

Primary English
Teaching
Association
Australia

ANNUAL REPORT

www.petaa.edu.au



2023

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2023 Directors and Staff

Board of Directors

- Pauline Jones (President)
- Bronwyn Parkin (Vice President Professional Learning & Publishing Committee) (Jan-May)
- Timothy Warwick (Vice President Finance & Audit Committee) (Jan – May)
- Paul Gardner (VP Finance & Audit Committee from May)
- Marie Quinn (VP Professional Learning & Publishing Committee from January)
- Helen Adam
- Shelley Drew (July –)
- Linda Gawne (July –)
- Therese Gawthorne
- Mardi Gorman
- Helen Harper (May -)
- Denise Squire (July –)
- Janelle Warhurst (Jan – May)

2023 Staff (full- or part-time)

- Megan Edwards: CEO
- Helen Carmody: Head of Professional Learning
- Aileen Tang: Head of Membership & Operations
- Elaine Luo: Senior Membership Officer
- Nicola Denton: Member Administrator (May -)
- Cassie Tongue: Marketing and Communications Manager
- Nicholas Sutedja: Digital Marketing Executive (May -)
- Karen Rogers: Literacy Leader (VIC)
- Angelia Stodart: Events Coordinator
- Joseph Dang: Online learning coordinator (August -)
- Tina Bambagiotti: Professional Learning Officer (Jan - April)
- Jasmine Chiyapoe, Member Administrator (March - May)

President's Report

Associate Professor Pauline Jones

2023 was another busy year and one that I think marks a key point in the evolution of PETAA as an association. Surveying 2023, several achievements and events stand out for me.

Strategic Plan 2023-2025 In 2023, PETAA board and staff undertook a fresh round of strategic planning amidst an increasingly riven educational context, particularly for those involved in English and literacy education. In our field, outsiders often underestimate the complex work that teachers do in many diverse circumstances across the country. As a result, these outsiders often oversimplify English and literacy in school curriculum and misunderstand the nature of



educational research and theory. These factors, together with the aftermath of the COVID-19 pandemic, make teachers' work ever more challenging. As part of the strategic planning, Tim Warwick led us to reflect deeply on such challenges, upon the purpose of the association, and on how we can best support teachers to do their work. Thank you, Tim. Outcomes of this work include the identification of 3 major priorities: building understandings of English curriculum and practice, fostering community, and ensuring PETAA is a recognised voice in state and national conversations about English and literacy. In elaborating what we mean by building understanding, board and staff with assistance of outside experts have developed a model of primary English teaching to inform and guide our activities. This model articulates the PETAA approach: that is, we recognise the theoretical and conceptual underpinnings of the national curriculum English, argue for strong foundations and a cumulative literacy education for all students as they navigate the primary and secondary years, and commit to a pedagogic model featuring explicit teaching in a scaffolded approach. An infographic illustrating the model can be found on our website.

Support and resources for teachers Professional learning continued to grow in 2023 with the number of online courses growing exponentially under Helen Carmody's stewardship. Face to face professional learning returned in 2023, particularly in NSW as teachers implement new English syllabuses but other states including Victoria are also lively with activity. A major change to PETAA's operation in 2023 has been the introduction of the professional learning subscription. Launched with 45 courses in September, early indications are that this initiative is popular with schools.

The 2023 Leading with literacy conference in Melbourne saw an enthusiastic return to face to face and a strong attendance from different states. The presentations were content-rich and engaging as were the conversations between sessions and during breaks. The pre-conference get-together was a great way for participants and presenters to get to know each other, and fostered conviviality for the remainder of the conference. We bid Helen farewell in March 2024 as she moved onto new and different projects, and thank her for the expertise, passion and commitment she brought to us.

One of the highlights of the conference was the PETAA celebration of the excellent work done by teachers and schools. Now in the second year of the awards, the selection process was both exciting and challenging: exciting to see the range of work being done by educators every day and challenging to select from the outstanding field. Congratulations to Georgia Kirkland from St Pius X School in Windale (Teacher Award for Excellence in Primary English Teaching), to Sacred Heart Primary School in Cabramatta (School Award for Excellence in Primary English Teaching), and Ryan Bartok from Wendouree Primary School (Highly Commended in the Teacher category).

President's Report

PETAA publications for 2023 are indicative of the richness of English curriculum, reminding us that English is more than literacy, and that literacy is more than language. The 2023 publications included the third edition of A New Literature Companion for Teachers from Lorraine McDonald, Jon Callow's The Shape of Text to Come (2nd edition) and Lorri Beveridge's The early reading and music partnership. PETAA papers in 2023 were Bronwyn Parkin's Teaching and Learning with Oral Language (#228), Karen Rogers' Creating Space for Agency in the Literacy Classroom (#229), and Jennifer Asha's Making Sense of the Models: Teaching Reading Knowledge, Skills and Dispositions (#230). PETAA publications are carefully planned and subject to a rigorous process of approval and review before they go into production. I'm grateful for the work the publications committee and staff put into the processes of approval and review, as well as the production process. The quality of PETAA publications was once again recognised in the Educational Publishing Awards with A New Literature Companion for Teachers winning best Primary Reference, and The Potential of the Visual (2022 publication) being shortlisted in the same category. Congratulations to our authors for their fine work.

