, offering grants to schools for Year 9 Career Education Programs, and continued support for VET coordinators
- growth of existing AISWA networks across The Arts, VET, Maths, Languages and other learning areas and discipline.
- online Learning continued to grow as a viable and attractive PL option, attracting in excess of 3,000 enrolments across 21 courses. Over 200 digital badges were issued to learners of selected online and/or face-to-face learning events.

In addition, the team continued to represent the interests of AISWA schools through a variety of National and State networks and partnerships. This included the review of the Australian Curriculum (v9) which was finalised this year; with many staff participating in high level curriculum review groups and other consultation processes.

## Technology

After the number of significant projects and new directions in 2021, our work with the technical systems during 2022 was about consolidating new systems and processes and doing some serious spring cleaning - in addition to the regular rounds of budgeting, quotes, licensing, fleet maintenance and upgrades, employee inductions, new telephony, security scans, reporting, office security systems, AV installations, staff inductions and website and help-desk support.

In February 2022, the long-awaited AISWA website platform upgrade was launched after extensive testing in 2021. The result is a platform with improved functionality and features. The new webmail plug-in is working well. Both two-factor authentication via SMS and a single-sign for AISWA Online Learning will be ready for the 2023 school year. We now offer a cleaner interface for PL events, with a tag added for 'Mixed Mode' as well as webinars, online courses and in-person events. More than 26,000 registrations for AISWA PL events have been processed over the last 4 years so we do take the functionality of our PL Module seriously.

The AISWA PL suites have been equipped with new display screens that list PL events for each day as well as new AV presentation systems which are being sourced, purchased and installed in a deliberately staggered process. AISWA staff now have access to Zoom and Teams room-setups for webinars and meetings. A variety of staff have been successfully incorporating online presenters into face-to-face events using the AV facilities.

SharePoint migration was a major project completed this year. This paralleled a business classifications and records management 'digital housekeeping' project undertaken with staff. The rules around compliance in this area are complex. Additionally, a large 'data scope' project mapped the data flow patterns of all AISWA staff (pathways and file types). This will be used to inform future data security practices. Other AISWA ICT activities included a review of Vimeo contents and folder structures, branding, style guides, permissions policies and improving the consistency and impact of digital communications.

This year, the number of member schools taking advantage of our Microsoft and Adobe consortium licensing grew to well over one hundred. As well as better pricing, the school IT Managers also appreciated the regular online information sessions, Q&A portal and personalised service.

Our Teaching and Learning school support has included professional 'institutes' for STEM and ICT leaders, school visits, university collaborations and lectures, many hands-on workshops, two new AISWA Online Learning courses, collaboration with industry and representation on curriculum committees. The STEM focus is Digital Technologies. We manage the national ST4S (app evaluation register) and Scootle (online resources register) for the Independent school sector.

## Statistics

|  |                         |               |
|--|-------------------------|---------------|
| <b>AISWA MEMBER SCHOOL ENROLMENTS:</b> | ECE/PRIMARY (Years K-6) | 38,606        |
|  | SECONDARY               | 52,873        |
|  | <b>TOTAL:</b>           | <b>91,479</b> |

(Source: Department of Education,  
August Census Data 2022)

| Type of School  | No.        |
|---|------------|
| Primary   | 33         |
| Secondary   | 24         |
| Composite   | 105        |
| <b>TOTAL:</b>   | <b>162</b> |
| Metropolitan  | 116        |
| Rural   | 28         |
| Remote  | 18         |
| <b>TOTAL:</b>   | <b>162</b> |
| <b>Boys:</b>  |            |
| Secondary   | 1          |
| Composite   | 4          |
| <b>TOTAL:</b>   | <b>5</b>   |
| <b>Girls:</b>   |            |
| Secondary   | 1          |
| Composite   | 8          |
| <b>TOTAL:</b>   | <b>9</b>   |
| <b>Co-Educational</b>   |            |
| Primary   | 35         |
| Secondary   | 21         |
| Composite   | 92         |
| <b>TOTAL:</b>   | <b>148</b> |
| <b>Schools commencing at Kindergarten or Pre-Kindergarten</b> | <b>131</b> |
| <b>Schools commencing at Pre-Primary</b>                      | <b>2</b>   |
| <b>Boarding Schools</b>                                       | <b>22</b>  |

