2013 Annual Report and Financial Statements

as presented at the 2014 Annual General Meeting
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AISWA Strategic Plan 2010 - 2014

The Association of Independent Schools of Western Australia is the peak body representing Independent schools in Western Australia. It has 158 member schools which enrol over 70,000 students; accounting for over 16% of Western Australian school enrolments.

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

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

Our Vision

For Independent schools to be acknowledged and recognised as valued providers of education in Western Australia.

Our Mission

To promote a strong Independent sector which offers a high quality education appropriate to the needs of Western Australian children.

To fulfil our vision and mission, the Association has developed a Strategic Plan that will support schools in the Independent sector and lead to increased recognition of the value the Independent sector provides to all Western Australians.
AISWA Strategic Plan

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.

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.
- Partner with other education groups (eg. Universities) to enhance our level of service to members.
- Meet with the system authorities within the sector on a regular basis and assist them meet their members’ needs.

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.

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.

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.
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 taken into account during policy planning and decision-making.
- Communicate with (not for) state and federal government ministers and bureaucracies to be proactive in raising issues that impact member schools.

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.

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.

Ensure AISWA has the appropriate resources to provide relevant, exemplary and creative services to member schools.

- Ensure planning for the operation of AISWA considers the services provided to schools, and the adequate resourcing of these services.
- Continue to budget so that all cost areas contribute equitably to the infrastructure and running costs of AISWA.
Office Bearers

Chair of the Board of AISWA
Mr Ian Curlewis, St Mary’s Anglican Girls’ School

ISCA Delegate
Mr Ian Curlewis, Chair of the Board of AISWA

Seal Holders
Mr Ian Curlewis, Chair of the Board of AISWA
Mr Mike Smith, Board Member, Quinns Baptist College
Ms Valerie Gould, Executive Director
Mr Ron Gorman, Deputy Director

Executive Director
Ms Valerie Gould

Deputy Director
Mr Ron Gorman

Auditors
Dry Kirkness, Chartered Accountants, West Perth
AISWA Committee Membership

Board of AISWA

Mr Ian Curlewis (Chair), St Mary’s Anglican Girls’ School
Mrs Jo Bednall, Tranby College (concluded May)
Mr Cameron Jones, Tranby College (commenced May)
Mr Sam Kronja, Presbyterian Ladies’ College
Mr Mark Lewis, Swan Christian College
Mr Stuart Marquardt, Great Southern Grammar (commenced May)
Mr Mike Smith, Quinns Baptist College
Mr Dave Stevens, Alta-1 College (commenced May)
Prof Sue Trinidad, Penrhos College

Ms Valerie Gould, AISWA
Mr Ron Gorman, AISWA

Legal and Governance Committee

Mr Ian Curlewis (Chair), St Mary’s Anglican Girls’ School (concluded May)
Mr Mihael McCoy (Chair), The King’s College
Mr Martin Bent, Swan Christian Education Association
Mr David Cameron, The Quintilian School
Mr Doug Davies, Pioneer Village School
Mrs Jenny Ethell, Perth College
Mr Ralph Moore, Methodist Ladies’ College

Ms Valerie Gould, AISWA
Mr Ron Gorman, AISWA
Mr Craig D’cruz, AISWA

Education Policy Committee

Mr Mark Lewis (Chair), Swan Christian College
Mr Rowan Clark, Carey Baptist College
Ms Cheryl Haak, St Mary’s Anglican Girls’ School
Mr Stuart Meade, Hale School
Mr Mark Mulder, John Calvin Christian College
Ms Kathryn Netherwood, Lance Holt School

Ms Valerie Gould, AISWA
Mr Ron Gorman, AISWA
Mr Mark Newhouse, AISWA
Executive Summary

Education in Australia still seems to be driven by the educational directions and policies from the Federal Government. These policies are not just those that are designed for schools, but for other areas such as Occupational Health and Safety, the National Quality Framework for Early Childhood Education and the establishment of the Australian Charities and Not for Profit Commission.

During 2013 a number of the National Partnership Programs in place since 2009 concluded, and the end of 2013 also saw the end of all Targeted Programs. Funds that had originally been directed through National Partnerships and Targeted Programs are being rolled into the new funding model so will eventually find their way to schools but not be identified as specific grants.

Much of the Executive Director’s time in 2013 was focused on the new funding model and working with ISCA (the Independent Schools Council of Australia) and the federal government department (DEEWR and later in the year the Department of Education) to provide feedback on the model and to work with schools so they understood the model and to improve the data inputs into the model. Many schools had assumed there would be a significant amount of extra funds in 2014 but as modelling was produced and implementation timelines became clear it became evident this would not be the case.

While the implementation of the new funding model meant the end of Targeted Programs and National Partnerships, AIS’s worked with the federal government to negotiate a Support Fund that AISs could access so they could continue to support schools as we have for many years. Many AISWA consultants had been funded through National Partnerships and Targeted Programs and in 2014 this would now be through the Support Fund, which while a much smaller amount than the previous model does mean schools will continue to access support for Literacy, Numeracy, Inclusive Education, Australian Curriculum, and Future Footprints. Other support such as Registration and Compliance, School Governance, ICT and Industrial are funded through subscriptions and a small State Government grant.

During the year AISWA staff continued to work with schools on strategies and practices to improve Literacy and Numeracy outcomes and built upon much of the work started as part of the National Partnership for Literacy and Numeracy. In addition, schools were supported with the implementation of Australian Curriculum, VET and Languages. One area where a lot of work took place was that of Inclusive Education through the More Support for Students with Disabilities (MSSD) project. School representatives also attending training sessions on how to assess under the Nationally Consistent Definitions for Students with a Disability as this may become the basis for funding Students with Disability (SWD) in 2016 and beyond.

AITSL (Australian Institute for Teaching and School Leadership) was still very active in 2013 with work being done on the Certification of Highly Accomplished and Lead Teachers against the Australian Professional Standards for Teachers. The work AISWA has done in the area of teacher quality and standards will continue into 2014 with the Certification processes again rolling out during the year.
During 2013 the senior staff at AISWA continued to work with principals, school leaders and Boards of Governors on many aspects of schooling and governance. In 2013 AISWA commenced the year with a seminar for new principals early in Term I. Briefing the Board was held at St Mary’s Anglican Girls’ School and this successful conference was attended by over 220 people. During Term II AISWA ran two half-day governance sessions in the South West (Bunbury and Albany) and these will be scheduled again for 2014. AISWA held a half-day Legal Seminar (Term III) and again the response to this was very positive. The responses from schools and boards in relation to this work has been positive and will expand in 2014.

As 2014 is the first year of the implementation of the new federal funding model there will still be a lot of activity in that area as many of the issues flagged at the end of 2013 are addressed. The Federal Minister for Education, the Hon Christopher Pyne, has already indicated he will be reviewing the legislation (the Australian Education Act), low SES quartile data, SWD data, indexation and English language proficiency as these will all affect funding. He has also announced a review of the Australian Curriculum, so 2014 will be another very busy year.
Briefing the Board (Annual Conference)

The 2013 Briefing the Board Conference was hosted by St Mary’s Anglican Girls’ School and the AISWA Secretariat greatly appreciated the hospitality and support provided by the school and, in particular, the Principal, Mrs Lynne Thomson.

A presentation by Mr Barry Wallet, Deputy Director of ISCA (Independent Schools Council of Australia) and Ms Valerie Gould, Executive Director of AISWA, on “Making Plans and Thinking of the Future – Maintaining School Independence” started the day with an overview of funding issues and future developments for Western Australian Independent schools.

The second keynote presentation “School Improvement” which was delivered by Professor Geoff Masters, Chief Executive Officer, ACER (Australian Council for Educational Research), set the scene for a great day with very fruitful discussions.

A variety of workshops were held throughout the day, including:

Workshops:
- Australian Curriculum Update
- Australian Professional Standards
- Building a Performance Development Culture
- Customising the School Improvement Tool
- Disability Discrimination Act and Disability Standards in Education
- Duty of Care and Critical Incidents
- Effective Boards and Board Appraisals
- Federal Initiatives Update (Students with Disabilities)
- Financially Fit Boards
- ICT and New Technologies
- Industrial Update
- Mandatory Reporting of Child Sexual Abuse
- Marketing and Communications
- National Quality Standards Implementation
- Nature Play / Outdoor Education
- Risk Management for Beginners
- School Constitutions
- School Finances
- School Improvement: Analysis and Discussion of Data
- School Registration Update
- Separate Homes and Separated Families
- Supporting Adventurous Play
- Teacher Registration Board and the AITSL Agenda
- The Burden of Compliance
- The Business of Education for Board Members
AISWA Meetings
The AISWA Annual General Meeting was held on Wednesday, 15 May, at Carey Baptist College.

At the AGM, the Annual Report and Financial Statements were accepted, and the election results for positions on the Board of AISWA and the AISWA Education Policy Committee were announced as follows:

Board of AISWA
- Mr Cameron Jones, Tranby College
- Mr Mark Lewis, Swan Christian College
- Mr Stuart Marquardt, Great Southern Grammar
- Mr Mihael McCoy, The King’s College
- Mr Dave Stevens, Alta-1

Education Policy Committee
- Ms Kathryn Netherwood, Lance Holt School

Legal and Governance Committee
- Mr David Cameron, The Quintilian School

Following the business section of the meeting, Ms Valerie Gould provided a presentation on “Independent Schooling – 2014 and Beyond” which included an update on the implications of the Review of Funding for WA schools, the National Plan for School Improvement (NPSI) and the National Education Agreement.

As is tradition at the end of the school year, certificates of appreciation were awarded to the Principals and School Governors who were retiring from their role.

Certificates of appreciation were sent to the following people:

- Norani Ahmad, Al-Hidayah Islamic School
- Dr Anna Alderson, Peter Moyes Anglican Community School
- Mrs Lidie Attwood, HillSide Christian College
- Mr John Bates, Parklands School
- Mrs Jo Bednall, Tranby College
- Mr Stephen Biggar, Bunbury Cathedral Grammar School
- Mr Chris Brampton, Parklands School
- Mrs Nikki Brightman, Peter Moyes Anglican Community School
- Ms Trish Brown, Hensman Street Pre-School Group Inc
- Ms Laura Care, Hensman Street Pre-School Group Inc
- Ms Dorothy Carey, Methodist Ladies’ College
- Mrs Karen Collins, Esperance Anglican Community School
- Mr David Cowled, Karalundi Aboriginal Education Community
- Prof Donna Cross, All Saints’ College
- Dr Paul de Ville, Carmel Adventist College
- Prof Barry Down, Tranby College
- Mr Derek Ford, Penrhos College
- Ms Karen Ford, Quintilian School (The)
- Mrs Claudia Franke, The Montessori School
– Ms Anthea Gardner, The King’s College
– Rev Frances Hadfield, Tranby College
– Mr Mark Hemery, Hale School
– Mr Peter Hobbs, Geraldton Grammar School
– Haroun Kirsten, Al-Hidayah Islamic School
– Ms Hayley Lawrence, Penrhos College
– Mr Shaun Leatherbarrow, Nyikina Mangala Community School
– Mr David Macey, Penrhos College
– Ms Kellie McGrath, Hensman Street Pre-School Group Inc
– Dr Scott Mcliver, Bunbury Cathedral Grammar School
– Ms Gaye McMath, Methodist Ladies’ College
– Mr Lawrie Parkinson, Lake Joondalup Baptist College
– Mr Brodie Pearce, Geraldton Grammar School
– Mr Jason Ramsay, Foundation Christian College
– Ms Shelena Serrano, Hensman Street Pre-School Group Inc
– Mrs Sue Shaw, Geraldton Grammar School
– Mr James Skinner, Guildford Grammar School
– Mr Greg Smargiassi, Geraldton Grammar School
– Mr Geert Spyker, John Calvin Christian College
– Mr Michael St Mart, Karalundi Aboriginal Education Community
– Ms Judy Tennant, Methodist Ladies’ College
– Ps Eric Thrush, Bible Baptist Christian Academy
– Mr Craig Topham, Geraldton Grammar School
– Mr David Van Der Moezel, Lake Joondalup Baptist College
– Mr Craig Walkemeyer, All Saints’ College

Singapore Study Tour
AISWA received a reciprocal invitation from Pasir Ris Primary School and the Ministry of Education, Singapore, to facilitate a primary focused study tour to Singapore in July 2013. Thirteen participants (including three AISWA staff) were invited to attend in response to their generosity in hosting recent Singaporean visitors to Western Australia, schools invited consisted of: Hale School, Helena College Junior School, Lance Holt School, Methodist Ladies’ College, Moerlina School, Perth College, Scotch College, St Stephen’s School, Swan Valley Anglican Community School, and The Quintilian School. Benefits of the tour included a rich understanding of innovative Singaporean primary school curriculum through its practical applications in schools. The tour also offered primary school leaders ties with the Australian Curriculum: Asia and Australia’s engagement with Asia. Schools visited included: Pasir Ris Primary School (our host), North Vista Primary School, SOKA Kindergarten, Anglican High Secondary and St Hilda’s Primary School.

Scotland Study Tour
AISWA Targeted Programs led a group of 31 school leaders and early childhood practitioners to the United Kingdom on a study tour.