The PETAA Research Grant was well and truly underway in 2023. Researchers from the University of South Australia (Joel Windle, David Caldwell, Melanie Baak, Barbara Comber, Claire Simpson-Smith and Janet Armitage) and six teacher researchers worked with students from three SA primary schools to explore local issues and themes such as environmental issues, fake news, and media literacy. Podcasts are a major focus for the project and we look forward to seeing the results and reading about the research processes in future PETAA publications and professional learning.

As this is my last annual report as President, I acknowledge the extraordinary work of our staff – their commitment and energy are palpable to anyone who visits the office and/or is fortunate to spend time in their company. I thank them for everything that they do on behalf of the association. I'm particularly grateful to Megan Edwards, our CEO whose passion for English and literacy and deep understanding of teachers' work has driven so many of the initiatives undertaken during my tenure. Thank you all and especially to Megan.

To my fellow board members (those recently retired as well as present board members), who juggle demanding, full-time jobs with the time they give voluntarily to PETAA, thank you for your commitment and expertise – it's such a joy and privilege to work collectively on the PETAA endeavour. To our members, who look to us for resources and advocacy, and in turn support the association – thank you for the work you do on behalf of the children and young people in your classrooms and schools.

The past six years as a board member have been very instructive for me – I recognise the important role that PETAA has played in literacy education across the country for such a long time now, and that we continue the work of many people who have contributed so much over the years. As a teacher educator and literacy researcher, I understand more about the field and about the challenges to the profession as a result. I'm fortunate to have had this opportunity to lead PETAA and look forward to remaining part of its broader community as we all continue to navigate the rocky waters of English and literacy education.

Best wishes
Pauline Jones
24/03/24

PETAA Publications 2023

Books



Papers

PETAA PRIMARY ENGLISH TEACHING ASSOCIATION AUSTRALIA **PETAA PAPER 228**

Teaching and learning with oral language

By Bronwyn Parkin



What is oral language?

How oral language develops

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PETAA PRIMARY ENGLISH TEACHING ASSOCIATION AUSTRALIA **PETAA PAPER 229**

Creating space for agency in the literacy classroom

By Karen Rogers



Introduction

Student agency


What is student agency?

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PETAA PRIMARY ENGLISH TEACHING ASSOCIATION AUSTRALIA **PETAA PAPER 230**

Making sense of the models: Teaching reading knowledge, skills and dispositions

By Jennifer Aida



Reading knowledge

Models of reading	Descriptions of the reading processes and skills of those groups
The Simple View of Reading	Laughlin & Torgesen, 1998
Simple View of Reading	Carver & Taylor, 1999
Models of reading programs: outlines of what should be included in literacy instruction plans	
Simple View of Reading	Carver, 2014
The Simple View of Reading model	Ellis & Snow, 2010
Models of reading programs: descriptions of the reading processes and skills of those groups	
The Simple View of Reading model	Proctor & Laughton, 1999

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Directors' Report

Your Directors present this report to the members of the Primary English Teaching Association Australia (PETAA) for the year ended 31 December 2023.

The names of the Directors in office at the date of this report are:

Helen Adam Mardi Gorman Paul Gardner Marie Quinn Therese Gawthorne
Pauline Jones Denise Squire Shelley Drew Linda Gawne Helen Harper

The Primary English Teaching Association Australia (PETAA) is a national association that supports primary school educators to focus on the teaching and learning of English and literacies across the curriculum.

VISION:

A vibrant community of empowered and engaged teachers, leaders and students of English.

STATEMENT OF PURPOSE:

We provide teachers at all stages of their careers with the knowledge and resources to enable them to make informed decisions to support their students' learning.

KEY STRATEGIC GOALS:

- Building our community's knowledge and understanding of quality English curriculum, pedagogy and assessment.
- Fostering an engaged community of teachers across professional learning, shared interests and teaching achievements.
- Ensuring primary teachers are a recognised, professional body who are experts in their field.

PETAA's strategies for achieving these goals include:

- delivering professional learning that improves the teaching and learning of literacies and English based on a range of sound evidence and through the sharing of recent and relevant research
- publishing and disseminating quality teaching resources that support primary educators' professional needs and provides a balance between theory and best classroom practice
- advocating effectively and powerfully for the professional interests of members and Australian literacies education
- maintaining and growing a membership base that is balanced across educational sectors, jurisdictions and Australian states and territories
- forming and fostering professional learning communities and networks within and beyond PETAA, while strengthening and growing partnerships with the broader education community
- ensuring effective processes and structures for the governance and operational sustainability of the business.

Directors' Report cont.