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

## AISWA Member Schools 2022

|  |   |  |
|--|---|--|
| Al-Ameen College                           | Hale School                                 | Regent College   |
| Al-Hidayah Islamic School                  | Havenport MSL Inc.                          | Rehoboth Christian College                               |
| Alkimos Baptist College                    | Helena College                              | Rockingham John Calvin School                            |
| All Saints' College                        | Helena River Steiner School                 | Rockingham Montessori School                             |
| ALTA-1 College                             | Hensman Street Elementary                   | Santa Maria College                                      |
| ALTA-1 Kimberley College                   | Heritage College                            | Scotch College   |
| Aquinas College                            | Hillside Christian College                  | SEDA College   |
| Atlantis Beach Baptist College             | Hope Christian College                      | Servite College Inc                                      |
| Austin Cove Baptist College                | Immaculate Heart College                    | Silver Tree Steiner School                               |
| Australian Christian College-Darling Downs | Indie School Western Australia              | SMYL Community College                                   |
| Australian Christian College-Southlands    | International School of WA                  | South Coast Baptist College                              |
| Australian Islamic College (Kewdale)       | Iona Presentation College                   | South West John Calvin Christian College                 |
| Australian Islamic College (Dianella)      | Japanese School in Perth                    | Southern Hills Christian College                         |
| Australian Islamic College (Thornlie)      | John Calvin Christian College               | Sowilo Community High School                             |
| Banksia Montessori School                  | John Calvin School Albany                   | Spirit of Play Community School                          |
| Beechboro Christian School                 | John Septimus Roe Anglican Community School | St Andrew's Grammar School                               |
| Beehive Montessori School                  | John Wollaston Anglican Community School    | St Brigid's College                                      |
| Bethel Christian School                    | John XXIII College                          | St George's Anglican Grammar School                      |
| Blue Gum Montessori School                 | Kalamunda Christian School                  | St Hilda's Anglican School for Girls                     |
| Bold Park Community School                 | Karalundi College                           | St James' Anglican Community School                      |
| Bunbury Baptist College                    | Kelmscott John Calvin School                | St Mark's Anglican Community School                      |
| Bunbury Cathedral Grammar School           | Kennedy Baptist College                     | St Mary's Anglican Girls' School                         |
| Bunbury Regional Community College         | Kerry Street Community School               | St Norbert College                                       |
| Byford John Calvin School                  | Kingsway Christian College                  | St Stephen's School                                      |
| CAPS Coolgardie                            | Kulkariya Community School                  | Strelley Community School                                |
| CAPS Kurrawang                             | Lake Joondalup Baptist College              | Swan Christian College                                   |
| Carey Baptist College                      | Lance Holt School                           | Swan Valley Anglican Community School                    |
| Carey Baptist College - Forrestdale        | Landsdale Christian School                  | Telethon Speech and Hearing Centre for Children WA (Inc) |
| Carmel Adventist College                   | Leaning Tree Community School               | The King's College                                       |
| Carmel Adventist College-Primary           | Living Waters Lutheran College              | The Montessori School, Kingsley                          |
| Carmel School                              | Mandurah Baptist College                    | Tranby College   |
| Carnarvon Christian School                 | Margaret River Independent School           | Treetops Montessori School                               |
| Casa Mia Montessori                        | Margaret River Montessori School            | Trinity College  |
| Child Side School                          | Mazenod College                             | Victoria Park Christian School                           |
| Christ Church Grammar School               | Mercedes College                            | Wesley College   |
| Chrysalis Montessori School                | Methodist Ladies' College                   | West Coast Steiner School                                |
| Comet CARE School                          | Moerlina School                             | Wongutha CAPS  |
| Communicare Academy                        | Mundaring Christian College                 | Woodbury Boston Primary School                           |
| Cornerstone Christian College Ltd          | Newman College                              | Wulungarra Community School                              |
| Court Grammar School                       | Northshore Christian Grammar School         | Yakanarra Community School                               |
| Dale Christian School                      | Nyikina Mangala Community School            | Yallingup Steiner School                                 |
| Divine Mercy College                       | OneSchool Global WA                         | Yiramalay / Wesley Studio                                |
| Ellenbrook Christian College               | Parklands School                            | Yiyili Community School                                  |
| Emmanuel Christian Community School        | Parngurr Community School                   | Youth Futures Community School                           |
| Esperance Anglican Community School        | Penrhos College                             |  |
| Esperance Christian School                 | Perth College                               |  |
| Eton Farm Education Inc.                   | Perth Individual                            |  |
| Fairbridge Western Australia Inc           | Perth Waldorf School                        |  |
| Foundation Christian College               | Peter Carnley Anglican Community School     |  |
| Fountain College                           | Peter Moyes Anglican Community School       |  |
| Frederick Irwin Anglican School            | Pioneer Village School                      |  |
| Fremantle Christian College                | Port School                                 |  |
| Geraldton Christian College                | Presbyterian Ladies' College                |  |
| Georgiana Molloy Anglican School           | Providence Christian College                |  |
| Geraldton Grammar School                   | Purnululu School                            |  |
| Golden Hill Steiner School                 | Quinns Baptist College                      |  |
| Goldfields Baptist College                 | Quintilian School                           |  |
| Grace Christian School                     | Rawa Community School                       |  |
| Great Southern Grammar                     |   |  |
| Guildford Grammar School                   |   |  |