The purpose of the tour was to provide Early Childhood Education (ECE) leaders with the opportunity to share teaching and learning experiences from different backgrounds, exchange ideas for early learning centres, risk management, and learning through adventurous play in natural environments.
Participants met in London and travelled together for two weeks visiting exceptional early learning centres along the way. By spending an extended period of time together delegates were able to network with other school leaders and to engage in in-depth conversations about the application of nature based education in the context of Western Australian schools.

The tour provided a balance of hands on engagement, cultural experiences, centre visits, practical demonstrations and acquiring of bush skills, keynote speakers, and pedagogical knowledge.

Feedback from the tour was outstanding with many schools heading back to enhance their programs, implement new ways of working outdoors or considering alternative ways to address risk at their school.

**France Study Tour**
In 2013, 15 French Language Teachers were invited to participate in a two week Study Tour to Lyon in France with a focus around language immersion and pedagogical practice.

**Representation**
The Association, through Principals, Board Members of member schools, and members of the Secretariat represent the interests of schools on a wide variety of committees and consultative groups, including:

- Aboriginal Advisory Committee (SCSA)
- Aboriginal Education and Training Council (AETC)
- ACARA Curriculum Directors Group
- ACARA EALD Working Party
- ACARA F – 12 Curriculum Reference Group
- ACARA NAPICT Review Committee (ISCA Representative)
- ACARA Technologies National Panel
- Anglican Schools Commission Indigenous Education Taskforce
- Asia Education Foundation (AEF)
- Asthma Committee
- Australasian Society for the Study of Intellectual Disability
- Australian Association of Special Education
- Australian Autism Education Training Consortium
- Australian Early Development Index – WA Committee
- Autism Education Interagency Group
- Active After School
- AGQTP Career Development Cross Sectoral Working Group
- Autism Interagency Group
- Anaphylaxis Management Implementation Group
- Australian Curriculum Cross Sectoral Steering Group
- CAMHS Education Operation Steering Group
- Career Education Association of WA
- Centre for Schooling and Learning Technologies (CSaLT)
- 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)
- Curriculum Advisory Council EALD (SCSA)

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– Department of Training and Workforce Development (DTWD) VET in Schools Good Practice Models Working Party
– ECU Education Advisory Board
– Education and Mental Health Steering Committee
– Equal Opportunity Commission Steering Committee for Gender and Sexuality Based Bullying in Schools
– Equal Opportunity Working 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
– Kids Matter
– Law Society -FBLEC Education Committee
– Leading 21st Century schools
– Mind Matters
– Murdoch Aspirations and Pathways for University Advisory Board
– NALP Resource Group
– NAPLAN Review Panel
– National Alliance for Remote Indigenous Schools
– Non-Government Centre Support
– Notre Dame Education Advisory Board
– Norm Hyde Pastoral Care Awards Committee
– Outdoor Alliance
– Providing Alternative Thinking Skills Committee
– Professional Association: Careers Education Association of WA
– 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 and Assessment Committee, Endorsed Programs, Awards Working Party, Expert Measurement Assessment Advisory Group, Equity Advisory Group, Reference Groups and Panels)
– School Drug Education and Road Aware (SDERA)
– Strategic Industry Audit of VETiS Operational Reference Group
– Strong Schools Safe Kids Chief Investigators Committee
– Sustainable Schools Initiative
– Teacher Registration Board
– The Community Service Reference Group
– UWA Education Advisory Board
– VET Industry Specific Advisory Group
– VET Network Australia
– Veterans’ Children Education Board
– WACE System/Sector group
– Well-Being of the Professions
– Westscheme VET Awards Advisory Committee
– World Skills WA Regional Committee
– Youth Attainment and Transitions Committee

**Interest Groups**
While member schools meet only a couple of times during the year at the AISWA Briefing the Board Conference and the Annual General Meeting, there are interest groups which meet on a regular basis. The Curriculum and Re-engagement in Education (CARE) schools offer education to disengaged students often referred by government agencies. A significant project for the group in 2013 was continuing the development of programs to support schools with the extension of enrolments due to the raising of the school leaving age to 17 years. Mr Gary Robinson from the Secretariat facilitates this group.

Small Independent schools face the same challenges as all member schools but often these challenges are increased by the size of the school. The Collegiate group brings the principals of these schools together to discuss issues of significance in the context of their schools. Mr Ron Gorman, Deputy Director of AISWA, convenes and facilitates the meetings.

Within the membership of the Association there are a number of groupings of schools. The Chief Executive Officer of the Anglican Schools Commission, the Executive Officer of Christian Schools Australia, the Executive Director of Swan Christian Education Association, the Director of Education of the Adventist Christian Schools and a representative of the Baptist Schools Network meet with the Executive Director of AISWA to discuss issues concerning government policy and its impact on schools. The Executive Director coordinates the meetings of this group as required.

**Contacts**
The Association maintains regular contact with peak organisations including the Western Australia Department of Education (DoE), Department of Education Services (DES), the Catholic Education Office (CEO), the Teacher Registration Board of Western Australia (TRBWA), the Australian Department of Education (DE) (formerly the Department of Education, Employment and Workplace Relations (DEEWR)) and the offices of the State and Federal Ministers for Education. More recently, there has also been considerable contact with ACARA relating to issues surrounding the new ICSEA scores and reporting of various data sets, including school finances, on the My School website.

The Chair of the Board of AISWA and the Executive Director maintained regular contact throughout the year with the Hon Peter Collier, State Minister for Education.

**Support for Member Schools**
AISWA provides support for member schools through a partnership with Lavan Legal. Mr Ian Curlewis, Partner, and Mr Michael Jensen, Senior Associate, provide invaluable support to both the Association and member schools.

AISWA continues to extend the range of support services available to members including the 2009 implementation of 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 and schools can access the consultants as they need to. This list is available from the members’ section of the AISWA website under ‘AISWA Support Services’, ‘Consultancy Service’.
New Beginnings

New AISWA Members:
- Communicare *(Affiliate Member)*
- Coolabaroo Neighbourhood Centre *(Affiliate Member)*
- Homeschool Christian College *(Affiliate Member)*
- Saint Augustine’s Classical Christian College *(Affiliate Member)*

School Closures
- Australian Trades College (WA) Ltd
- Catalyst Schools

Membership Fees
See Appendix 1 at the end of this report.
Industrial Issues

Industrial & Legal Services
As has been the case for several years now, telephone and email queries of an industrial or legal nature from Schools continue to be the most frequently used industrial service.

Industrial questions covered an extremely wide range of topics including Award changes, wages and salaries, calculation of holiday entitlements, sick leave, carers leave, special leave, parental leave, leave loading calculations and qualifications for salary increases.

Many schools also ended Enterprise Agreements and/or developed new Agreements or moved from the State to the Federal jurisdiction. AISWA provided assistance to schools in the form of meetings with staff (sometimes with the IEUWA present), documents that summarised the conditions of the State and Federal Awards for all staff, meetings with Executive staff and Board members and scrutiny of proposed agreements. In all cases, it was left at the school’s discretion to choose in which jurisdiction they wished to lodge their agreement and whether or not they wished to seek legal advice for a final check of their agreement before it was submitted to the relevant authority.

For matters of a more complex nature, valuable assistance was provided by Lavan Legal through Mr Ian Curlewis, Partner, Mr Michael Jensen, Senior Associate, and Mr Alec Weston, Solicitor.

Schools referred matters pertaining to family law and custody, constitution changes and updates and matters associated with inappropriate staff or parent behaviour. However, the most frequent legal issues in 2013 seemed to be matters associated with redundancy and unfair dismissal processes.

As per AISWA policy, all requests for industrial and legal assistance, other than issues where the school decided to act independently of AISWA, were directed to AISWA in the first instance. As in 2012, some schools overspent their annual budget and were subsequently invoiced for these amounts.

Award Updates and Salary Increases
Schools were advised on 1 July that all State and Federal Awards had been updated in line with the changes to the State and Federal Minimum Wage determinations and that all changes to salaries, allowances and wages were payable on and from the first pay period on or after 1 July 2013.

AISWA produced and sent the following documents to schools:

- Estimated Salary comparison of Teachers July 2013 (another update sent in August with the DoE and CEO December salary increases (4.25%) for 2014 listed)
- Summary School’s Award Table July 2013 and
- Live web-links to Awards and Acts

AISWA advised schools that the Fair Work Commission, following submissions lodged by the AIS bodies around the country, had amended the Educational Services (Schools) General Staff Award 2010 and the Educational Services (Teachers) Award 2010. The amendments were minor and, in the main, reflected changes to terminology within the Awards.
In addition, the Independent Education Union (Australia) has lodged an application with the Fair Work Commission for an Equal Remuneration Case for employees in day care facilities associated with schools. AISWA is working with other AIS bodies regarding possible ramifications for schools and the presentation of a rebuttal of the IEUA application.

AISWA is also involved with other AIS bodies in applying for changes to be made within the Fair Work Act 2009 (See General Matters 1 below)

AISWA Policy Guidelines
The following AISWA Policy Guidelines documents were updated in 2013:

- Bushfire Management Guidelines
- Child Abduction Response Plan
- Code of Conduct for Staff
- Emergency Management
- Facility Hire (with Lavan Legal assistance)
- Family Law (with Lavan Legal assistance)
- Human Resource Management
- Intellectual Property (with Lavan Legal assistance)
- Privacy Guidelines
- Social Media for Staff
- Staff Disputes and Complaints
- Staff Induction
- Volunteers- Obligations of

There were also a number of internal AISWA policy updates and the development of new policies in line with current legislation requirements as well as regular updates of the AISWA website.

Legal Updates
The Lavan Legal Updates regarding legislation amendments to Federal and State Acts as well as general advice through the monthly Lavan Legal Employment Snapshot including articles relating to Adverse Action, the Privacy Act 1988 (an related Amendments Bill) and the School Education Regulations 2000, amongst others, have been well received by schools.

In addition to this, AISWA has been forwarding ISCA Legal updates from DLA Piper on matters relating to Federal issues.

Adverse Action and Workplace Safety
Lavan Legal produced a document in June regarding Adverse Action and Workplace Safety. In May, the Federal Court found that the suspension from duties and subsequent issue of a final warning to an employee for exercising his duties as an Occupation Health and Safety Representative (OHS Representative) constituted adverse action under section 340(1) of the Fair Work Act 2009. Outcomes of this decision included:

- an employee exercising duties under OHS legislation may constitute a workplace right for the purposes of the Fair Work Act;
- an employee is entitled to disagree with an employer in relation to an occupational health and safety issue; and
- action taken against an employee as a result of raising safety concerns may constitute adverse action under the Fair Work Act.

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**Privacy Amendment (Privacy Alerts) Bill 2013**

In May, Schools were advised of reforms to the Privacy Act 1988 (Privacy Act) through the Privacy Amendment (Privacy Alerts) Bill 2013, that will come into effect on 12 March 2014.

The Office of the Australian Information Commissioner (OAIC) has issued guidelines for data breach notifications, recommending that entities notify affected individuals and the OAIC. Under the current reforms, such notification is entirely discretionary.

**The School Education Regulations 2000**

Schools were advised of important reforms to the School Education Regulations 2000:

129. Additional matters to be taken into account in determining applications for registration and renewal of registration (Act s. 159(1)(m))

For the purposes of section 159(1)(m) the Minister in determining an application for registration, or for renewal of registration, of a school is to take into account the following —

(a) the hours of instruction proposed for the school;
(b) the procedures for the reporting of critical incidents to the Minister;
(c) the arrangements for the separation of the day to day management and control of the school by the principal of the school from the overall governance of the school by the governing body of the school.

[Regulation 129 inserted in Gazette 21 Jun 2013 p. 2447.]
State Issues

School Curriculum and Standards Authority (SCSA)
The School Curriculum and Standards Authority replaced the Curriculum Council during 2012.

This new agency has functions from Kindergarten to Year 12, related to:

- the development and accreditation of courses and the standards,
- assessment and certification of student achievement,
- the provision of a database relating to participation in education, training or employment by students during their school years’

2013 started with the announcement of planned changes to the Senior Secondary years of schooling for implementation in Year 11 in 2015 and in Year 12 in 2016. There was considerable work done in this area by SCSA and hundreds of teachers to develop new courses during 2013 for implementation 2015/16.

Mandatory Reporting
AISWA no longer receives funds from the State Government to provide support for schools with Mandatory Reporting, however, AISWA continues to provide this training for its schools. It had been expected that Mandatory Reporting would be extended beyond child sex abuse to cover all forms of abuse but at this stage that legislation has not gone to Parliament.

Teacher Registration Board of Western Australia (TRBWA)
The Teachers’ Registration Board of WA was established in December 2012. The role of the Board is to register teachers and perform functions related to that but it will no longer have an advocacy or professional learning role. The controversy that surrounded WACOT (the previous body that registered teachers) does not seem to have surrounded the TRBWA.

Department Of Education Services (DES)
The Department of Education Services has oversight of the non-Government sector through the Office of Non-Government Education (ONGE). AISWA works closely with DES on a number of issues including the registration of non-Government schools; the revision of State Acts; and, State funding for Independent schools.
National Issues

Federal Government
The Australian Education Act was passed in June 2013 and this Act is the legislation under which all schools operate. The Act contains all the funding formulas used to calculate the new funding amounts for schools from 2014 and beyond, and the obligations of schools in receipt of funding. The Act describes the main reform areas (Quality Teaching, Quality Learning, Empowered School Leadership, Meeting Student Need and Transparency and Accountability) which will be the focus of schools’ work over the next few years.