Principal activities and achievements

PETAA's principal activities and achievements during the year included, but were not limited to:

- Operating at our usual high level of service and delivery through a year with new challenges, including 2 new senior leaders, new curriculums and syllabuses and significant media attention around the teaching of reading.
- Providing quality publications and professional learning that were both future-looking addressed current needs of primary educators across Australia in the fields of English and literacy. 2 PETAA books were shortlisted at the Educational Publishing Awards 2023 (only 2 were eligible for submission), with *A new literature companion for teachers* by Lorraine McDonald taking home the award win.
- Successfully delivering the first of 3 years of the Victorian Department of Education Challenge and Enrichment series, our PETAA Young Gifted Writers Program (2nd iteration of the program), which included a new online teacher PL in 2023.
- Delivering a stellar annual PETAA hybrid conference, welcoming over 500 attendees from across Australia for 2 days of inspiring, quality presentations on the theme of Literature.
- Automating, personalising and improving much of our member interactions and services.
- Creating or revising and updating over 30 new on-demand online courses, providing greater accessibility to quality professional learning for teachers across Australia.
- Strengthening connections between the use of quality children's literature and good classroom practice linked with the Australian Curriculum: English, including creating stand alone curriculum units on new quality texts published in 2023, and starting to add NSW syllabus links to units where time and resources allow.
- Supporting members in self-identified development through the creation of our new Resource Pathways, that draw together a multitude of existing PETAA resources in a sequential manner within a specific topic or content area.
- Launching our new PL subscription membership, that allows schools to purchase 365 day access to all online courses for all staff, at one flat annual fee.
- Expanding its profile, including via the use of various media, as the leading professional body for primary literacies with federal and state governments and cross-sector authorities and jurisdictions. Specific contact was made with Jason Clare MP (federal), Murat Dizdar (NSW), Grace Grace (then Minister for Education, QLD). Additionally, PETAA delivered 2 units of work for the Victorian Curriculum Assessment Authority.

These activities have assisted PETAA in achieving its objectives by enabling it to:

- increase the connections between publishing, resources and professional learning, whilst maintaining the quality and rigour of all 3
- deliver a variety of formats of Professional Learning, continue to adapt to the changing needs and wants of teachers and schools in a post-COVID world

Directors' Report cont.

Performance measures

PETAA measures performance through the establishment and monitoring of benchmarks including:

- evidence of the role and effects of its publishing and professional learning programs
- evidence of the scope, balance and equity of its professional learning activities
- increased member interaction and higher PETAA profile
- maintain a positive gross revenue from professional learning and publishing
- upkeep of a strong membership sector
- returning a surplus to the association.

Members' guarantee

In accordance with the company's constitution, each member is liable to contribute \$10 in the event that the company is wound up. The total amount members would contribute is \$36,010.

Auditor's independence

The auditor's declaration of independence appears on page 15 and forms part of the Directors' report for the year ended 31 December 2023.

Signed in accordance with a resolution of the Directors made pursuant to s. 298(2) of the Corporations Act.



Pauline Jones

President and Director

Signed at Sydney, NSW this 26th day of April 2024

PETAA Board Directors 2023

Pauline Jones, Ph.D. (UNSW)

President

Pauline Jones has over 20 years' experience as a tertiary teacher educator specialising in language and literacy research, curriculum and pedagogy. Prior to that, she was a primary school teacher and English language teaching specialist. Having completed her PhD on oral language in 2005, she continues to investigate the role of classroom dialogue in educational success. Her recent research has included the use of student generated multimodal texts in Science, and language and literacy transitions across schooling years. She is currently researching the relationship between creativity and success in the curriculum disciplines, as well as the language demands of sustainability education.

Pauline has a long-standing commitment to supporting teachers to implement research-based English and literacy curricula. She has written extensively for teachers (in- and pre-service) in language and literacy, including collaborating with Alyson Simpson and Anne Thwaite on a book about dialogue in teaching and professional learning for the PETAA book, Talking the Talk.

Bronwyn Parkin, PhD (University of Adelaide), Master of Education (UniSA)

Director (January - May)

Bronwyn Parkin has 30 years' experience in supporting language and literacy teachers beginning in Aboriginal Education, remote and metropolitan through the South Australia Accelerated Literacy program focused on disadvantaged schools; through the recent PETAA research grants investigating academic language pedagogy with educationally marginalised students; and as a consultant working in disadvantaged contexts. Dr Parkin has been a member of the Literacy Education Advisory Committee of South Australian Department of Education.

Mardi Gorman, Dip Teach (ACU), BEd (Ballarat Uni), MEd (Uni of Melb)

Director

Mardi Gorman is an experienced educator who has worked within a range of educational contexts both in Australia and overseas in New York and London. Mardi manages her own education consultancy in Melbourne, focusing on building educator's pedagogical knowledge and instructional practice on effective literacy practice. She is part of the team who has developed the University of Melbourne's Network of Schools project, where she plans and presents professional learning seminars, leads focus groups and supports schools in connecting research to the practicalities of school action planning and professional learning.

Therese Gawthorne, M Instr Lead (Uni Melb), M Ed (WSU), B Ed, Dip Teach (ACU)

Director

Therese has over 30 years' experience as an educator in NSW primary schools, teaching all grades K-6 across rural and metropolitan settings, predominantly in schools of socio-economic disadvantage. She has held a range of leadership roles in schools for the last 20 years, with responsibility for leading teacher professional learning, particularly in aspects of literacy. Therese is currently working as a Curriculum Advisor with the NSW Department of Education, where she enjoys the opportunity to build the capacity of teachers across a range of schools, continuously striving for excellence in improving student outcomes.