## AISWA Affiliate Members 2022

Adventist Christian Schools (WA)  
Anglican Schools Commission (WA)  
Christian Schools Australia (WA)  
Swan Christian Education Association  
Sunshine Academy  
WORKready WA Training and Education Centre (*membership cancelled May 2022*)

## 2022 Audited Financial Statements



# Audited Financial Statements

For year ended 31 December 2022

(To be inserted after Board Meeting 08 May)

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

**ABN: 76 185 019 966**

**Financial Report**

**For the Year Ended 31 December 2022**

**8 May 2023**

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

**ABN: 76 185 019 966**

## **Contents**

**For the Year Ended 31 December 2022**

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

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Statement by Members of the Board

In the opinion of the Board:

1. the financial statements and notes as set out on pages 6 to 23 are in accordance with the *Industrial Relations Act 1979* and the *Australian Charities and Not-for-Profits Commission Act 2012*, including:
  - (a) Giving a true and fair view of the financial position of Association of Independent Schools of Western Australia (Inc) ("the Association") as at 31 December 2022 and its performance for the year ended on that date; and
  - (b) Complying with Australian Accounting Standards – Simplified Disclosures, the *Industrial Relations Act 1979* and the *Australian Charities and Not-for-Profits Commission Regulation 2013*; and
2. At the date of this statement, there are reasonable grounds to believe that the Association will be able to pay its debts as and when they fall due and payable.

This statement is made in accordance with subsection 60.15(2) of the *Australian Charities and Not-for-profits Commission Regulation 2013* and is signed for and on behalf of the Board by:

Chair .....  
Dr Alex S'Connell

Executive Director .....  
[Signature]

Dated this 8 day of May 2023

## 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 2022, and in accordance with the requirements of Subdivision 60-C of the *Australian Charities and Not-for-profits Commission Act 2012*, to the best of my knowledge and belief, there have been:

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



Ernst & Young



Pierre Dreyer  
Partner  
8 May 2023

## 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 2022, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies, and the statement by the members of the Board.

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

- a. Giving a true and fair view of the Association's financial position as at 31 December 2022 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 Regulation 2013*.

### Basis for opinion

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

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

### Responsibilities of the Board for the financial report

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

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

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

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

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

- ▶ Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ▶ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- ▶ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- ▶ Conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- ▶ Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.



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

The Ernst &amp; Young logo is a stylized, handwritten-style script of the words 'Ernst &amp; Young' in a dark blue color.

Ernst & Young

A handwritten signature in dark blue ink, appearing to be 'P. Dreyer', written over a circular stamp or seal.