State Governments were expected to sign on to the new National Education Agreement and hence the new funding model but Western Australia, and a few other states did not sign to the new model. However, non-Government schools (Independent and Catholic) are covered by the Act and thus the new model regardless of the action of State Governments.

There are now four very important federal bodies that impact education in Australia.
- Australian Curriculum Assessment and Reporting Authority (ACARA) – responsible for development of the Australian Curriculum, implementation of national testing and reporting of a range of information about schools, their achievements and financial data on the My School web site.
- Australian Institute of Teaching and School Leadership (AITSL) – develop teacher and principals professional standards, establish nationally consistent teacher registration processes across Australia, support the professional learning of the teaching profession to raising teaching standards across the country and develop a national framework and quality assurance process for professional development.
- Education Services Australia (ESA) - create, publish, disseminate and market curriculum and assessment materials, ICT based solutions, products and services to support learning, teaching, leadership and administration.
- Australian Children’s Education and Care Quality Authority (ACECQA) – responsible for the implementation and administration of the National Quality Framework.

AISWA and school representatives have been involved in a number of activities initiated by ACARA and AITSL, and serve on advisory committees with input into the Australian Curriculum. ACARA now oversees the NAPLAN and other testing regimes for Australian schools and thus is a key player in implementing the Federal Government’s education agenda.

Independent Schools Council of Australia (ISCA)
ISCA provides a national presence for Independent schools across Australia. It does this in two ways. The first is direct representation by AISWA’s ISCA representative (Mr Ian Curlewis) and Mr Bill Daniels, Executive Director, ISCA, to the Federal Minister and the Shadow Minister. The Executive Director of ISCA also represents the sector on key working parties and taskforces established by the Standing Council for School Education and Early Childhood. The second strategy is by facilitating membership on the myriad of working parties and taskforces established by SCSEEC and DEEWR. ISCA has a very limited staff and hence calls on the Executive Directors of Associations of Independent Schools and their staff to provide this representation. The Executive Director, Deputy Director and a number of AISWA Education Consultants represent the sector on these groups.
**Assessment and Reporting**
- National Assessment Program Civics and Citizenship Review
  AEEYSOC
  Mr Ron Gorman
- NAPLAN Reading List Guidance
  BEMU
  Mr Ron Gorman
- Writing Marking Quality Team
  Curriculum Corporation
  Mr Ron Gorman

**ICT and e-Learning**
- AISWA Contact for TLF
  TLF
  Mr Peter Crosbie
- English and Literacy Working Party
  TLF
  Mr Ron Gorman

**Indigenous**
- Indigenous Education Implementation Group
  AEEYSOC
  Mr Gary Robinson
- Centre for Aboriginal Economic Policy Research (CAEPR) Research Project Steering Committee
  ANU
  Mr Gary Robinson
- Indigenous Early Childhood Education Working Group
  SCSEEC
  Mr Gary Robinson
- Indigenous Education Implementation Group
  AEEYSOC
  Mr Gary Robinson
- Indigenous Education Reference Group
  SCSEEC
  Mr Gary Robinson
- National Alliance for Remote Indigenous Schools
  AEEYSOC
  Ms Valerie Gould

**Student Welfare/Wellbeing**
- Safe and Supportive School Communities Project
  AEEYSOC
  Ms Michelle Bishop

**Teaching**
- Nationally Consistent Teacher Registration Working Group
  AEEYSOC
  Ms Valerie Gould
- National Consistent Teacher Registration Policy Framework Group
  AEEYSOC
  Ms Valerie Gould
- Rewards for Great Teachers Implementation Governance Framework
  AEEYSOC
  Ms Valerie Gould

**Curriculum**
- English as another Language or Dialect (EALD)
  ACARA
  Ms Sophia Sabatier
- Curriculum Directors Working Group
  ACARA
  Mr Mark Newhouse
- F – 12 Curriculum Reference Group
  ACARA
  Ms Valerie Gould
- Asia Education Foundation Board
  Ms Valerie Gould
Funding

Federal
In September, the supplementation rates for 2013 were announced. The AGSRCs were increased as shown in the table below:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>% increase from 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>$10,057</td>
<td>$10,411</td>
<td>3.5%</td>
</tr>
<tr>
<td>Secondary</td>
<td>$12,445</td>
<td>$13,032</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

State
In December, the State Government announced the funding levels for 2014. This involved an indexation factor of 3.8%.

2014 State Per Capita Grants

<table>
<thead>
<tr>
<th>State Funding Category</th>
<th>Kindergarten (based on 4 sessions/week)</th>
<th>Pre-primary FTE/Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$2,406</td>
<td>$1,604</td>
<td>$2,435</td>
</tr>
<tr>
<td>B</td>
<td>$2,772</td>
<td>$1,847</td>
<td>$2,994</td>
</tr>
<tr>
<td>C</td>
<td>$2,784</td>
<td>$1,856</td>
<td>$3,068</td>
</tr>
<tr>
<td>D</td>
<td>$2,871</td>
<td>$1,914</td>
<td>$3,158</td>
</tr>
<tr>
<td>E</td>
<td>$3,012</td>
<td>$2,008</td>
<td>$3,296</td>
</tr>
<tr>
<td>F</td>
<td>$3,141</td>
<td>$2,093</td>
<td>$3,404</td>
</tr>
<tr>
<td>G</td>
<td>$3,240</td>
<td>$2,160</td>
<td>$3,528</td>
</tr>
<tr>
<td>H</td>
<td>$3,813</td>
<td>$6,393</td>
<td></td>
</tr>
<tr>
<td>H*</td>
<td>$3,218</td>
<td>$5,251</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>$6,422</td>
<td>$4,282</td>
<td>$6,893</td>
</tr>
</tbody>
</table>

‘High Support Needs’ per capita grant

<table>
<thead>
<tr>
<th></th>
<th>$13,881</th>
<th>$34,703</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(same rate for both PP FTE/Primary and Secondary)</td>
</tr>
</tbody>
</table>
Australian Curriculum

Five consultants in English, Mathematics, Science, History and Early Childhood Education continued to work with teachers to implement the Australian Curriculum as well as assisting with professional learning to targeted needs.

This included:
- Network meetings by phase or learning area allowing teachers to collaborate.
- School visits by consultants enabling point-of-need support.

The nature of work undertaken by Curriculum Consultants included:
- Facilitating networks of teachers involved in implementing the new Australian Curriculum
- Supporting teachers through models of planning and programming from a digital curriculum
- Working with teachers/schools to develop sample teaching programs, assessment tasks and rubrics and other teaching resources for the new Australian Curriculum
- Supporting teachers through review, advice and access to resources available from ACARA and other sources in implementing the new Australian Curriculum
- Resources such as planning templates and audit templates have been provided through the AISWA website and used with school-based workshops
- Coordinating and conducting professional learning and teacher support workshops to assist with the delivery of a teaching/learning program and use of the achievement standards
- Liaising and networking with cross-sector representatives
- Liaising with other AISWA consultants to provide coordinated school support across a phase of learning

Travel and Staff Professional Development
Visits were made to many schools, including those in rural and remote locations to support the development of teachers’ understandings and planning for implementation.

Learning and networking opportunities have been provided for the AISWA Curriculum Consultants, including attendance at professional conferences. The consultants have attended relevant professional development opportunities to ensure that they remain up to date with curriculum knowledge.

Professional Learning Workshops and Network Meetings 2013
The AISWA Curriculum team ran 128 professional learning events attended by 4528 teachers or school leaders during 2013.

The types of events included:
- **Network meetings** for:
  - Early childhood educators
  - Secondary English teachers
  - Mandurah Cluster
  - History in regions
  - Geography F-6 and 7-10 in regions
  - Secondary Mathematics teachers
  - Heads of Mathematics
• Grammar in the Australian Curriculum, focusing on the teaching of grammar within the English curriculum
• When English Meets History, a project integrating the teaching of these two learning areas
• History in the context of various regions and utilising the resources available such as museums
• Essential Elements of Early Numeracy, focusing on the teaching of Mathematics in the early years
• Developing a Statement of Philosophy for the Early Years
• The Big Six, focusing on early literacy development
• Science Familiarisation, for the early years
• Playing with the Australian Curriculum, for the early years
• Creating Texts with C21st Learners
• iPads and Maths, for Primary teachers
• Creative Maths at
• Investigating Investigations, for Year 3-7 Science
• Science Assessment
• Experience Asia
• The General Capabilities Forum

In addition, the AISWA Curriculum Team jointly organised and presented at the AISWA/CEOWA/Pearson conference: Implementing Australian Curriculum in the Primary Years, held over two days.

A specific focus for the Manager of Curriculum was the series of PL workshops Assessment and Reporting with Australian Curriculum held in the Perth (2), Mandurah, Bunbury and Albany regions.

### School visits by consultants in 2013

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of school visits</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>19</td>
<td>311</td>
</tr>
<tr>
<td>Mathematics</td>
<td>13</td>
<td>155</td>
</tr>
<tr>
<td>Science</td>
<td>14</td>
<td>141</td>
</tr>
<tr>
<td>History</td>
<td>28</td>
<td>297</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>12</td>
<td>155</td>
</tr>
<tr>
<td>Manager</td>
<td>5</td>
<td>68</td>
</tr>
</tbody>
</table>

### Workshops/network meetings conducted by consultants in 2013

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of school visits</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>53</td>
<td>686</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>82</td>
</tr>
<tr>
<td>Science</td>
<td>11</td>
<td>145</td>
</tr>
<tr>
<td>History</td>
<td>16</td>
<td>388</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>22</td>
<td>669</td>
</tr>
<tr>
<td>Manager</td>
<td>21</td>
<td>578</td>
</tr>
</tbody>
</table>
Consultation workshops
- Kindergarten Guidelines
- Australian Curriculum: Work Studies
- Australian Curriculum: Health & Physical Education draft curriculum
- Australian Curriculum: Technologies draft curriculum
- Australian Curriculum: Economics and Business draft curriculum
- Australian Curriculum: Civics and Citizenship draft curriculum

Senior Secondary
WACE support for schools was largely offered by the manager but also in Science where the consultant has specific expertise.

This included:
- **Senior Secondary Update**, a seminar for curriculum leaders in schools
- **WACE Data seminars** held at individual schools to assist with interpreting their school WACE data
- **Science WACE exam reviews**
Australian Targeted Programs (ATP)

**Australian Government Assistance for the Literacy, Numeracy and Special Learning Needs (LNSLN), the Country Areas Program, English as a Second Language for New Arrivals and the Languages Other Than English Program.**

ATP strives to support all targeted students in ways that reflect the needs of all schools. This takes place through grants to schools, the delivery of targeted professional learning; professional learning that affects all students such as the implementation of the Australian Curriculum, supporting quality teaching and representing the needs of teachers and students in a variety of settings to a range of relevant stakeholders.

The Association of Independent Schools of Western Australia (Inc) (AISWA) has an established advisory structure with relevant educational representatives, to support and monitor the effective implementation of the Australian Government’s Targeted Programs for non-Catholic independent schools in Western Australia.

As part of the Targeted Programs, AISWA endeavours to:

- Assist Independent schools to access Australian Government funding, where eligible and appropriate, to encourage and enhance more effective educational outcomes in the relevant targeted program area.
- Assist Independent schools, to achieve effective educational and appropriate financial outcomes for grant monies received.
- Establish ongoing consultative mechanisms with schools and stakeholders, to support the outcomes within each targeted program area.
- Maintain liaison with other educational sectors, tertiary institutions and professional organisations, where appropriate, to enhance the development, delivery and ongoing effectiveness of individual targeted program areas.
- Provide professional development and program support to individual schools and targeted program areas, where appropriate, given the determining factors of need and funding availability.
- Assist Independent schools to focus directly on the educational needs of students, to enhance their learning outcomes and their pursuit of lifelong learning and understanding.

These objectives are in addition to the Agreed National Goals for Schooling in Australia. The Australian Government supports and promotes the following priorities and objectives for schooling, as listed in their Administration Guidelines for 2009 – 2013/14:

1. **Literacy and Numeracy Special Learning Needs (LNSLN) Program** assists non-government education authorities to improve the learning outcomes of educationally disadvantaged students, including students with disabilities, particularly in literacy and numeracy, by contributing funding for additional teaching and learning assistance. Funding under the LNSLN Program, including the students with disabilities payment, is not intended to be the only support for educationally disadvantaged students. LNSLN funding is only one source of funding available to non-government schools to meet the needs of educationally disadvantaged students.
2. **The English as a Second Language - New Arrivals (ESL-NA) Program** provides Australian Government funding to state and territory non-government education authorities to assist with the cost of delivering intensive English language tuition to eligible newly arrived migrant primary and secondary school students. The Program aims to improve the educational opportunities and outcomes of students who have recently arrived in Australia, whose first language is not English and whose proficiency in the English language is determined, at the local level, to require intensive assistance to enable them to participate fully in mainstream classroom activities.

3. **School Languages Program (SLP)** funding is payable to help non-government schools improve the learning outcomes of students who are learning languages other than English.

4. **Country Area Program (CAP)** funds help schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographic isolation. CAP helps isolated students to obtain similar learning outcomes as students in less isolated areas.

AISWA Targeted Programs (AISWA TP) is an important and integral part of the overall function of the Secretariat of the Association of Independent Schools of Western Australia, and as such, is administered overall by the Board of AISWA. Advisory Committees are convened to undertake the management, consultation and recommendations roles with respect to funding allocations made within each of the areas and identifying areas of needs within schools that would benefit from ongoing support – both in kind and financial.