Timothy Warwick, BA Arts/Law (UQ), MA teach (University of Melbourne)

Director (Jan - May)

Tim Warwick is the former Principal at Gowrie St Primary School in Shepparton. Earlier in his career, he taught Legal Studies and Humanities at Wanganui Park Secondary College. Tim has led and supported a number of Indigenous education and cultural awareness strategies which have been launched in schools across the Murray Goulburn Valley region. He was the Project Co-ordinator for the Kaiela Dhungala First Peoples Curriculum and is on the boards of Ganbina and Boundless, two organisations aimed at supporting the aspirations of our young people.

PETAA Board Directors 2023

Helen Adam, PhD (Edith Cowan University) M.Ed (Edith Cowan University)

Director

Helen's research addresses the role and importance of quality inclusive literature in the social and emotional and educational wellbeing of the child, with a particular focus on the importance of authentic representations and inclusion of cultural diversity in children's literature. Helen's work has a particular focus on promoting socially just and equitable education through the promotion of the publication and use of authentically diverse and inclusive literature as one way to break down barriers of prejudice and misunderstanding in society. Her work is published in internationally renowned research journals. Helen has served as a judge for the Children's Book Council Book of the Year Awards and is frequently called on for expert comment in the media and as a presenter to diverse audiences of educators and academics.

Helen Harper, B Arts (University of Queensland), PhD (University of Queensland)

Director (May-)

Dr Helen Harper is a Senior Lecturer in English, Literacies and Language Education at the University of New England. She has previously worked as a researcher, lecturer and mentor in literacy education, as a linguist in remote Indigenous communities, and as an EAL/D teacher. Helen spent more than two decades in the Northern Territory. Initially she went to study Aboriginal languages, but over time she was drawn more to primary education, and to questions about how schooling can best support children to become effective users of language and literacy. Helen's current research interests include collaborating with teachers to apply principles of scaffolding language both in the literacy block and across the curriculum.

Denise Squire, M. Education (Teacher Education), Graduate certificate (Systemic Functional Linguistics)

Director (May -)

Denise has been involved in the teaching of English and language and literacy as a classroom teacher and as a literacy consultant across several schools. She is currently a school instructional leader, supporting teachers to develop a coherent program in language and literacy in English, and across other learning areas, developing whole school literacy policy and implementation. She has extensive experience in low socio-economic schools with high EAL/D and ATSI cohorts.

Paul Gardner, PhD (University of Bedfordshire, UK)

Director

Dr Paul Gardner has 46 years of teaching experience: 23 years in primary, secondary and early years, and 23 in tertiary. He holds a PhD (Writer identity and Compositional Processes); M.A. (Education); Dip RSA (Teaching English in Multicultural Schools); and Cert Ed. He has published extensively in the teaching of English, including four books, book chapters and numerous articles in both peer-reviewed and professional journals. His research area is the teaching of writing. He is a Senior Lecturer - Primary English at Curtin University, United Kingdom Literacy Association Ambassador for Australia, and Vice-President, Western Australian Institute for Educational Research.

Shelley Drew, Head of Curriculum, Ironside State School, M. Education (QUT)

Director (May -)

Shelley has decades of experience teaching in Prep to Year 10 in Australia, New Zealand and internationally. Her keen interest in the writing process led to her participation in the Southeast Asian Writing project while working in Hong Kong for twelve years. Her roles and responsibilities in education have included classroom teacher, learning support, Literacy Co-ordinator, Deputy Principal and PEA-AC Principal Education Advisor – Australian Curriculum. As Head of Curriculum, Shelley has taken on an active leadership role within a culture of professional inquiry, focusing on curriculum development and effective teaching practices, with a particular avidity for literacy development in early childhood.

PETAA Board Directors 2023

Marie Quinn, Dip Teach (Signadou College of Education) B. Education (Edith Cowan University) M. Education (University of Melbourne) PhD (University of Melbourne)

Director

Marie is a qualified primary school teacher with 13 years' experience across primary and high school in NSW, Victoria, WA, ACT and overseas, with further qualifications and experience as a university lecturer in Victoria and NSW. During this time Marie has worked in school-based consultancy with public, Catholic and independent sectors, particularly in middle years literacy. She has also had a long term commitment to language and education in developing contexts, having worked for many years as an advisor to build and reform educational curriculum and practice in Timor-Leste and the Pacific. Marie's current work includes hosting EAL/D seminars for NSW DET and preparing teachers for language classrooms.

Linda Gawne, PhD (UoM), MEd (UoM), Grad Dip TESOL (RMIT), Dip Teaching (Primary)

Director (May-)

Linda Gawne is a primary language and literacy lecturer in the Faculty of Education at the University of Melbourne (UoM). Her research interests include early literacy pedagogies, with a special interest in reading, and the influences on teachers as they make decisions about teaching literacy. Linda was one of the original contributors to the Victorian Literacy Teaching Toolkit and is currently part of a team developing phonics resources to enhance and update the website. Linda has worked extensively in Victorian government primary schools as a classroom teacher, Reading Recovery Teacher, EAL specialist, Literacy Coach and Community of Practice Assistant Principal across network schools. Currently, Linda delivers professional learning for primary teachers via a Custom Education partnership with the UoM and the Department for Education, South Australia.