Pierre Dreyer  
Partner  
Perth  
8 May 2023

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Statement of Profit or Loss and Other Comprehensive Income For the Year Ended 31 December 2022

|   | Note | 2022<br>\$             | 2021<br>\$              |
|---|------|------------------------|-------------------------|
| Revenue from contracts with customers                     | 4    | 24,336,987             | 18,232,560              |
| Grants payment to schools                                 |      | 10,049,971             | 5,479,043               |
| Program expenses  |      | 3,181,285              | 3,008,222               |
| Staff costs   |      | 8,625,832              | 7,371,662               |
| Event costs   |      | 107,038                | 217,917                 |
| Operating costs   |      | 132,482                | 283,103                 |
| Information Technology costs                              |      | 310,951                | 336,035                 |
| Overhead costs  |      | 1,944,703              | 1,662,880               |
| Net fair value losses on financial assets at fair value   |      | 2,894                  | -                       |
| <b>Deficit from ordinary activities before income tax</b> |      | <u>(18,169)</u>        | <u>(126,303)</u>        |
| Income tax expense  | 2(d) | -                      | -                       |
| <b>Deficit from ordinary activities after income tax</b>  |      | <u>(18,169)</u>        | <u>(126,303)</u>        |
| <b>Other comprehensive income:</b>                        |      | -                      | -                       |
| Other comprehensive income for the year                   |      | -                      | -                       |
| <b>Total comprehensive loss for the year</b>              |      | <u><u>(18,169)</u></u> | <u><u>(126,303)</u></u> |

The accompanying notes form part of these financial statements.

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Statement of Financial Position

As at 31 December 2022

|  | Note | 2022<br>\$        | 2021<br>\$        |
|--|------|-------------------|-------------------|
| <b>ASSETS</b>  |      |                   |                   |
| CURRENT ASSETS   |      |                   |                   |
| Cash and cash equivalents                              | 5    | 9,467,942         | 9,729,692         |
| Trade and other receivables                            | 6    | 15,253,961        | 15,245,225        |
| Inventories  |      | 22,626            | 22,499            |
| Other assets   | 7    | 67,936            | 103,190           |
| TOTAL CURRENT ASSETS                                   |      | <u>24,812,464</u> | <u>25,100,606</u> |
| NON-CURRENT ASSETS                                     |      |                   |                   |
| Financial assets at fair value through profit and loss | 21   | 295,107           | -                 |
| Property, plant and equipment                          | 8    | 6,906,312         | 6,720,292         |
| Right of use assets                                    | 9    | 98,092            | 187,182           |
| TOTAL NON-CURRENT ASSETS                               |      | <u>7,299,511</u>  | <u>6,907,474</u>  |
| TOTAL ASSETS   |      | <u>32,111,975</u> | <u>32,008,080</u> |
| <b>LIABILITIES</b>                                     |      |                   |                   |
| CURRENT LIABILITIES                                    |      |                   |                   |
| Trade and other payables                               | 10   | 921,513           | 1,100,368         |
| Other liabilities                                      | 11   | 10,625,983        | 10,245,228        |
| Employee benefits                                      | 12   | 1,413,214         | 1,342,948         |
| Lease liabilities                                      | 13   | 60,609            | 92,762            |
| TOTAL CURRENT LIABILITIES                              |      | <u>13,021,319</u> | <u>12,781,306</u> |
| NON-CURRENT LIABILITIES                                |      |                   |                   |
| Employee benefits                                      | 12   | 85,478            | 142,818           |
| Lease liabilities                                      | 13   | 42,894            | 103,503           |
| TOTAL NON-CURRENT LIABILITIES                          |      | <u>128,371</u>    | <u>246,321</u>    |
| TOTAL LIABILITIES                                      |      | <u>13,149,691</u> | <u>13,027,627</u> |
| NET ASSETS   |      | <u>18,962,284</u> | <u>18,980,453</u> |
| <b>EQUITY</b>  |      |                   |                   |
| Accumulated funds                                      |      | <u>18,962,284</u> | <u>18,980,453</u> |
| TOTAL EQUITY   |      | <u>18,962,284</u> | <u>18,980,453</u> |

The accompanying notes form part of these financial statements.