**Committee Structure**
The following committee structure provides a sound mechanism for management, consultation and recommendation of funding, in the different areas. Each committee’s membership focuses upon expertise in the relevant areas with primary and secondary representation, in addition to addressing the diverse nature of schools within the sector. Each committee is responsible to the Board of AISWA.

<table>
<thead>
<tr>
<th>Advisory Committee for Languages (ACL)</th>
<th>Literacy Advisory Committee (LAC)</th>
<th>Numeracy Advisory Committee (NAC)</th>
<th>Special Needs Advisory Committee (SNAC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Languages (Other Than English)</td>
<td>• Literacy</td>
<td>• Numeracy</td>
<td>• Special Learning Needs</td>
</tr>
<tr>
<td></td>
<td>• ESL-New Arrivals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Country Area Programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reference Groups**

**Education Consultants**
The following points relate to each Committee:

- Each Committee has been established by AISWA and is responsible to the Board of AISWA.
- Executive tasks are undertaken by the AISWA Secretariat under the supervision of the Executive Director. The Advisory Committees and their Chairpersons do not have an executive function.
- An Education Consultant in their area of expertise is the Executive Officer of each Committee.
- The Deputy Director of AISWA attends each Advisory Committee meeting to provide advice on funding and policy issues and reports directly to the Board of AISWA and its respective Standing Committees.

In an endeavour to establish and maintain effective networks and consultation amongst educational and community groups, each ATP Advisory Committee comprises of seven or eight members, including:

- A senior educator from an Independent school;
- Two teachers with relevant expertise from Independent schools;
- One or two educators with relevant expertise or a community focus; and
- The relevant education consultant serving as the executive officer to the committee.

The Reference Groups, where convened, have responsibility for initial consideration of funding submissions or requests, making recommendations to each Advisory Committee. Membership of Reference Groups is determined by the relevant Advisory Committee and/or Executive Director, under authorisation of the Board of AISWA and is chaired by the Executive Officer of the relevant Advisory Committee. AISWA Education Consultants with relevant expertise, are essential to the membership of these committees.

**Additional Consultation Mechanisms**

The Deputy Director of AISWA, who is responsible for managing the Targeted Program Area, and the Education Consultants ensure that consultation occurs with the following bodies:

- Commonwealth Government, through various agencies of the Department of Education, Employment and Workplace Relations.
- State Government, through the Department of Education of WA and the School Curriculum and Standards Authority.
- Catholic Education Office of WA.
- Aboriginal Education and Training Council
- Other relevant education service providers
- Universities from WA and interstate
- Small education systems within the Independent education sector, such as the Seventh Day Adventists, the Australian Association of Christian Schools and Small Collegiate Group of schools
- Other relevant industry and community bodies.
- Other functions of AISWA (e.g. Australian Curriculum).
- Interstate collaborations.

Note: Members of these bodies may already be a part of the AISWA Committee structure.
**Literacy Activities**

The equivalent of 5.7 FTE Literacy Education Consultants were employed to support and advise schools on the development, implementation and monitoring of effective school-based programs, specific literacy projects and supporting parent education and teacher in-service. The literacy consultants have different specialist expertise in: ESL (English as a Second Language) – for New Arrivals and Indigenous students; literacy in the early years; literacy in the primary and middle schooling years; and intervention in the middle and secondary years of schooling; as well as supporting whole school literacy programs.

<table>
<thead>
<tr>
<th>ATP Literacy Projects 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy: Author Visits</strong></td>
</tr>
<tr>
<td><strong>Literacy: Big Six</strong></td>
</tr>
<tr>
<td><strong>Literacy: Claire Warden</strong></td>
</tr>
<tr>
<td><strong>Literacy: Early Childhood Project</strong></td>
</tr>
<tr>
<td><strong>Literacy: ESL</strong></td>
</tr>
<tr>
<td>Category</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Literacy: TLC</td>
</tr>
<tr>
<td>Literacy: First Steps/TT</td>
</tr>
<tr>
<td>Literacy: Guided Reading</td>
</tr>
<tr>
<td>Literacy: Hot Readers</td>
</tr>
<tr>
<td>Literacy: How Language Works</td>
</tr>
<tr>
<td>Literacy: ICT</td>
</tr>
<tr>
<td>Literacy: NQS</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Literacy: PALLS</td>
</tr>
<tr>
<td>Literacy: Primary Connections</td>
</tr>
<tr>
<td>Literacy: Special Schools Projects</td>
</tr>
<tr>
<td>Literacy: Study Tour</td>
</tr>
<tr>
<td>Literacy: Whole School Planning</td>
</tr>
<tr>
<td>Literacy: Writing</td>
</tr>
</tbody>
</table>
Numeracy Activities

In 2013, 2.2 FTE Numeracy Consultants serviced the professional learning needs for AISWA schools; monitored, supported and advised schools who received funding from the Targeted Programs Numeracy Grants; and managed research projects focusing on early years numeracy intervention and automaticity.

<table>
<thead>
<tr>
<th>ATP Numeracy Projects 2014</th>
<th></th>
</tr>
</thead>
</table>
| Numeracy: Early Years (SIREEN/EEEN) | The Targeted Programs Consultants have supported an Early Years initiative to unpack the ‘Essential Elements of Early Numeracy’. This four-day professional learning workshop, conducted throughout Term 1 and Term 2 has been designed to equip teachers with the necessary tools to engage and challenge young learners. Ms Kristin Humphries, Ms Rebecca Duncan and Ms Anne Hey, are delivering the course with financial, materials and sessional support from the consultants.

Early Numeracy Interview (ENI), now known as Mathematics Assessment Interview (MAI) is gathering interest as a diagnostic tool and many PL workshops both at AISWA and in schools were presented throughout the year.

The Screening and Intervention Resource for Early Number (SIREN) project was a major focus for the year and it is now complete. Several presentations have been made to individual schools with each participant receiving key samples to take into the classroom. AISWA is grateful for the contribution made by Ms Kelly Norris and Mr Paul Swan to finalise the manual that rides with the kits. |
| Numeracy: First Steps | The First Steps in Mathematics strands of ‘Number’, ‘Measurement’ and ‘Space’ were offered to the AISWA ATP schools during 2013. Since the print of First Steps books has been discontinued, stock remaining is low. |
| Numeracy: Modules PL | Over the past two years, the AISWA Numeracy Consultants have developed one hour, one and a half hour and half-day modules which have been presented to schools throughout 2013. The idea of each module is to showcase a mathematical concept or strategy to staff who teach mathematics. These strategies and concepts target primary years K-10. Focus questions on how to reshape or differentiate the activities within the classroom are proffered. A class set of resources that are used during these workshops are left as a complimentary gift to the school so that teachers can trial and embed the activities immediately. |
| Numeracy: Numeracy Specialists | The group has finished their six full-day sessions for the year. Dr Paul Swan, Independent Mathematics Consultant, as a facilitator, has helped the group develop an understanding for statistics and probability, assessment, logic, basic facts, mental strategies and reasoning. In 2014, the program will enter its fifth year and to date, the expressions of interest from returning and new school participants, to attend, has been very strong. |
| Numeracy: PANL | A total of 19 schools completed this year’s Principals as Numeracy Leaders (PANL) project and the success of the project will be measured through course feedback sheets and a short report compiled by the project developers. Feedback received throughout the year has been positive. |
| Numeracy: Paul Swan | Paul Swan, was heavily involved in the AISWA Numeracy projects during 2013. Paul along with Mr Paul Woodley, Research Consultant, ECU, ran the PANL project over five days. The workshops were spaced across the one year length of the project. The notion of spaced learning was reinforced throughout the project by activities that link each of the modules to cumulatively develop approaches to |
whole school planning for intervention in numeracy.

Paul Swan was also actively engaged in the Numeracy Specialist Teacher Program (NSTP) project through six workshops, again spaced evenly throughout the year. He was employed to work with numeracy leaders from various schools and shared a multitude of activities that would enhance student learning across the domains of mathematics.

He has also acted as a mentor to the AISWA Numeracy Consultants and helped in the production of a booklet on reasoning/problem solving.

**Inclusive Education Activities**

In 2013, 3.8 FTE Inclusive Education (IE) Consultants were employed to support and advise schools on the development, implementation and monitoring of effective school-based programs, in addition to supporting parent education and teacher in-service. Much of their time has been spent in schools working with teachers and students to assist with development and implementation of teaching and learning programs for students with special needs.

2013 saw the addition of two More Support for Students with Disability (MSSD) consultants on short term contracts assisting schools with their Inclusive Education whole school plans, as part of the 2012/2013 MSSD project – Inclusive Leadership. The MSSD funding will continue in 2014, however the focus will be on providing support to schools implementing procedures for the Nationally Consistent Collection of Data (NCCD) for students with disability. The IE consultants will provide this support in the form of professional learning and consultation throughout 2014. The Special Needs Assessment Committee (SNAC) will continue to meet in 2014 to assess applications for State funding for students with a disability.

**AGQTP**

**Diverse Learners**

This project focused on equipping teachers and school leaders to provide an inclusive and differentiated learning environment for all students including those with disabilities and the gifted. Teachers were able to attend a range of professional learning with various guest speakers, agencies and topics. Professional learning was also provided to teachers on differentiating in the classroom and to school leaders on how to facilitate differentiation and overcome barriers to its implementation. AISWA Gifted Education Network meetings continued this year in Perth with topics ranging from acceleration to school-based research initiatives. These continue to be well-attended and an excellent opportunity for educators to network and share ideas related to gifted students in diverse classrooms.

**Mental Health**

This project focused on providing professional learning to school staff in their support of students experiencing mental health difficulties and disorders. Inclusive Education Consultants provided PL in programs such as Gate Keeper (Suicide Awareness and Prevention) and hosted Dr Joe Tucci, CEO of the Australian Childhood Organisation, who provided a whole-day seminar for CARE (Curriculum and Re-Engagement) school staff on trauma, and ‘making space for learning’, as well as a whole-day seminar for staff from all AISWA schools in supporting students who have experienced trauma. This seminar was open to staff from across all sectors.
Learning Difficulties
This project focused on providing teachers with PL in the areas of learning disabilities. The Dyslexia Sped Foundation provided a number of additional sessions in understanding dyslexia and dyscalculia. Many teachers attended the sessions and a regional school was assisted to have staff attend. The feedback from teachers who were able to access this specialist support and information has been overwhelmingly positive.

NATIONAL PROJECTS

More Support for Students with Disability (MSSD)
This project, funded through the More Support for Students with Disabilities initiative of the Australian Government, was the continuation of the successful 2012 Inclusive Leadership Series. This collaborative series provided specialised professional learning from Professor Chris Forlin, Hong Kong Institute of Education, Professor Robert Conway, School of Education, Flinders University, and Mrs Ruth Phillips, Senior Trainer, Gateways Education, with follow up mentoring in schools provided by the AISWA MSSD Consultants and the AISWA IE Consultants who worked with leaders on whole school planning for inclusive education using the Inclusive Education School Assessment Tool (IESAT) as an evaluative tool.

The overall key objectives of this project included
1) Supporting school principals and/or school leadership teams to strengthen teachers ability to assist students with disability, and
2) Supporting teachers to develop or modify lesson plans to suit the needs of students with disability.

In 2013 two series were completed, one a follow-up series for those staff who engaged in the process in 2012 as well as a repeat of the full series for school leaders who had not previously participated. Additional professional learning opportunities including presentations by Professor Robert Conway were offered to teachers from the schools whose leaders took part. That professional development focused on strategies for classroom teachers in catering for students with diverse learning needs and understanding their obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

Inclusive Leadership 2013 – Continuing to create inclusive schools
This series of two professional learning seminars engaged those school leaders who had completed the 2012 series. Leaders attended full-day workshops with Professor Robert Conway and Mrs Ruth Phillips and were engaged in action learning tasks designed to help schools overcome barriers to inclusive practice and further develop strategies for meeting their obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

Participants also had the opportunity to receive further mentoring at school level through the Inclusive Education and MSSD Consultants in relation to using the IESAT to strategically plan and implement whole school approaches to achieve more inclusive school environments.

Inclusive Leadership 2013 Series – Driving the way forward for 21st century schools
A repeat Inclusive Leadership Series was held in the form of four seminars for school leaders and learning support staff who had not been involved in the first series.

Our guest speakers, Professor Robert Conway and Mrs Ruth Phillips returned in 2013 to continue supporting our leaders to build inclusive schools for the 21st century.
This group were a particularly enthusiastic and collaborative group who also had access to follow-up support at school level on strategic planning for whole school inclusivity with the Consultants.

As a result of this initiative school leaders were empowered to support their staff in understanding their obligations in providing for the needs of diverse leaners and teacher capacity to develop and modify lesson plans to provide differentiation was increased.

**More Support for Students with Disabilities (MSSD) – Mentoring in Schools.**
This project involved ongoing mentoring provided to those school leaders, teachers and learning support staff whose schools had engaged with the 2012 or 2013 Inclusive Leadership series. Professor Robert Conway provided workshops for staff in understanding inclusive teaching / learning, making reasonable adjustments and differentiating curriculum for students with disabilities and diverse learning needs.