Janelle Warhurst, M.ED (Teacher Librarianship) (Charles Sturt University)

Director (Jan - May)

Janelle Warhurst has been a primary teacher since she graduated from Sydney Teachers College in 1978. She went on to do a Graduate Diploma in Education (language) and also a Master of Education (Teacher Librarianship) at Charles Sturt University. Her love of teaching children English and many areas of the curriculum with a strong emphasis on quality literature has continued throughout many years in schools. Janelle is currently Deputy Principal at Woollahra Public School in Sydney's East after relieving and acting as principal in several schools over the past five years. She is studying the Women's Advanced Leadership Program through NESLI.

Meetings of the PETAA Directors

The following table provides information regarding appointment, departure and attendance of Directors at Board and Committee meetings during 2023.

Name	Board		Finance and Audit Committee		Publishing and Professional Learning Committee	
	(a)	(b)	(a)	(b)	(a)	(b)
Pauline Jones	4	4	5	5	1	1
Helen Adam	4	2	5	4		
Mardi Gorman	4	3			1	1
Bronwyn Parkin	2	2			1	1
Paul Gardner	4	3	5	5		
Therese Gawthorne	4	3				
Timothy Warwick	2	2	2	1		
Janelle Warhurst	2	2			1	1
Denise Squire	2	2	3	3		
Helen Harper	2	2				
Linda Gawne	2	2				
Shelley Drew	2	2				
Marie Quinn	4	4			1	1

Notes

(a) Number of meetings held while Director/Committee Member

(b) Number of meetings attended

NB:

1. President attendance at Committee meetings is optional
2. AGM held May 2023

Summary declaration of 2023

Principal Activities of PETAA

The principal activity of the Company is to support primary school educators in their focus on the teaching and learning of English and literacies across the curriculum. No significant change in the nature of these activities occurred.

Results

The operating result for the year amounted to a deficit of \$148,318 compared to a surplus of \$87,106 in 2022. The Company was exempt from paying income tax.

Dividends

As the Company is precluded from paying dividends by its Constitution, no dividends have been paid during the year and no recommendation is made as to dividends.

Review of Operations

Membership as at 31 December 2023 totaled 3601 compared with 3786 at 31 December 2022. Income for the year was \$1,971,104 compared with \$1,797,339 in 2022. Expenses applicable to the year totaled \$2,119,422 compared with \$1,710,233 in 2022.

Changes in State of Affairs

In 2023 PETAA had two new senior leaders in place, across Professional Learning, Membership and Publications. There was inevitably a learning curve for both roles as they settled into PETAA, leading to a slower start to the year than budgeted. However, the second half of the year, and in particular the final quarter, was incredibly positive, both in financial and member number results, but also in the launch of new offerings and services, including PL subscription, Resource Pathways and our free pre-service teacher membership.

Subsequent Events

In February 2024, PETAA Head of Professional Learning, Helen Carmody, tendered her resignation due to personal and family reasons. At time of this report being finalised the new Head of Professional Learning, Michelle Bradley, is due to start on Monday 29th April 2024. Our new pre-service and \$100 book-less memberships launched in January 2024 to fantastic initial success. At the February 2024 board meeting, the board voted to accept the PETAA position, to be launched in May 2024.

Likely Developments and Future Results

The ongoing shifts in professional learning will continue to offer opportunities for the organisation, and our new position will prompt work to be done on our resources and cross-referencing.

Summary declaration of 2023

Directors' Benefits

No Director has received or become entitled to receive, during or since the financial year, a benefit because of a contract made by the Company, controlled entity or a related body or corporate with the Director, a firm of which the Director is a member or an entity in which the Director has a substantial financial interest, apart from Bronwyn Parkin who received \$10,876.337, Helen Harper who received \$1834.62, Helen Adam who received \$1652.45, Pauline Jones who received \$18.97, and Tim Warwick who received \$2200. This amount was paid under normal commercial arrangements and at arm's length. This statement excludes a benefit included in the aggregate amounts of emoluments received or due and receivable by Directors and shown in the Association's accounts, or the fixed salary of a full-time employee of the Company, controlled entity or related body corporate.

Directors' Indemnification

During 2023, the Association maintained an agreement to indemnify all Directors of the Company. The indemnity relates to:

1. Directors and Officers – losses which he/she becomes legally obliged to pay on account of any claim first made against him/her during the period of coverage (by policy) for a wrongful act committed before or during this period.
2. Company Reimbursement – all losses for which the insurer may grant indemnification to a Director or Officer as permitted by law, which such Director or Officer has become legally obliged to pay on account of any claim first made against him/her during the policy period for a wrongful act committed before or during the policy period.

Auditor's independence declaration

The Directors have received the Auditor's independence declaration for the financial year ended 31 December 2023 and is included on [page 16](#) of the annual report.

This report is made out in accordance with a resolution of the Directors.