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Statement of Changes in Equity

For the Year Ended 31 December 2022

2022

|   | Accumulated<br>funds     |
|---|--------------------------|
|   | \$                       |
| <b>Balance at 1 January 2022</b>              | <b>18,980,453</b>        |
| Deficit attributable to members of the entity | <u>(18,169)</u>          |
| <b>Balance at 31 December 2022</b>            | <b><u>18,962,284</u></b> |

2021

|   | Accumulated<br>funds     |
|---|--------------------------|
|   | \$                       |
| <b>Balance at 1 January 2021</b>              | <b>19,106,716</b>        |
| Deficit attributable to members of the entity | <u>(126,303)</u>         |
| <b>Balance at 31 December 2021</b>            | <b><u>18,980,453</u></b> |

The accompanying notes form part of these financial statements.

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Statement of Cash Flows

For the Year Ended 31 December 2022

|  | Note  | 2022<br>\$   | 2021<br>\$   |
|--|-------|--------------|--------------|
| <b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>                     |       |              |              |
| Receipts from government funding, subscriptions and other income | 4, 6  | 24,159,456   | 18,113,091   |
| Payments to suppliers, employees and schools                     |       | (23,577,600) | (12,874,234) |
| Interest received  |       | 168,794      | 36,963       |
| Finance costs  |       | (12,598)     | (18,497)     |
| Net cash provided by operating activities                        | 14(b) | 738,052      | 5,257,314    |
| <b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>                     |       |              |              |
| Proceeds from sale of plant and equipment                        |       | -            | 5,943        |
| Purchase of financial assets                                     |       | (298,001)    | -            |
| Purchase of property, plant and equipment                        |       | (609,043)    | (1,045,521)  |
| Net cash used in investing activities                            |       | (907,044)    | (1,039,578)  |
| <b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>                     |       |              |              |
| Payment of lease liabilities                                     | 13    | (92,758)     | (106,553)    |
| Net cash used in financing activities                            |       | (92,758)     | (106,553)    |
| Net (decrease)/increase in cash and cash equivalents held        |       | (261,750)    | 4,111,183    |
| Cash and cash equivalents at beginning of year                   |       | 9,729,692    | 5,618,509    |
| Cash and cash equivalents at end of financial year               | 14(a) | 9,467,942    | 9,729,692    |

The accompanying notes form part of these financial statements.

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 1 Basis of Preparation

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

The Association has adopted *AASB 1060 General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities* in the current year. Other than the change in disclosure requirements, the adoption of AASB 1060 has no significant impact on the financial statements because the Association's previous financial statements complied with Australian Accounting Standards – Reduced Disclosure Requirements.

The Association's accounting policies adopted are in accordance with Australian Accounting Standards – - Simplified Disclosures and result in the financial statements containing relevant and reliable information about transactions, events and conditions. Material accounting policies adopted in the preparation of these financial statements are presented below and have been consistently applied, unless stated otherwise. The financial statements, except for the cash flow information, have been prepared on an accruals basis and are based on historical costs. The amounts presented in the financial statements have been rounded to the nearest dollar.

### 2 Summary of Significant Accounting Policies

#### (a) Revenue from contracts with customers

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

#### Recognition of revenue

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

Revenue is recognised as follows:

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

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

#### (b) Leases

##### ***Right-of-use assets***

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

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

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

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

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

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

#### **Lease liabilities**

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

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

In calculating the present value of lease payments, the Association uses its incremental borrowing rate of 5% (2021: 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, fair value through other comprehensive income (OCI), and fair value through profit or loss.

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

##### Subsequent measurement

For purposes of subsequent measurement, financial assets are classified as financial assets at amortised cost or financial assets at fair value through profit and loss.

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

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

#### Financial assets (continued)

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

#### Subsequent measurement

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

#### Derecognition

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

#### (d) Income Tax

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

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

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

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

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

##### **Land and buildings**

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

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

##### **Plant and equipment**

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

##### **Depreciation**

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

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

| <b>Fixed asset class</b> | <b>Depreciation rate</b> |
|--------------------------|--------------------------|
| Buildings                | 2.5% - 5% per annum      |
| Office Equipment         | 10% - 40% per annum      |

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

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

#### (f) Employee benefits

##### **(i) Short-term employee benefits**

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

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

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

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

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

##### (ii) *Long-term employee benefits*

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

#### (g) Cash and cash equivalents

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

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

Revenue, expenses and assets are recognised net of the amount of goods and services tax ("GST"), except where the amount of GST incurred is not recoverable from the Australian Taxation Office ("ATO"). Receivables and payable are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the ATO is included with other receivables or payables in the statement of financial position.