This occurred across the metropolitan and regional areas as requested. Schools also took the opportunity to engage in consultancy with Dr John West, School of Education, Edith Cowan University, in regards to inclusive practices in mathematics and there was highly positive feedback from this mentoring work.

The AISWA Inclusive Education Consultants continued to provide consultancy support to the series participants from metropolitan and regional areas through school visits, collaboration around the IESAT and professional learning on differentiation, the legislative framework and promoting the Universal Design for Learning approach.

**Nationally Consistent Data for Students with Disability (NCCD)**
This project focused on the support of 14 AISWA schools who participated in the data collection in phase one of the collection in the first three terms of the year. Professional learning was also provided in Terms 3 and 4 for all AISWA schools, with the hope that 100% of schools will participate in the data collection in phase 2 in August 2014. PL and support will continue to be provided throughout 2014 to all AISWA schools with the collection being mandatory for all schools in 2015.

**Professional Learning for Schools**
The following professional learning was offered to schools:

- Autism Spectrum Disorders
- Gifted Education & Acceleration
- Curriculum Differentiation
- Inclusion and Universal Design for Learning (UDL)
- Writing Documented Plans (Individual Education Plans)
- Student observations and IEP planning meetings
- PART (Predict, Assess and Respond to Challenging/Aggressive Behaviour)
- Mandatory Reporting
- Strategies for Teaching in a Diverse Classroom
- Parent information evenings – Differentiation
- Parent information evenings – Gifted education
- NCCD Information Seminars
- Child Protection Curriculum (Keeping Safe)
- Gate Keeper (Suicide Awareness and Prevention)
- Behaviour Management
- Cyber Safety
- Bullying Awareness and Prevention

Association of Independent Schools of Western Australia (Inc)
• Specific Learning Difficulties
• Independent Schools and Kindergarten/Pre-primary Entry – Education Options Forums: Information for Parents (ECIA WA)
• Supporting Students with Developmental Coordination Disorder / Dyspraxia

School Visits
IE Consultants visited metro and country schools for student observation and staff support, some of these included: Albany, Broome, Bunbury, Busselton, Carnarvon, Esperance, Geraldton, Kalgoorlie/ Coolgardie, Margaret River, and Meekatharra. Phone support to Kimberley and Pilbara schools.

2013 Funding for Students with Disabilities
There was no increase in federal Supplementary Funding for students with disabilities this year, although there was certainly an increase in students at Independent schools who met the eligibility criteria for funding.

This increase follows the trend of the last four years and, in particular in 2013, we have seen an increase in students with multiple disabilities, Autism Spectrum Disorders, Vision Impairment and Severe Mental/Behavioural Disorders. The significant increase in students funded under the Severe Mental/Behavioural Category may be due to the employment of a Clinical Psychologist to assist Independent Curriculum and Re-Engagement (CARE) Schools with accessing appropriate diagnoses for students at high risk.

SNAC (Special Needs Advisory Committee)
This committee continues to serve an extremely important role in advising the Inclusive Education team and in processing the hundreds of funding applications for students with special needs at Independent schools. AISWA sincerely appreciates the time and energy spent by all committee members to attend meetings, particularly when this role requires them to be absent from their already busy school roles. AISWA also genuinely appreciates the commitment of schools and principals to this process and in releasing each committee member from their school duties for a few days each year.

Future Directions
The Inclusive Education team has been funded through Australian Targeted Program (ATP) funding, and this has also been the source of funding that flows out to schools for eligible students with disability. This funding ceased at the end of the 2013 calendar year as the new funding model is implemented by the Federal Government.

The federal government has committed to continue to provide MSSD funding to AISWA, with explicit objectives related to the roll-out of information to schools about the Nationally Consistent Collection of Data (NCCD) for students with disability. There is a mandate as part of this funding to provide information to Independent schools to assist them to better meet their legal obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005. To do this, consultants will run regular professional learning sessions throughout 2014 on these areas:
• Writing effective documented plans (Individual Education Plans etc)
• Disability Specific PL
The aim for 2014 is to continue to run courses that are popular and need-specific for Independent schools on a cost-recovery basis, including:

- PART (Preventing And Responding To aggressive/assaultive behaviour)
- PATHS (Promoting Alternative THinking Strategies)
- Mandatory Reporting
- Keeping Safe (Child Protection)
- Gatekeeper (Suicide Awareness & Prevention)

Support for schools with students with special needs remains a key priority. The organisation plans to continue work with individual students, teachers and school leaders where possible, and will continue to support Independent schools through the dissemination of key information, committee representation, state and federal consultation, mentoring and support.
Languages Activities

There are a number of strategies the Association uses to meet its objectives and the key to its success is the part-time 0.6 FTE Languages Education Consultant who is employed to help support schools and teachers in all languages and to facilitate the comprehensive professional learning program. Specific professional development was conducted for the remote Aboriginal Independent Community Schools (AICS) in the Kimberley region.

Through the AISWA Advisory Committee for Languages, schools submit applications for direct grants for specific projects in their schools and all schools offering language programs received a grant to contribute towards the purchase of language resources. Language Assistants fluent in specific languages work with many schools to improve the oral, aural and intercultural aspects of learning another language. In 2013, AISWA employed two language assistants in Indonesian to support the teaching of Indonesian in seven schools. 23 schools were also assisted to employ their own languages assistants in French, German, Japanese, Chinese, Italian, Hebrew and Noongar.

<table>
<thead>
<tr>
<th>ATP Languages Projects 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages: Aboriginal PD</td>
</tr>
<tr>
<td>Languages: Aboriginal School Grants</td>
</tr>
<tr>
<td>Languages: Language Assistant</td>
</tr>
<tr>
<td>Languages: Languages DVD</td>
</tr>
<tr>
<td>Languages: Languages Plans</td>
</tr>
<tr>
<td>Languages: Shadowing</td>
</tr>
<tr>
<td>Languages: Special Projects</td>
</tr>
<tr>
<td>Languages: Scholarship, Resource Grants &amp; Support to schools</td>
</tr>
</tbody>
</table>
English as a Second Language (ESL) Activities

Funding for ESL New Arrivals was per capita based. Schools submitted details of eligible students including their age, date of arrival in Australia, a copy of their permanent residency visa, and details of tests used to assess and monitor students who were receiving grants. The applications are reviewed for accuracy, and feedback provided to schools on the nature of assessments and strategies to use to improve ESL outcomes for individual students. Schools are all encouraged to use the ESL Bandscales for this purpose, and through the Literacy Consultant – ESL, access professional development and support on teaching ESL.

Country Areas Program

A group of eighteen schools were identified as being educationally disadvantaged using the SES Index and the degree of remoteness of the school community. Enrolment data was used in addition to a weighting for distance, to calculate each individual school allocation. Schools were asked to make submissions to seek this predetermined allocation, adhering to the Australian Government’s focus upon improved learning outcomes, in particular in Literacy and Numeracy.

LNSNL (Literacy, Numeracy, Special Needs, Languages) Conference 2013

<table>
<thead>
<tr>
<th>Broome PD for Aboriginal Independent Community Schools</th>
<th>This conference showcases current work in the ATP area. In 2013, the Kate Mullin memorial address (Keynote 1) was given by Professor Barbara Comber, Faculty of Education, Queensland University of Technology, who discussed how to ‘enable literacies by creating schools that are meeting and belonging places’. For the second Keynote, Professor Bob Conway, discussed inclusive schools. A large range of offerings covered the areas of literacy, numeracy, inclusive education, curriculum and information on the AITSL teacher standards. Mr Morris Gleitzman was the resident author. 102 staff, AEWs and Principals attended from 10 schools. There were seven non-AISWA presenters and 24 AISWA staff who attended for one or more days to inform school staff about current developments in education, curriculum and legislative requirements.</th>
</tr>
</thead>
</table>

Association of Independent Schools of Western Australia (Inc)
Aboriginal Independent Community Schools

There are 13 Aboriginal Independent Community Schools (AICS), operating out of 15 campuses, who are members of AISWA. The schools are located in the Kimberley, Pilbara, Murchison, Goldfields and Great Southern areas of WA.

2013 AICS Team
The AICS team was managed by Mr Gary Robinson, based in the Perth office, and Mr John Hill, based in the Broome office. The consultants were: Literacy: Ms Jill Millar and Ms Kerry Handley, Numeracy: Ms Kaye Treacy and Ms Kim McHugh.

The two advisors provided overall management and coordination of the team and primarily worked with the school Principals and governing bodies.

The literacy and numeracy consultants provided support to schools in a number of ways. These included on site visits, email and phone support and the provision of professional learning opportunities.

The numeracy consultants, led by Ms Kaye Treacy, have continued to develop and refine the AICS Numeracy Portal. This online resource has proved to be very valuable for the AICS teachers as they plan, assess, monitor and report on student progress.

After many years of dedicated service John Hill decided to leave AISWA at the end of 2013. Kaye Treacy has also left to pursue her studies. Gary Robinson has moved back into the Policy and Registration area but will continue to support the AIC Schools. Mr Greg Wells and Ms Lara Altimira will join AISWA in 2014. Greg’s main focus will be to support AIC School leadership and Lara will work on the Literacy Portal and support schools in the area of literacy. Greg will be based in the Perth offices and Lara will be based in Broome.

Quality Teacher Agenda

In support of the Quality Teacher Agenda two consultants have continued working with schools as they implement the Performance and Development Framework and the Australian Professional Teacher Standards. Working with school leadership teams as they grow cultures of continual teacher improvement is a key part of this work. Whole staff sessions using the Australian Professional Teacher Standards to build understanding have continued to be popular. National Certification for Highly Accomplished and Lead Teachers continues on from last year and early indications are that this program is continuing to grow. Strong interest by school leadership teams in how to record the information around individual teacher development and management has been an increasing area of discussion. Information sessions on commercial programs such as Appretio and Ejournal as well as the use of OneNote seem to be promising in terms of meeting the variety of needs of our member schools.
In addition to this work, AISWA has endeavoured to present high quality professional learning opportunities to support school leaders at all levels to lead and manage the complexity of the changing educational landscape. Preparing for the future by building the capacity of existing, emerging and aspiring leaders is the organising thread of the 2014 program. Some of the highlights have been series of workshops such as the Graduate to Proficient and Middle Leaders programs. While the strong registrations for attendance at one-off conferences such as Ms Judy Petch’s presentation of the Classroom Practice Continuum and the Women in Leadership Conference are a positive indication that these events meet the needs of schools.
### Statistics

#### NON GOVERNMENT SCHOOL ENROLMENTS:

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY (Years K-7)</td>
<td>86,191</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>56,737</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>142,928</td>
</tr>
</tbody>
</table>

(Source: August Census 2013)

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>44</td>
</tr>
<tr>
<td>Secondary</td>
<td>12</td>
</tr>
<tr>
<td>Composite</td>
<td>102</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>156</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan</td>
<td>107</td>
</tr>
<tr>
<td>Rural</td>
<td>32</td>
</tr>
<tr>
<td>Remote</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>156</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys:</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>0</td>
</tr>
<tr>
<td>Composite</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls:</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>0</td>
</tr>
<tr>
<td>Composite</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Educational</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>44</td>
</tr>
<tr>
<td>Secondary</td>
<td>10</td>
</tr>
<tr>
<td>Composite</td>
<td>82</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>136</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools commencing at Kindergarten or Pre-Kindergarten</td>
<td>121</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools commencing at Pre-Primary</td>
<td>7</td>
</tr>
<tr>
<td>Boarding Schools</td>
<td>23</td>
</tr>
</tbody>
</table>

#### Funding Structure:

- Adventist Christian Schools | 6
- Anglican Schools Commission | 10
- Catholic | 9
- Free Reformed School Association | 5
- Lutheran Schools Australia | 1
- Nomads Charitable & Educational Fdn | 1
- Swan Christian Education Association | 7
- Non-Systemic | 117

#### TOTAL: | 156

#### Affiliation*:

- Aboriginal Independent Community Schools | 13
- Adventist Christian Schools | 6
- Anglican | 18
- Baptist | 14
- Catholic | 11
- 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 | 12
- Rudolf Steiner | 5
- 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 2013