Pauline Jones
President and Director Sydney,
24th day of April 2024

Primary English Teaching Association Australia

ABN 36 002 557 075

Financial Statements

For the Year Ended 31 December 2023

Primary English Teaching Association Australia

ABN 36 002 557 075

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For the Year Ended 31 December 2023

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Lead Auditor's Independence Declaration to under Section 307C of the *Corporations Act 2001*

To the directors of Primary English Teaching Association Australia:

I declare that, to the best of my knowledge and belief, in relation to the audit for the financial year ended 31 December 2023 there has been:

- no contraventions of the auditor independence requirements as set out in the *Corporations Act 2001* in relation to the audit; and
- no contraventions of any applicable code of professional conduct in relation to the audit.

LDAssurance
Chartered Accountants



Stephen O'Kane
Partner

Dated this 24th day of April 2024
At 330 Collins Street, Melbourne.

Primary English Teaching Association Australia

ABN 36 002 557 075

Statement of Profit or Loss and Other Comprehensive Income For the Year Ended 31 December 2023

		2023	2022
	Note	\$	\$
Revenue	5(a)	1,971,104	1,797,339
Employee expenses		(1,140,263)	(788,898)
Director costs		(29,966)	(26,922)
Administration costs		(204,329)	(228,617)
Production costs		(284,543)	(250,296)
Marketing and distribution costs		(42,010)	(47,973)
Depreciation expense	9(a)	(5,152)	(7,088)
Amortisation and impairment expense - intangible assets	10(a)	(9,520)	(19,144)
Amortisation expense - right-of-use assets	12	(37,854)	(12,552)
Lease interest		(3,589)	(636)
Other interest		-	(1,221)
Other expenses	5(b)	(362,196)	(326,976)
Profit/(loss) for the year		(148,318)	87,016
Other comprehensive income		-	-
Total comprehensive income for the year		(148,318)	87,106

The accompanying notes form part of these financial statements.

Primary English Teaching Association Australia

ABN 36 002 557 075

Statement of Changes in Equity For the Year Ended 31 December 2023

	Note	2023 \$	2022 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	6	1,572,997	1,717,593
Trade and other receivables	7	7,746	50,891
Inventories	8	79,994	78,993
Other assets	11	66,946	28,640
TOTAL CURRENT ASSETS		1,727,683	1,876,117
NON-CURRENT ASSETS			
Property, plant and equipment	9	6,653	7,900
Intangible assets	10	-	9,520
Right-of-use assets	12	31,564	6,290
TOTAL NON-CURRENT ASSETS		38,217	23,710
TOTAL ASSETS		1,765,900	1,899,827
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	13	155,670	170,532
Lease liabilities	12	33,410	6,758
Employee benefits	15	63,153	33,687
Other financial liabilities	14	302,008	346,519
TOTAL CURRENT LIABILITIES		554,241	557,496
NON-CURRENT LIABILITIES			
Employee benefits	15	23,192	12,650
Other financial liabilities	14	56,033	48,929
TOTAL NON-CURRENT LIABILITIES		79,225	61,579
TOTAL LIABILITIES		633,466	619,075
NET ASSETS		1,132,434	1,280,752
EQUITY			
Retained earnings		1,132,434	1,280,752
TOTAL EQUITY		1,132,434	1,280,752

The accompanying notes form part of these financial statements.

Primary English Teaching Association Australia

ABN 36 002 557 075

Statement of Changes in Equity For the Year Ended 31 December 2023

2023

	Retained Earnings	Total
	\$	\$
Reported Balance at 1 January 2023	1,280,752	1,280,752
Profit/(loss) for the year	(148,318)	(146,473)
Balance at 31 December 2023	<u>1,132,434</u>	<u>1,134,279</u>

2022

	Retained Earnings	Total
	\$	\$
Reported Balance at 1 January 2022	1,193,736	1,193,736
Profit/(loss) for the year	87,016	87,016
Balance at 31 December 2022	<u>1,280,752</u>	<u>1,280,752</u>

The accompanying notes form part of these financial statements.

Primary English Teaching Association Australia

ABN 36 002 557 075

Statement of Cash Flows For the Year Ended 31 December 2023

	2023	2022
Note	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES:		
Receipts from members and customers	1,906,684	1,615,143
Grants, royalties and copyright fee receipts	209,962	62,596
Interest received	29,439	2,914
Payments to suppliers and employees	(2,250,300)	(1,633,333)
Net cash provided by/(used in) operating activities	21(a) (104,215)	47,320
CASH FLOWS FROM INVESTING ACTIVITIES:		
Payments for property, plant and equipment	(3,905)	(3,764)
Payments for intangible assets	-	-
Net cash provided by/(used in) investing activities	(3,905)	(3,764)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Payment of lease liabilities	(36,476)	(13,020)
Net cash provided by/(used in) financing activities	(36,476)	(13,020)
Net increase/(decrease) in cash and cash equivalents held	(144,596)	30,536
Cash and cash equivalents at beginning of year	1,717,593	1,687,057
Cash and cash equivalents at end of financial year	6 1,572,997	1,717,593

The accompanying notes form part of these financial statements.

Notes to the Financial Statements

For the Year Ended 31 December 2023

1 General Information

The financial report covers Primary English Teaching Association Australia as an individual entity. Primary English Teaching Association Australia is a not-for-profit Company limited by guarantee, registered and domiciled in Australia. The financial statements of the Company have been drawn up as general purpose financial statements for distribution to the members and for the purpose of fulfilling the requirements of the *Corporations Act 2001*.