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

#### (i) Comparative figures

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

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 3 Critical Accounting Estimates and Judgments

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

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

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

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

### 4 Revenue from contracts with customers

|   | 2022             | 2021             |
|---|------------------|------------------|
|   | \$               | \$               |
| <i>Operating activities:</i>                          |                  |                  |
| - Event income  | 288,878          | 531,099          |
| - Grant income  | 17,775,287       | 10,948,071       |
| - Management fees and recoveries                      | 704,545          | 1,505,700        |
| - Program income                                      | 2,501,672        | 2,573,054        |
| - Subscriptions                                       | 2,809,455        | 2,563,182        |
| - Other operating income                              | 88,355           | 68,586           |
|   | <hr/> 24,168,192 | <hr/> 18,189,693 |
| <i>Non-operating activities:</i>                      |                  |                  |
| - Profit on disposal of property, plant and equipment | -                | 5,905            |
| - Interest income                                     | 168,794          | 36,963           |
|   | <hr/>            | <hr/>            |
| <b>Total Revenue</b>                                  | <hr/> 24,336,987 | <hr/> 18,232,560 |

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 5 Cash and Cash Equivalents

|                     | Note  | 2022             | 2021             |
|---------------------|-------|------------------|------------------|
|                     |       | \$               | \$               |
| Cash on hand        |       |                  |                  |
| Cash at bank        |       | 1,762,116        | 1,729,692        |
| Short-term deposits |       | 7,705,826        | 8,000,000        |
|                     |       | <u>9,467,942</u> | <u>9,729,692</u> |
|                     | 14(a) |                  |                  |

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 entity, and earn interest at the respective short-term deposit rates.

### 6 Trade and Other Receivables

| CURRENT           | 2022              | 2021              |
|-------------------|-------------------|-------------------|
|                   | \$                | \$                |
| Trade receivables | 122,891           | 133,537           |
| Other receivables | 71,070            | 51,688            |
| Term deposits     | 15,060,000        | 15,060,000        |
|                   | <u>15,253,961</u> | <u>15,245,225</u> |

#### Provision for expected credit losses

Current trade receivables are generally on 30-day terms. These receivables are assessed for recoverability and a provision for expected credit losses using a simplified approach is recognised where there is objective evidence that an individual trade receivable is impaired. The Board believes that all receivables are recoverable. Accordingly, no expected credit loss for impairment of trade or other receivables has been made as at 31 December 2022 (2021: None).

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

|  | 2022           | 2021           |
|--|----------------|----------------|
|  | \$             | \$             |
| Trade and other receivables                                | 253,961        | 245,225        |
| Financial assets classified as trade and other receivables | <u>253,961</u> | <u>245,225</u> |

### 7 Other Assets

| CURRENT     | 2022          | 2021           |
|-------------|---------------|----------------|
|             | \$            | \$             |
| Prepayments | 67,936        | 103,190        |
|             | <u>67,936</u> | <u>103,190</u> |

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 8 Property, plant and equipment

|  | 2022             | 2021             |
|--|------------------|------------------|
|  | \$               | \$               |
| 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                          | 6,999,411        | 6,569,941        |
| Accumulated depreciation                   | (2,369,745)      | (2,053,345)      |
| Total buildings                            | 4,629,666        | 4,516,596        |
| Total land and buildings                   | 6,513,298        | 6,400,228        |
| PLANT AND EQUIPMENT                        |                  |                  |
| Furniture and office equipment at cost     | 863,793          | 684,221          |
| Accumulated depreciation                   | (470,780)        | (364,157)        |
| Total furniture and office equipment       | 393,014          | 320,064          |
| <b>Total property, plant and equipment</b> | <b>6,906,312</b> | <b>6,720,292</b> |