Al-Hidayah Islamic School  
Alkimos Baptist College  
All Saints’ College  
ALTA-1 College  
Aquinas College  
Austin Cove Baptist College  
Australian Christian College-Darling Downs  
Australian Christian College-Southlands  
Australian Islamic College (Kewdale)  
Australian Islamic College (North)  
Australian Islamic College (Perth)  
Australian Trades College (WA) (Closed 2013)  
Bankside Montessori School  
Beechboro Christian School  
Beehive Montessori School  
Bethel Christian School  
Bible Baptist Christian Academy  
Blue Gum Montessori School  
Bode Park Community School  
Bunbury Cathedral Grammar School  
Bunbury John Calvin School  
Byford John Calvin School  
CAPS Coolgardie  
CAPS Karrawang  
Carey Baptist College  
Carmel Adventist College  
Carmel Adventist College-Primary  
Carmel School  
Carnarvon Christian School  
Casa Mia Montessori  
Catalyst Schools (Closed 2013)  
Caversham Training and Education Centre  
Child Side School  
Christ Church Grammar School  
Chrysalis Montessori School  
Cornerstone Christian College Ltd  
Corridors College  
Dale Christian School  
Dalma College  
Divine Mercy College  
Elenbrook Christian College  
Emmanuel Christian Community School  
Esperance Anglican Community School  
Esperance Christian Primary School  
Foundation Christian College  
Frederick Irwin Anglican School  
Geographe Grammar School  
Georgiana Molloy Anglican School  
Geraldton Grammar School  
Golden Hill Steiner School  
Goldfields Baptist College  
Grace Christian School  
Great Southern Grammar  
Guildford Grammar School  
Hale School  
Helena College Junior School  
Helena College Senior School  
Heritage College  
Hillside Christian School  
Hope Christian College  
Immaculate Heart College  
International School of WA  
Iona Presentation College  
Japanese School in Perth  
John Calvin Christian College  
John Calvin School Albany  
John Septimus Roe Anglican Community School  
John Wollaston Anglican Community School  
John XXIII College  
Kalamunda Christian School  
Karalundi Aboriginal Education Centre  
Kelsmcohn John Calvin School  
Kennedy Baptist College  
Kerry Street Community School  
KIDS Open Learning School  
Kingsway Christian College  
Kulkurriya Community School  
Kwinana Christian School  
Lake Joondalup Baptist College  
Lance Holt School  
Landsdale Gardens Adventist School  
Langford Islamic School  
Leaning Tree Community School  
Living Waters Lutheran College  
Mandurah Baptist College  
Margaret River Independent School  
Margaret River Montessori School  
Mazenod College  
Mercedes College  
Methodist Ladies’ College  
Moerlina School  
Mundaring Christian College  
Murdoch College  
New Life Christian College  
Newman College  
Nollamara Christian Academy  
Nyikina Mangala Community School  
Ocean Forest Lutheran College  
Parmlands School  
Parramatta Community School  
Penrhos College  
Perth College  
Perth Montessori School  
Perth Waldorf School  
Peter Carnley Anglican Community School  
Peter Moyes Anglican Community School  
Pioneer Village School  
Port School  
Presbyterian Ladies’ College  
Purnululu School  
Quinns Baptist College  
Quintilian School (The)  
Rawa Community School  
Regent College  
Rehoboth Christian College - Kenwick  
Rehoboth Christian College - Wilson  
Riverlands Montessori School  
Riverside Community School  
Rockingham John Calvin School  
Rockingham Montessori School  
Santa Maria College  
Scotch College  
Serpentine-Jarrahdale Grammar School  
Silver Tree Steiner School  
SMYL Community College  
South Coast Baptist College  
Southern Hills Christian College  
Sowilo Community High School  
Spirit of Play Community School  
St Andrew’s Grammar School  
St Brigid’s College  
St Hilda’s Anglican School for Girls  
St Mark’s Anglican Community School  
St Mary’s Anglican Girls’ School  
St Stephen’s School  
Strathalbyn Christian College  
Strelley Community School  
Swan Christian College  
Swan Valley Anglican Community School  
Taylor’s College  
The King’s College  
The Montessori School, Kingsley  
The Telethon Speech and Hearing Centre for Children WA (Inc)  
Thornlie Christian College  
Tranby College  
Treetops Montessori School  
Trinity College  
Westley College  
West Coast Steiner School  
Wongutha CAPS  
Woodbury Boston Primary School  
Woodthorpe School  
Wulungarra Community School  
Yalgarra Community School  
Yallingup Steiner School  
Yiyili Community School

Association of Independent Schools of Western Australia (Inc)

2013 Annual Report 45
AISWA Affiliate Members 2013

Adventist Christian Schools (WA)
Anglican Schools Commission (WA)
Communicare *(opened 2014)*
Coolabaroo Neighbourhood Centre
Hensman Street Kindergarten
Homeschool Christian College
International School, Dhaka
Saint Augustine’s Classical Christian College *(opening 2015)*
St Francis Methodist School, Singapore
Swan Christian Education Association
2013 Financial Report

Audited Financial Statements
For the year ended 31 December 2013
ASSOCIATION OF INDEPENDENT SCHOOLS
OF WESTERN AUSTRALIA (INC)

FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2013

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ASSOCIATION OF INDEPENDENT SCHOOLS
OF WESTERN AUSTRALIA (INC)

STATEMENT BY MEMBERS OF THE BOARD

In the opinion of the Board the financial statements as set out on pages 5 to 23:

(i) Presents fairly, in all material respects, the financial position of the Association of Independent Schools of Western Australia (Inc) as at 31 December 2013 and its performance for the year ended on that date in accordance with Australian Accounting Standards (including Australian Accounting Interpretations) of the Australian Accounting Standards Board; and

(ii) At the date of this statement, there are reasonable grounds to believe that the Association of Independent Schools of Western Australia (Inc) will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Board and is signed for and on behalf of the Board by:

[Signature]
Chairman of the Board

[Signature]
Executive Director

Dated at Perth the 7th day of April 2014
ASSOCIATION OF INDEPENDENT SCHOOLS
OF WESTERN AUSTRALIA (INC)

INDEPENDENT AUDITOR’S REPORT

To the members of Association of Independent Schools of Western Australia (Inc)

We have audited the accompanying financial statements of Association of Independent Schools of Western Australia (Inc), which comprises the statement of financial position as at 31 December 2013, 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 and notes comprising a summary of significant accounting policies and other explanatory information.

Board’s Responsibility for the Financial Statements
The Board is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards - Reduced Disclosure Requirements and the Industrial Relations Act 1979, and for such internal control as the Board determines is necessary to enable the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility
Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements 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 entity’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial statements.
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion
In our opinion, the financial statements present fairly, in all material respects, the financial position of the Association of Independent Schools of Western Australia (Inc) as at 31 December 2013, and its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards - Reduced Disclosure Requirements and the Industrial Relations Act 1979

Report on Compliance with Section 74 of the Industrial Relations Act 1979
We have audited the compliance of the finance officials with the requirements of section 74 of the Industrial Relations Act 1979. The Board and management of the Association of Independent Schools of Western Australia (Inc) are responsible for compliance with the requirements of section 74 of the Industrial Relations Act 1979. Our responsibility is to express an opinion on the compliance of the finance officials with the requirements of section 74 of the Industrial Relations Act 1979, based on our audit conducted in accordance with Australian Auditing Standards.

Opinion
In our opinion the finance officials of Association of Independent Schools of Western Australia (Inc) have complied with section 74 of the Industrial Relations Act 1979.

Date: 7 April 2014
Perth
Western Australia
## ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA (INC)

**STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME**

**FOR THE YEAR ENDED 31 DECEMBER 2013**

<table>
<thead>
<tr>
<th>Note</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Revenues from ordinary activities</td>
<td>10,108,709</td>
<td>10,163,157</td>
</tr>
<tr>
<td>Administrative expenses</td>
<td>(206,101)</td>
<td>(121,073)</td>
</tr>
<tr>
<td>Finance costs</td>
<td>-</td>
<td>(48,648)</td>
</tr>
<tr>
<td>Copyright expenses</td>
<td>(1,355,614)</td>
<td>(1,239,210)</td>
</tr>
<tr>
<td>Conference expenses</td>
<td>(102,891)</td>
<td>(77,007)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>(184,136)</td>
<td>(208,273)</td>
</tr>
<tr>
<td>Employee expenses</td>
<td>(6,545,072)</td>
<td>(6,329,202)</td>
</tr>
<tr>
<td>ISCA subscriptions</td>
<td>(276,072)</td>
<td>(244,893)</td>
</tr>
<tr>
<td>Professional costs</td>
<td>(273,097)</td>
<td>(331,878)</td>
</tr>
<tr>
<td>Travel and accommodation</td>
<td>(270,322)</td>
<td>(357,969)</td>
</tr>
<tr>
<td>Other expenses from ordinary activities</td>
<td>(704,277)</td>
<td>(506,867)</td>
</tr>
<tr>
<td>Surplus from ordinary activities before income tax</td>
<td>286,126</td>
<td>658,337</td>
</tr>
<tr>
<td>Income tax expense relating to ordinary activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Surplus from ordinary activities after income tax expense</td>
<td>286,126</td>
<td>658,337</td>
</tr>
<tr>
<td>Other comprehensive income, net of tax</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total comprehensive income for the year</td>
<td>286,126</td>
<td>658,337</td>
</tr>
<tr>
<td>Total comprehensive income attributable to the entity</td>
<td>286,126</td>
<td>658,337</td>
</tr>
</tbody>
</table>

*The accompanying notes form part of these financial statements*
## ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA (INC)

### STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2013

<table>
<thead>
<tr>
<th>Note</th>
<th>2013 $</th>
<th>2012 $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>4</td>
<td>15,857,881</td>
</tr>
<tr>
<td>Receivables</td>
<td>5</td>
<td>1,325,860</td>
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<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td></td>
<td>17,223,741</td>
</tr>
<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>6</td>
<td>1,912,780</td>
</tr>
<tr>
<td><strong>TOTAL NON-CURRENT ASSETS</strong></td>
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<td>1,912,780</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td></td>
<td>19,136,521</td>
</tr>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payables</td>
<td>7</td>
<td>3,773,316</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>8</td>
<td>11,799,237</td>
</tr>
<tr>
<td>Provisions</td>
<td>9</td>
<td>546,374</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT LIABILITIES</strong></td>
<td></td>
<td>16,118,927</td>
</tr>
<tr>
<td><strong>NON-CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provisions</td>
<td>9</td>
<td>220,739</td>
</tr>
<tr>
<td><strong>TOTAL NON-CURRENT LIABILITIES</strong></td>
<td></td>
<td>220,739</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td></td>
<td>16,339,666</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td>2,796,855</td>
</tr>
<tr>
<td><strong>EQUITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>16</td>
<td>654,806</td>
</tr>
<tr>
<td>Accumulated funds</td>
<td></td>
<td>2,142,049</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td></td>
<td>2,796,855</td>
</tr>
</tbody>
</table>

*The accompanying notes form part of these financial statements*
ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA (INC)

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2013

<table>
<thead>
<tr>
<th></th>
<th>Reserves</th>
<th>Accumulated Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance at 1 January 2012</strong></td>
<td>602,482</td>
<td>1,249,910</td>
<td>1,852,392</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>-</td>
<td>658,337</td>
<td>658,337</td>
</tr>
<tr>
<td>Transfer (to)/from accumulated funds</td>
<td>(400,000)</td>
<td>400,000</td>
<td>-</td>
</tr>
<tr>
<td>Transfer (to)/from reserves</td>
<td>166,198</td>
<td>(156,198)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Balance at 31 December 2012</strong></td>
<td>368,680</td>
<td>2,142,049</td>
<td>2,510,729</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>-</td>
<td>286,126</td>
<td>286,126</td>
</tr>
<tr>
<td>Transfer (to)/from reserves</td>
<td>286,126</td>
<td>(286,126)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Balance at 31 December 2013</strong></td>
<td>654,806</td>
<td>2,142,049</td>
<td>2,796,855</td>
</tr>
</tbody>
</table>

*Note 16*

The accompanying notes form part of these financial statements.
ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA (INC)

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2013

<table>
<thead>
<tr>
<th>Note</th>
<th>2013 $</th>
<th>2012 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash flows from operating activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts from government funding, subscriptions and other income</td>
<td>29,926,118</td>
<td>38,562,805</td>
</tr>
<tr>
<td>Interest received</td>
<td>105,727</td>
<td>152,522</td>
</tr>
<tr>
<td>Finance costs</td>
<td>-</td>
<td>(48,648)</td>
</tr>
<tr>
<td>Payments to suppliers, employees and schools</td>
<td>(28,144,889)</td>
<td>(34,048,629)</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>10(b)</td>
<td>1,886,955</td>
</tr>
</tbody>
</table>

Cash flows from investing activities
Payments for property, plant and equipment | (72,609) | (77,885) |
Proceeds from disposal of property, plant and equipment | 1,397 | 3,233 |
Net cash used in investing activities | (71,212) | (74,652) |

Cash flows from financing activities
Repayments of borrowings | - | (897,000) |
Net cash used in financing activities | - | (897,000) |
Net increase in cash held | 1,815,744 | 3,646,398 |
Cash and cash equivalents at the beginning of the financial year | 14,082,137 | 10,435,739 |
Cash and cash equivalents at the end of the financial year | 10(a) | 15,897,881 | 14,082,137 |

The accompanying notes form part of these financial statements
ASSOCIATION OF INDEPENDENT SCHOOLS
OF WESTERN AUSTRALIA (INC)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Preparation

These financial statements are general purpose financial statements that have been prepared in accordance with Australian Accounting Standards - Reduced Disclosure Requirements of the Australian Accounting Standards Board (AASB) and the Industrial Relations Act 1979 (WA). The Association is a not-for-profit entity for financial reporting purposes under Australian Accounting Standards.

The Association of Independent Schools of Western Australia (Inc) (the ‘Association’) has elected to early adopt the Australian Accounting Standards - Reduced Disclosure Requirements as set out in AASB 1053: Application of Tiers of Australian Accounting Standards and AASB 2010-2: Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements. Consequently, the Association has also early adopted the following reduced disclosure (‘Tier 2’) Standards:

- AASB 2011-2: Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project – Reduced Disclosure Requirements which incorporates Tier 2 disclosure requirements for amendments made to AASB 101: Presentation of Financial Statements and AASB 1054: Australian Additional Disclosures;

- AASB 2012-7: Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements as it relates to the full disclosure (‘Tier 1’) Standards that are mandatorily applicable for not-for-profit entities for the year ending 31 December 2013; and

- AASB 2012-11: Amendments to Australian Accounting Standards – Reduced Disclosure Requirements and Other Amendments except as it relates to:

  - AASB 2011-4: Amendments to Australian Accounting Standards to Remove Individual Key Management Personnel Disclosure Requirements because early adoption of amendments to AASB 2011-4 is not permitted.