The financial statements were approved by the Board of Directors on the same date as the signing of the Directors' Declaration.

Comparatives are consistent with prior years, unless otherwise stated.

2 Basis of Preparation

The financial statements are general purpose financial statements that have been prepared in accordance with the Australian Accounting Standards - Simplified Disclosures and the *Corporations Act 2001*.

The financial statements 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.

Material accounting policy information relating to the preparation of these financial statements are presented below, and are consistent with prior reporting periods unless otherwise stated.

The Company has adopted the amendments to AASB 101 Presentation of Financial Statements which require only the disclosure of material accounting policy information rather than significant accounting policies and therefore policy information which does not satisfy one of the following requirements has been removed from these financial statements:

- Relates to change in accounting policy
- Policy has been developed in the absence of an explicit accounting standard requirement
- Documents an accounting policy choice
- Relates to an area of significant judgement or estimation
- Relates to a complex transaction and is required to explain the treatment to the user.

Notes to the Financial Statements

For the Year Ended 31 December 2023

3 Material Accounting Policy Information

(a) Revenue and other income

Revenue from contracts with customers

The core principle of AASB 15 is that revenue is recognised on a basis that reflects the transfer of promised goods or services to customers at an amount that reflects the consideration the Company expects to receive in exchange for those goods or services. Revenue is recognised by applying a five-step model as follows:

1. Identify the contract with the customer
2. Identify the performance obligations
3. Determine the transaction price
4. Allocate the transaction price to the performance obligations
5. Recognise revenue as and when control of the performance obligations is transferred

Generally, the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability. None of the revenue streams of the Company have any significant financing terms as there is less than 12 months between receipt of funds and satisfaction of performance obligations.

Specific revenue streams

Membership income

Revenue from members' subscriptions is recognised on a time proportionate basis that takes into account the period of the subscription.

Other Revenue and Income

Revenue from publication sales and events is recognised upon the delivery of the goods or services.

In cases where there is an 'enforceable' contract with a customer with 'sufficiently specific' performance obligations, the transaction is accounted for under AASB 15 where income is recognised when (or as) the performance obligations are satisfied. In all other cases the transaction is accounted for under AASB 1058 where the income is recognised upon receipt.

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

Notes to the Financial Statements

For the Year Ended 31 December 2023

3 Material Accounting Policy Information

(a) Revenue and other income (continued)

Grant income

When the Company receives government grants that are in the scope of AASB 1058 (being a transaction where the consideration paid is significantly less than fair value principally to enable the Company to further its objectives), it performs an assessment to determine if the contract is 'enforceable' and contains 'sufficiently specific' performance obligations.

In the cases where there is an 'enforceable' contract with a customer with 'sufficiently specific' performance obligations, the transaction is accounted for under AASB 15 where income is recognised when (or as) the performance obligations are satisfied.

In all other cases (where the contract is not 'enforceable' or the performance obligations are not 'sufficiently specific'), the transaction is accounted for under AASB 1058 where the Company:

- Recognises the asset in accordance with the requirements of other relevant applicable Australian Accounting standards (e.g. AASB 9, AASB 16, AASB 116, AASB 138)
- Considers whether any financial statement elements should be recognised ('related amounts') in accordance with the relevant applicable Australian Accounting Standard including:
 - a lease liability (AASB 16)
 - a financial instrument (AASB 9)
 - a provision (AASB 137)
- Recognises income immediately in the profit or loss for the excess of the initial carrying amount of the asset over any related amounts recognised.

(b) Income Tax

As a not-for-profit entity, the Company has self-assessed its income status as tax exempt.

(c) Inventories

Inventories are measured at the lower of cost and net realisable value. Net realisable value is estimated using the most reliable evidence available at the reporting date and inventory is written down through an obsolescence provision if necessary.

Notes to the Financial Statements

For the Year Ended 31 December 2023

3 Material Accounting Policy Information

(d) 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 impairment.

Depreciation

Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the asset's useful life to the Company, commencing when the asset is ready for use. The estimate useful lives used for each class of depreciable asset are shown below:

Fixed asset class	2023	2022
Computer Equipment	1 – 3 years	1 – 3 years
Office Equipment	3 – 5 years	3 – 5 years
Furniture and Fittings	3 – 5 years	3 – 5 years

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

(e) Intangible assets

Each class of intangible asset is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

Amortisation

Amortisation is calculated to write off the cost of intangible assets less their estimated residual values using the straight-line method over their estimated useful lives, and is generally recognised in profit or loss.

Intangible asset class	2023	2022
Trademarks	20 years	20 years
Computer software	3 years	3 years
Website	3 years	3 years

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

Notes to the Financial Statements

For the Year Ended 31 December 2023

3 Material Accounting Policy Information

(f) Financial instruments

Financial instruments are recognised initially on the date that the Company becomes party to the contractual provisions of the instrument. On initial recognition, all financial instruments are measured at fair value plus transaction costs.

Financial assets

The Company's financial assets measured at amortised cost comprise trade and other receivables and cash and cash equivalents in the statement of financial position.