#### (a) Movements in Carrying Amounts

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

|                                       | Land             | Buildings        | Furniture and Office Equipment | Total            |
|---------------------------------------|------------------|------------------|--------------------------------|------------------|
|                                       | \$               | \$               | \$                             | \$               |
| <b>Year ended 31 December 2022</b>    |                  |                  |                                |                  |
| Balance at the beginning of year      | 1,883,632        | 4,516,597        | 320,064                        | 6,720,292        |
| Additions                             | -                | 429,470          | 179,573                        | 609,043          |
| Depreciation expense                  | -                | (316,400)        | (106,623)                      | (423,023)        |
| <b>Balance at the end of the year</b> | <b>1,883,632</b> | <b>4,629,666</b> | <b>393,014</b>                 | <b>6,906,312</b> |

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 9 Right of use assets

|                                  | 2022<br>\$    | 2021<br>\$     |
|----------------------------------|---------------|----------------|
| <b>EQUIPMENT</b>                 |               |                |
| Equipment at cost                | 451,781       | 451,781        |
| Additions                        | -             | -              |
| Accumulated depreciation         | (356,078)     | (272,273)      |
| Total equipment                  | 95,703        | 179,508        |
| <b>MOTOR VEHICLES</b>            |               |                |
| Motor Vehicles at cost           | 79,835        | 79,835         |
| Additions                        | -             | -              |
| Accumulated depreciation         | (77,445)      | (72,161)       |
| Total motor vehicles             | 2,389         | 7,674          |
| <b>Total right of use assets</b> | <b>98,092</b> | <b>187,182</b> |

#### (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<br>\$ | Motor Vehicles<br>\$ | Total<br>\$   |
|---------------------------------------|-----------------|----------------------|---------------|
| <b>Year ended 31 December 2022</b>    |                 |                      |               |
| Balance at the beginning of year      | 179,508         | 7,674                | 187,182       |
| Depreciation expense                  | (83,805)        | (5,285)              | (89,089)      |
| <b>Balance at the end of the year</b> | <b>95,703</b>   | <b>2,389</b>         | <b>98,092</b> |

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 10 Trade and Other Payables

|                      | 2022           | 2021             |
|----------------------|----------------|------------------|
|                      | \$             | \$               |
| CURRENT              |                |                  |
| Trade payables       | 810,085        | 1,092,199        |
| GST and PAYG payable | 79,518         | (51,049)         |
| Other payables       | 31,910         | 59,218           |
|                      | <b>921,513</b> | <b>1,100,368</b> |

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

Note

|  |    |                |                  |
|--|----|----------------|------------------|
| Trade and other payables                                 |    | 921,513        | 1,100,368        |
| <b>Financial liabilities as trade and other payables</b> | 15 | <b>921,513</b> | <b>1,100,368</b> |

### 11 Other Liabilities

|                        |                   |                   |
|------------------------|-------------------|-------------------|
| CURRENT                |                   |                   |
| Unexpended grant funds | 10,625,983        | 10,245,228        |
|                        | <b>10,625,983</b> | <b>10,245,228</b> |

### 12 Provisions

|                                  |                  |                  |
|----------------------------------|------------------|------------------|
| CURRENT                          |                  |                  |
| Provision for annual leave       | 594,400          | 488,084          |
| Provision for long service leave | 818,815          | 854,864          |
|                                  | <b>1,413,214</b> | <b>1,342,948</b> |
| NON-CURRENT                      |                  |                  |
| Provision for long service leave | 85,478           | 142,818          |

#### (a) Provision for employee benefit

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

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

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 12 Provisions (Continued)

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

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

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

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

### 13 Lease liabilities

|                              | <b>2022</b>    | <b>2021</b>    |
|------------------------------|----------------|----------------|
|                              | <b>\$</b>      | <b>\$</b>      |
| <b>As at 1 January</b>       | 196,265        | 302,818        |
| <b>Accretion of interest</b> | 7,605          | 12,648         |
| <b>Payments</b>              | (100,367)      | (119,201)      |
| <b>As at 31 December</b>     | <b>103,503</b> | <b>196,265</b> |
| Current                      | <b>60,609</b>  | 92,762         |
| Non-current                  | <b>42,894</b>  | 103,503        |

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 14 Cash Flow Information

#### (a) Reconciliation of cash

|   | 2022      | 2021      |
|---|-----------|-----------|
|   | \$        | \$        |
| 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   | 9,467,942 | 9,729,692 |