Australian Accounting Standards set out accounting policies that the AASB has concluded would result in financial statements containing relevant and reliable information about transactions, events and conditions to which they apply. Material accounting policies adopted in the preparation of these financial statements are presented below. They have been consistently applied unless otherwise stated.

The financial statements, except for the cash flow information, have been prepared on an accruals basis and are based on historical costs, modified, where applicable, by the measurement at fair value of selected non-current assets, financial assets and financial liabilities. The amounts presented in the financial statements have been rounded to the nearest dollar.

Accounting Policies

(a) Income Tax

AISWA 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)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(b) Property, Plant and Equipment

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

Property
Freehold land and buildings are brought to account at cost less any accumulated depreciation and impairment losses. 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. In the event the carrying amount of plant and equipment is greater than its estimated recoverable amount, the carrying amount is written down immediately to its estimated recoverable amount and impairment losses are recognised in either profit or loss or as a revaluation decrease if the impairment losses related to a revalued asset. A formal assessment of recoverable amount is made when impairment indicators are present (refer to Note 1(f) for details of impairment).

All other repairs and maintenance are recognised as expenses in profit or loss during the financial year in which they are incurred.

Depreciation

The depreciable amount of all property, plant and equipment including buildings, but excluding freehold land, is depreciated on a straight line basis over their useful lives to the Association commencing from the time the asset is held ready for use.

The depreciation rates used for each class of depreciable assets are:

<table>
<thead>
<tr>
<th>Class of property, plant and equipment</th>
<th>Depreciation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings and improvements</td>
<td>2.5% - 3%</td>
</tr>
<tr>
<td>Office equipment and furniture</td>
<td>10% - 40%</td>
</tr>
</tbody>
</table>

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.
1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(c) Employee Benefits

Provision is made for the Association’s liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits expected to be settled within one year have been measured at the amounts expected to be paid when the liability is settled.

Employee benefits payable later than one year have been measured using the “shorthand” measurement basis and based the provision on remuneration rates current as at reporting date for all employees with four years or more years of service. The Association believes that this method provides an estimate of the liability that is not materially different from the estimate that would be obtained by using the present value basis of measurement. Upon the remeasurement of obligations for employee benefits, the net change in the obligation is recognised in profit or loss or recovered/reversed against related programs.

The Association’s obligations for 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 reporting date, in which case the obligations are presented as current liabilities.

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

(d) Cash and cash equivalents

For the purpose of the statement of cash flows, cash and cash equivalents include cash on hand, deposits held at-call with banks, other short term highly liquid investments with original maturities of three months or less, and bank overdrafts.

(e) Financial Instruments

Initial Recognition and Measurement

Financial assets and financial liabilities are recognised when the Association becomes a party to the contractual provisions to the instrument. For financial assets, this is equivalent to the date that the Association commits itself to either purchase or sell the asset (i.e. trade date accounting is adopted). Financial instruments are initially measured at fair value plus transaction costs except where the instrument is classified ‘at fair value through profit or loss’ in which case transaction costs are expensed to profit or loss immediately.

Classification and subsequent measurement

Financial instruments are subsequently measured at fair value, amortised cost using the effective interest rate method or cost. Where available, quoted prices in an active market are used to determine fair value. In other circumstances, valuations techniques are adopted.
Amortised cost is calculated as the amount at which the financial asset or financial liability is measured at initial recognition less principal repayments and any reduction for impairment, and adjusted for any cumulative amortisation of the difference between that initial amount and the maturity amount calculated using the effective interest method.

The effective interest method is used to allocate interest income or interest expense over the relevant period and is equivalent to the rate that exactly discounts estimated future cash payments or receipts (including fees, transaction costs and other premiums or discounts) through the expected life (or when this cannot be reliably predicted, the contractual term) of the financial instrument to the net carrying amount of the financial asset or financial liability. Revisions to expected future net cash flows will necessitate an adjustment to the carrying value with a consequential recognition of an income or expense in profit or loss.

Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determined payments that are not quoted in an active market and are subsequently measured at amortised cost. Gains or losses are recognised in profit or loss through the amortisation process and when the financial asset is derecognised.

Financial liabilities

Non-derivative financial liabilities (excluding financial guarantees) are subsequently measured at amortised cost. Gains or losses are recognised in profit or loss through the amortisation process and when the financial liability is derecognised.

Impairment

At the end of each reporting period, the Association assesses whether there is objective evidence that a financial instrument has been impaired. A financial asset (or a group of financial assets) is deemed to be impaired if, and only if, there is objective evidence that impairment as a result of one or more events (a "loss event") has occurred, which has an impact on the estimated future cash flows of the financial asset(s).

In the case of financial assets carried at amortised cost, loss events may include: indications that the debtors or a group of debtors are experiencing significant financial difficulty, default or delinquency in interest or principal payments, indications that they will enter bankruptcy or other financial reorganisation; and changes in arrears or economic conditions that correlate with defaults.
1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(e) Financial Instruments (Continued)

For financial assets carried at amortised cost (including loans and receivables), a separate allowance account is used to reduce the carrying amount of financial assets impaired by credit losses. After having taken all possible measures of recovery, if management establishes that the carrying amount cannot be recovered by any means, at that point the written-off amounts are charged to the allowance account or the carrying amount of the impaired financial assets is reduced directly if no impairment amount was previously recognised in the allowance account.

Derecognition

Financial assets are derecognised where the contractual rights to receipt of cash flows expires or the asset is transferred to another party whereby the Association no longer has any significant continuing involvement in the risks and benefits associated with the asset. Financial liabilities are derecognised where the related obligations are discharged, cancelled or expired. The difference between the carrying value of the financial liability, which is extinguished or transferred to another party and the fair value of consideration paid, including the transfer of non-cash assets or liabilities assumed, is recognised in profit or loss.

(f) Impairment of Assets

At the end of each reporting period, the Association assesses whether there is any indication that an asset may be impaired. If such an indication exists, an impairment test is carried out on the asset by comparing the recoverable amount of the asset, being the higher of the asset’s fair value less costs to sell and value in use, to the asset’s carrying amount. Any excess of the asset’s carrying amount over its recoverable amount is recognised immediately in profit or loss, unless the asset is carried at a revalued amount in accordance with another Standard (e.g. in accordance with the revaluation model in AASB 115). Any impairment loss of a revalued asset is treated as a revaluation decrease in accordance with that other standard.

Where it is not possible to estimate the recoverable amount of an individual asset, the Association estimates the recoverable amount of the cash-generating unit to which the asset belongs.

(g) Trade and Other Payables

Trade and other payables represent the liabilities for goods and services received by the Association during the reporting period that remain unpaid at the end of the reporting period. The balance is recognised as a current liability with the amounts normally paid within 30 days of recognition of the liability.
ASSOCIATION OF INDEPENDENT SCHOOLS
OF WESTERN AUSTRALIA (INC)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(h) Revenue

Revenue is measured at the fair value of the consideration received or receivable.

Revenue from the rendering of a service including management fees and member's subscriptions is recognised upon the delivery of the service to the customers.

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

Grant revenue is recognised in profit or loss when it is controlled to the extent that grants have not been spent and are repayable to the funding bodies. Such grants are recognised as a liability until the obligations under the grant have been fulfilled.

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

(i) Leases

Lease payments are for operating leases, where substantially all the risks and benefits remain with the lessor, are recognised as expenses on a straight-line basis over the lease term.

(j) Goods and Services tax (GST)

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

Cash flows are presented in the cash flow statement on a gross basis, except where the GST component of investing and financing activities which are disclosed as operating cash flows.

(k) Critical Accounting Estimates and Judgements

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of policies and reporting 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.
1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(k) Critical Accounting Estimates and Judgements (Continued)

Significant accounting judgements

Provision for onerous contract
A provision for an onerous contract has been made based on the Association’s commitment to its members for the delivery of services relating to funded programs in the next 12 months. As at the end of the reporting period, there was uncertainty around the sufficiency of government funding available to the Association to fund the programs.

Significant accounting estimates and assumptions

The key estimates and assumptions that have a significant risk of causing material adjustment to the carrying amounts of certain assets and liabilities within the next annual reporting period are:

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

(l) Comparative figures

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

The financial report was authorised for issue on 7 April 2014 by the Executive Director and Chairman of the Board.
ASSOCIATION OF INDEPENDENT SCHOOLS
OF WESTERN AUSTRALIA (INC)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>2. REVENUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management fees and recoveries</td>
<td>6,614,757</td>
<td>6,950,584</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>1,785,899</td>
<td>1,646,754</td>
</tr>
<tr>
<td>Other</td>
<td>1,644,871</td>
<td>1,402,278</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10,045,527</strong></td>
<td><strong>10,008,616</strong></td>
</tr>
<tr>
<td>Non-operating activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profit on disposal of property, plant and equipment</td>
<td>-</td>
<td>424</td>
</tr>
<tr>
<td>Interest received</td>
<td>163,182</td>
<td>154,317</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10,208,709</strong></td>
<td><strong>10,163,357</strong></td>
</tr>
<tr>
<td><strong>3. SURPLUS FROM ORDINARY ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>184,136</td>
<td>208,273</td>
</tr>
<tr>
<td>Rental expenses on operating leases</td>
<td>53,255</td>
<td>49,168</td>
</tr>
<tr>
<td>Legal costs</td>
<td>68,385</td>
<td>58,667</td>
</tr>
<tr>
<td>Loss on disposal of property, plant and equipment</td>
<td>1,529</td>
<td>-</td>
</tr>
<tr>
<td>Finance costs</td>
<td>-</td>
<td>48,648</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>419,295</strong></td>
<td><strong>316,118</strong></td>
</tr>
</tbody>
</table>

**4. CASH AND CASH EQUIVALENTS**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>361</td>
<td>376</td>
</tr>
<tr>
<td>Cash at bank</td>
<td>11,593,358</td>
<td>9,100,709</td>
</tr>
<tr>
<td>Term deposits</td>
<td>3,563,922</td>
<td>4,981,052</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15,857,281</td>
<td>14,081,761</td>
</tr>
</tbody>
</table>

**5. RECEIVABLES**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts receivable</td>
<td>1,180,506</td>
<td>1,639,028</td>
</tr>
<tr>
<td>Other receivables</td>
<td>145,254</td>
<td>167,899</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,325,760</td>
<td>1,806,927</td>
</tr>
</tbody>
</table>

Financial assets classified as loans and receivables

| Accounts receivable and other debtors | 11 | 1,325,860 | 1,806,927 |

Page 16
5. RECEIVABLES (continued)

(I) Provision for impairment of Receivables

Current trade receivables are generally on 30-day terms. These receivables are assessed for recoverability and a provision for impairment is recognised where there is objective evidence that an individual trade receivable is impaired. The Board believes that all receivables are recoverable. Accordingly, no provision for impairment of receivables has been made as at 31 December 2013.

6. PROPERTY, PLANT AND EQUIPMENT

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>601,558</td>
<td>601,558</td>
</tr>
<tr>
<td>Buildings - at cost</td>
<td>1,974,786</td>
<td>1,959,197</td>
</tr>
<tr>
<td></td>
<td>(780,052)</td>
<td>(683,139)</td>
</tr>
<tr>
<td>Accumulated depreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,796,252</td>
<td>1,877,816</td>
</tr>
<tr>
<td>Office equipment and furniture - at cost</td>
<td>368,280</td>
<td>325,940</td>
</tr>
<tr>
<td></td>
<td>(251,752)</td>
<td>(176,323)</td>
</tr>
<tr>
<td>Accumulated depreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>115,488</td>
<td>149,617</td>
</tr>
<tr>
<td></td>
<td>1,912,780</td>
<td>2,027,233</td>
</tr>
</tbody>
</table>

**Movements in Carrying Amounts:**
Movements in the carrying amounts of each class of property, plant and equipment between the beginning and the end of the current financial year:

<table>
<thead>
<tr>
<th></th>
<th>Land &amp; Buildings $</th>
<th>Office equipment and furniture $</th>
<th>Total $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at the beginning of the year</td>
<td>1,877,616</td>
<td>149,617</td>
<td>2,027,233</td>
</tr>
<tr>
<td>Additions</td>
<td>14,390</td>
<td>58,219</td>
<td>72,609</td>
</tr>
<tr>
<td>Transfer</td>
<td>464</td>
<td>(464)</td>
<td></td>
</tr>
<tr>
<td>Disposals</td>
<td>-</td>
<td>(2,926)</td>
<td>(2,926)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>(96,178)</td>
<td>(87,958)</td>
<td>(184,136)</td>
</tr>
<tr>
<td>Balance at the end of the year</td>
<td>1,796,292</td>
<td>116,488</td>
<td>1,912,780</td>
</tr>
</tbody>
</table>
ASSOCIATION OF INDEPENDENT SCHOOLS
OF WESTERN AUSTRALIA (INC)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013

7. PAYABLES

Note  2013  $  2012  $

Trade creditors and accruals  3,773,316  1,653,619
  3,773,316  1,653,619

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

Trade and other payables  3,773,316  2,003,421
Less other payables (net amount of GST payable)  (6,882)  (87,573)
Financial liabilities as trade and other payables  3,766,434  1,915,848

8. OTHER LIABILITIES

Unexpended grant funds  11,407,841  11,129,486
Income received in advance  391,396  1,829,102

  11,799,237  12,958,588

9. PROVISIONS

Provision for employee benefits: annual leave  273,820  349,802
Provision for employee benefits: long service leave  493,293  443,559

  767,113  793,361

Analysis of total provisions

Current  546,374  640,560
Non-current  220,739  152,771

  767,113  793,361

Page 18
## Notes to the Financial Statements for the Year Ended 31 December 2013

### 10. Cash Flow Information

#### a) Reconciliation of cash-

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>361</td>
<td>376</td>
</tr>
<tr>
<td>Cash at bank</td>
<td>11,933,598</td>
<td>9,100,709</td>
</tr>
<tr>
<td>Term deposits</td>
<td>3,963,922</td>
<td>4,981,052</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,897,881</strong></td>
<td><strong>14,082,137</strong></td>
</tr>
</tbody>
</table>

#### b) Reconciliation of net cash provided by operating activities to operating surplus after tax

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net surplus for the year</td>
<td>286,126</td>
<td>668,337</td>
</tr>
</tbody>
</table>

#### Non-cash items - income and expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depreciation of property, plant and equipment</td>
<td>184,136</td>
<td>208,773</td>
</tr>
<tr>
<td>Loss/(Profit) on disposal of property, plant &amp; equipment</td>
<td>1,520</td>
<td>(424)</td>
</tr>
</tbody>
</table>

#### Non-cash items - assets and liabilities

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease/(Increase) in receivables and prepayments</td>
<td>481,067</td>
<td>(163,587)</td>
</tr>
<tr>
<td>Increase/(Decrease) in trade creditors and accruals</td>
<td>2,119,697</td>
<td>(181,144)</td>
</tr>
<tr>
<td>Increase/(Decrease) in unexpended grant funds</td>
<td>278,355</td>
<td>3,200,852</td>
</tr>
<tr>
<td>Increase/(Decrease) in income received in advance</td>
<td>(1,437,706)</td>
<td>827,075</td>
</tr>
<tr>
<td>Increase/(Decrease) in employee benefits</td>
<td>(25,248)</td>
<td>48,828</td>
</tr>
</tbody>
</table>

| **Net cash provided by operating activities**    | **1,886,056** | **4,618,050** |
11. FINANCIAL RISK MANAGEMENT

The Association's financial instruments consist mainly of deposits with banks, short term investments, accounts receivable and payable.

The total for each category of financial instruments, measured in accordance with AASB 139 as detailed in the accounting policies to these financial statements, are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Note</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>4</td>
<td>15,897,881</td>
<td>14,082,137</td>
</tr>
<tr>
<td>Loans and receivables</td>
<td>5</td>
<td>1,325,860</td>
<td>1,806,927</td>
</tr>
<tr>
<td>Total Financial Assets</td>
<td></td>
<td>17,223,741</td>
<td>15,889,064</td>
</tr>
<tr>
<td>Financial Liabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial liabilities at amortised cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>7(a)</td>
<td>3,766,434</td>
<td>1,566,046</td>
</tr>
<tr>
<td>Total Financial Liabilities</td>
<td></td>
<td>3,766,434</td>
<td>1,566,046</td>
</tr>
</tbody>
</table>

12. RELATED PARTY TRANSACTIONS

Transactions with Board members or their related entities are conducted on normal commercial terms and conditions.

The Association received support fees of $184,521 and recovery of costs of $261,022 from AISWA Capital Grants Association for management and accounting services provided during the year for a total transaction cost of $451,753 (2012: $462,161).

a) Remuneration of Officers

No remuneration is paid to the Board members of the Association.
ASSOCIATION OF INDEPENDENT SCHOOLS
OF WESTERN AUSTRALIA (INC)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013

2013  2012
$     $

13. KEY MANAGEMENT PERSONNEL COMPENSATION

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

Short term benefits  445,026  424,437

14. ASSOCIATION DETAILS

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

15. LEASE COMMITMENTS

The Association has entered into non-cancellable operating leases with lease terms in excess of one year in respect of motor vehicles and equipment.

At reporting date, the aggregate non-cancellable operating leases contracted for but not capitalised in the financial statements are as follows:

Payable - minimum lease payments
- not later than 12 months  142,915  139,587
- between 12 months and 5 years  152,390  71,043

295,305  210,630

16. RESERVES

The reserve represents funds set aside for building maintenance, information technology upgrades, insurance and future expansion of the Association.
COMPILATION REPORT
TO ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA (INC)

We have compiled the accompanying special purpose financial statements of Association of Independent Schools of Western Australia (Inc) which comprises the attached detailed statement of income and expenditure for the year ended 31 December 2013. The specific purpose for which the special purpose financial statements have been prepared is to provide financial information to the Board.

The Responsibility of the Board
The Board of Association of Independent Schools of Western Australia (Inc) is solely responsible for the information contained in the special purpose financial statements and has determined that the basis of accounting adopted is appropriate to meet the needs of the Board.

Our Responsibility
On the basis of information provided by the Board we have compiled the accompanying special purpose financial statements in accordance with the basis of accounting and APES315: Compilation of Financial Information.

Our procedures use accounting expertise to collect, classify and summarise the financial information, which the Board provided, in compiling the financial statements. Our procedures do not include verification or validation procedures. No audit or review has been performed and accordingly no assurance is expressed.

The special purpose financial statements were compiled exclusively for the benefit of the Board. We do not accept responsibility to any other person for the contents of the special purpose financial statements.

Date: 7 April 2014
West Perth
Western Australia

DRY KIRKNESS
Accountants Chartered
## DETAILED STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED 31 DECEMBER 2013

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management fees</td>
<td>1,520,308</td>
<td>1,457,771</td>
</tr>
<tr>
<td>Recoveries - AICS, CGA, ATP</td>
<td>5,094,449</td>
<td>5,501,813</td>
</tr>
<tr>
<td>Interest</td>
<td>163,182</td>
<td>154,317</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>1,785,899</td>
<td>1,646,754</td>
</tr>
<tr>
<td>Copyright</td>
<td>1,356,500</td>
<td>1,211,534</td>
</tr>
<tr>
<td>Profit on disposal of asset</td>
<td>-</td>
<td>424</td>
</tr>
<tr>
<td>Sundry income</td>
<td>288,371</td>
<td>190,744</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>10,208,709</td>
<td>10,163,357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EXPENDITURE</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>-</td>
<td>1,650</td>
</tr>
<tr>
<td>Advertising</td>
<td>114</td>
<td>-</td>
</tr>
<tr>
<td>Audit fees - current year</td>
<td>33,840</td>
<td>28,000</td>
</tr>
<tr>
<td>Audit fees - prior year</td>
<td>4,949</td>
<td>(1,795)</td>
</tr>
<tr>
<td>Bank charges</td>
<td>2,460</td>
<td>4,267</td>
</tr>
<tr>
<td>Body corporate Fees</td>
<td>83,654</td>
<td>74,418</td>
</tr>
<tr>
<td>Briefing the Board conference</td>
<td>40,985</td>
<td>14,725</td>
</tr>
<tr>
<td>Communications - Email</td>
<td>28,576</td>
<td>7,267</td>
</tr>
<tr>
<td>Conference expenses</td>
<td>37,371</td>
<td>31,529</td>
</tr>
<tr>
<td>Consultancy service</td>
<td>44,741</td>
<td>94,669</td>
</tr>
<tr>
<td>Contingencies</td>
<td>85,300</td>
<td>52,491</td>
</tr>
<tr>
<td>Copyright</td>
<td>1,355,614</td>
<td>1,239,210</td>
</tr>
<tr>
<td>Depreciation</td>
<td>184,136</td>
<td>208,273</td>
</tr>
<tr>
<td>Director’s initiatives</td>
<td>-</td>
<td>20,000</td>
</tr>
<tr>
<td>Donations</td>
<td>20,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Electricity</td>
<td>31,310</td>
<td>42,230</td>
</tr>
<tr>
<td>Entertainment</td>
<td>3,742</td>
<td>-</td>
</tr>
<tr>
<td>Equipment purchases</td>
<td>73,522</td>
<td>14,471</td>
</tr>
<tr>
<td>Finance costs</td>
<td>-</td>
<td>48,648</td>
</tr>
<tr>
<td>Fringe benefits tax</td>
<td>12,305</td>
<td>5,665</td>
</tr>
<tr>
<td>Furniture &amp; fittings</td>
<td>1,697</td>
<td>2,258</td>
</tr>
<tr>
<td>Industrial costs</td>
<td>80,000</td>
<td>58,367</td>
</tr>
<tr>
<td>Insurance</td>
<td>32,215</td>
<td>29,367</td>
</tr>
<tr>
<td>ISCA subscription</td>
<td>279,072</td>
<td>244,853</td>
</tr>
<tr>
<td>IT</td>
<td>168,068</td>
<td>84,356</td>
</tr>
<tr>
<td>Legal</td>
<td>58,385</td>
<td>58,667</td>
</tr>
<tr>
<td>Long service leave</td>
<td>31,990</td>
<td>55,975</td>
</tr>
<tr>
<td>Loss on disposal of property, plant and equipment</td>
<td>1,529</td>
<td>-</td>
</tr>
<tr>
<td>Media/political</td>
<td>-</td>
<td>10,000</td>
</tr>
<tr>
<td>Meeting expenses</td>
<td>20,421</td>
<td>28,761</td>
</tr>
<tr>
<td>Motor vehicle expenses</td>
<td>43,485</td>
<td>38,450</td>
</tr>
<tr>
<td>Non-government Schools Psychology Service</td>
<td>41,500</td>
<td>36,500</td>
</tr>
<tr>
<td>Occupational health and safety</td>
<td>3,449</td>
<td>4,827</td>
</tr>
<tr>
<td>Office development</td>
<td>-</td>
<td>(19,235)</td>
</tr>
</tbody>
</table>

*This statement should be read in conjunction with the compilation report on page 22.*

Association of Independent Schools of Western Australia (Inc)

2013 Annual Report 71
## ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA (INC)

### DETAILED STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2013

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPENDITURE (continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postage and courier</td>
<td>23,032</td>
<td>10,085</td>
</tr>
<tr>
<td>Printing and stationery</td>
<td>73,814</td>
<td>30,565</td>
</tr>
<tr>
<td>Professional development</td>
<td>61,182</td>
<td>92,521</td>
</tr>
<tr>
<td>Publications and journals</td>
<td>364</td>
<td>447</td>
</tr>
<tr>
<td>Rates and taxes</td>
<td>29,873</td>
<td>28,373</td>
</tr>
<tr>
<td>Rent - premises</td>
<td>6,490</td>
<td>-</td>
</tr>
<tr>
<td>Rent - equipment</td>
<td>52,765</td>
<td>49,168</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>27,908</td>
<td>24,801</td>
</tr>
<tr>
<td>Resources</td>
<td>38,074</td>
<td>43,575</td>
</tr>
<tr>
<td>Salaries and wages</td>
<td>5,915,641</td>
<td>5,683,905</td>
</tr>
<tr>
<td>Security</td>
<td>1,773</td>
<td>1,287</td>
</tr>
<tr>
<td>Seminars</td>
<td>24,535</td>
<td>30,753</td>
</tr>
<tr>
<td>Staff recruitment</td>
<td>5,000</td>
<td>5,018</td>
</tr>
<tr>
<td>Storage</td>
<td>8,536</td>
<td>5,195</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>14,358</td>
<td>5,670</td>
</tr>
<tr>
<td>Sundry expenses</td>
<td>3,977</td>
<td>6,214</td>
</tr>
<tr>
<td>Superannuation</td>
<td>485,812</td>
<td>489,265</td>
</tr>
<tr>
<td>Telephone</td>
<td>28,859</td>
<td>24,613</td>
</tr>
<tr>
<td>Travel and accommodation</td>
<td>270,322</td>
<td>397,969</td>
</tr>
<tr>
<td>Workers compensation</td>
<td>54,839</td>
<td>56,002</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>9,922,583</td>
<td>9,505,020</td>
</tr>
<tr>
<td><strong>NET OPERATING SURPLUS FOR YEAR</strong></td>
<td>286,126</td>
<td>658,337</td>
</tr>
</tbody>
</table>

*This statement should be read in conjunction with the compilation report on page 22*
# Appendix 1

## 2014 Membership Fees

<table>
<thead>
<tr>
<th>Category</th>
<th>Ex GST</th>
<th>Inc GST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with 45 students or less</td>
<td>$2,500</td>
<td>$2,750</td>
</tr>
<tr>
<td>Schools with 46 to 75 students</td>
<td>$2,800</td>
<td>$3,080</td>
</tr>
<tr>
<td>Schools with 76 students or more (per capita)</td>
<td>$32.00</td>
<td>$35.20</td>
</tr>
<tr>
<td>Maximum Subscription</td>
<td>$44,644.94</td>
<td>$49,109.43</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>$4,735.01</td>
<td>$5,208.51</td>
</tr>
<tr>
<td>Catholic Schools with Additional Services</td>
<td>$6,442.19</td>
<td>$7,086.41</td>
</tr>
<tr>
<td>Affiliated Schools</td>
<td>$1,963.33</td>
<td>$2,159.67</td>
</tr>
</tbody>
</table>