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

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

|   |                |                  |
|---|----------------|------------------|
| Deficit for the year  | (18,169)       | (126,303)        |
| Cash flows excluded from net operating deficit attributable to operating activities |                |                  |
| Non-cash flows in operating deficit:  |                |                  |
| - net loss on financial assets at fair value  | 2,894          | -                |
| - depreciation expense  | 512,112        | 447,773          |
| - profit on disposal of property, plant and equipment                               | -              | (5,905)          |
| - finance costs   | 12,598         | 18,497           |
| -Changes in assets and liabilities:   |                |                  |
| - (increase)/decrease in trade and other receivables                                | (8,736)        | (76,602)         |
| - (increase)/decrease in prepayments  | 35,254         | (80,308)         |
| - (increase)/decrease in inventories  | (127)          | (621)            |
| - increase/(decrease) in income in advance  | -              | (45,200)         |
| - increase/(decrease) in trade and other payables and provisions                    | (178,529)      | 658,760          |
| - increase/(decrease) in unexpended grant   | 380,755        | 4,467,223        |
| Cash flows provided by operating activities   | <u>738,052</u> | <u>5,257,314</u> |

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 15 Financial Risk Management

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

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

|  | Note  | 2022<br>\$        | 2021<br>\$        |
|--|-------|-------------------|-------------------|
| <b>Financial assets</b>                                |       |                   |                   |
| Cash and cash equivalents                              | 5     | 9,467,942         | 9,729,692         |
| Financial assets at fair value through profit and loss | 21    | 295,107           | -                 |
| Receivables  | 6(a)  | 15,253,961        | 15,245,225        |
| <b>Total financial assets</b>                          |       | <u>25,017,010</u> | <u>24,974,917</u> |
|  |       |                   |                   |
|  | Note  | 2022<br>\$        | 2021<br>\$        |
| <b>Financial liabilities</b>                           |       |                   |                   |
| Trade and other payables                               | 10(a) | 921,513           | 1,100,368         |
| Lease liabilities                                      | 13    | 103,503           | 196,265           |
| <b>Total financial liabilities</b>                     |       | <u>1,025,016</u>  | <u>1,296,633</u>  |

### 16 Related Party Transaction

#### (a) Transactions with related parties

The Association received support fees of \$127,721 (2021: \$124,648) and recovery of costs of \$82,414 (2021: \$69,284) from AISWA Capital Grants Association for management and accounting services provided during the year for a total transaction cost of \$210,135 (2021: \$193,932).

#### (b) Remuneration of officers

No remuneration is paid to the Board members of the Association (2021: Nil).

### 17 Key Management Personnel Compensation

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

|                          | 2022<br>\$     | 2021<br>\$     |
|--------------------------|----------------|----------------|
| Short-term benefits      | 752,222        | 710,724        |
| Post-employment benefits | 66,203         | 62,147         |
|                          | <u>818,425</u> | <u>772,871</u> |

### 18 Events Occurring After the Reporting Date

The financial report was authorised for issue on 08 May 2023 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.

# Association of Independent Schools of Western Australia (Inc)

ABN: 76 185 019 966

## Notes to the Financial Statements

For the Year Ended 31 December 2022

### 19 Statutory Information

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

### 20 Auditor's remuneration

|                                   | <b>2022</b>   | <b>2021</b>   |
|-----------------------------------|---------------|---------------|
|                                   | <b>\$</b>     | <b>\$</b>     |
| Fees to Ernst & Young (Australia) | <u>42,848</u> | <u>37,440</u> |

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

|                             |                |          |
|-----------------------------|----------------|----------|
| Investments in equity funds | <u>295,107</u> | <u>-</u> |
|-----------------------------|----------------|----------|

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



# Appendix One

## 2023 Membership Subscription Fees

### 2023 AISWA Membership Fees

|   | <b>Ex GST</b> |
|---|---------------|
| Schools with 45 students or less                        | \$3,104.86    |
| Schools with 46 to 75 students                          | \$3,460.39    |
| Schools with 76 to 100 students                         | \$3,707.57    |
| Schools with 101 students or more ( <i>per capita</i> ) | \$34.63       |
| Maximum Subscription                                    | \$55,174.67   |
| Catholic (CEWA) Schools                                 | \$5,851.79    |
| Affiliate Members                                       | \$2,426.39    |