Trade receivables

Impairment of trade receivables have been determined using the simplified approach in AASB 9 which uses an estimation of lifetime expected credit losses.

The Company has determined the probability of non-payment of the receivable and multiplied this by the amount of the expected loss arising from default.

The amount of the impairment is recorded in a separate allowance account with the loss being recognised in finance expense. Once the receivable is determined to be uncollectable then the gross carrying amount is written off against the associated allowance.

Where the Company renegotiates the terms of trade receivables due from certain customers, the new expected cash flows are discounted at the original effective interest rate and any resulting difference to the carrying value is recognised in profit or loss.

Other financial assets measured at amortised cost

Impairment of other financial assets measured at amortised cost are determined using the expected credit loss model in AASB 9. On initial recognition of the asset, an estimate of the expected credit losses for the next 12 months is recognised. Where the asset has experienced significant increase in credit risk then the lifetime losses are estimated and recognised.

Financial liabilities

The Company measures all financial liabilities initially at fair value less transaction costs, subsequently financial liabilities are measured at amortised cost using the effective interest rate method.

The financial liabilities of the Company comprise trade payables, bank and other loans and lease liabilities.

Notes to the Financial Statements

For the Year Ended 31 December 2023

3 Material Accounting Policy Information

(g) Leases

Lessee accounting

The non-lease components included in the lease agreement have been separated and are recognised as an expense as incurred.

The Company has chosen not to apply AASB 16 to leases of intangible assets.

The right-of-use asset is measured using the cost model, depreciated over the lease term on a straight-line basis, and assessed for impairment in accordance with the impairment of assets accounting policy.

Exceptions to lease accounting

The Company has elected to apply the exceptions to lease accounting for both short-term leases (i.e. leases with a term of less than or equal to 12 months) and leases of low-value assets. The Company recognises the payments associated with these leases as an expense on a straight-line basis over the lease term.

Lessor accounting

The lease over the investment property is classified as an operating lease.

The lease income from operating leases is recognised on a straight-line basis over the lease term.

(h) Employee benefits

Provision is made for the Company's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled. Employee benefits expected to be settled more than one year after the end of the reporting period have been measured at the present value of the estimated future cash outflows to be made for those benefits. In determining the liability, consideration is given to employee wage increases and the probability that the employee may satisfy vesting requirements.

Notes to the Financial Statements

For the Year Ended 31 December 2023

4 Critical Accounting Estimates and Judgements

The directors make estimates and judgements during the preparation of these financial statements regarding assumptions about current and future events affecting transactions and balances.

These estimates and judgements are based on the best information available at the time of preparing the financial statements, however as additional information is known then the actual results may differ from the estimates.

The significant estimates and judgements made have been described below.

Key estimates - provisions

As described in the accounting policies, provisions are measured at management's best estimate of the expenditure required to settle the obligation at the end of the reporting period. These estimates are made taking into account a range of possible outcomes and will vary as further information is obtained.

Key estimates - receivables

The receivables at reporting date have been reviewed to determine whether there is any objective evidence that any of the receivables are impaired. An impairment provision is included for any receivable where the entire balance is not considered collectible. The impairment provision is based on the best information at the reporting date.

Notes to the Financial Statements

For the Year Ended 31 December 2023

5 Result for the Year

(a) Revenue and other income

	2023 \$	2022 \$
Revenue		
Membership subscription	825,952	874,298
Sale of publications	244,517	246,456
Royalties and copyright revenue	209,962	62,596
Professional development and project management	469,399	362,116
Other revenue	191,835	248,959
	1,941,665	1,794,425
Other income		
Government assistance	-	-
Interest income	29,439	2,914
Total revenue	1,971,104	1,797,339

(b) Other expenses

Professional learning delivery costs	308,490	294,474
Project costs	53,706	32,502
	362,196	326,976

6 Cash and Cash Equivalents

Cash on hand	-	-
Bank balances	870,527	1,015,123
Short-term deposits	702,470	702,470
	1,572,997	1,717,593

7 Trade and other receivables

CURRENT		
Trade receivables	7,746	50,891
Impairment of trade receivables	-	-
Total current trade and other receivables	7,746	50,891

The carrying value of trade receivables is considered a reasonable approximation of fair value due to the short-term nature of the balances.

The maximum exposure to credit risk at the reporting date is the fair value of each class of receivable in the financial statements.

Primary English Teaching Association Australia

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Notes to the Financial Statements For the Year Ended 31 December 2023

8 Inventories

	2023 \$	2022 \$
CURRENT		
At net realisable value:		
Publications	79,994	78,993

9 Property, plant and equipment

Computer equipment

At cost	36,317	33,220
Accumulated depreciation	(30,779)	(26,123)
Total computer equipment	5,538	7,097

Office equipment

At cost	20,760	20,759
Accumulated depreciation	(20,335)	(19,956)
Total office equipment	425	803

Furniture and fittings

At cost	4,691	3,884
Accumulated depreciation	(4,001)	(3,884)
Total furniture and fittings	690	-

Total property, plant and equipment

6,653	7,900
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Movements in Carrying Amounts

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

	Computer Equipment \$	Office Equipment \$	Furniture and Fittings \$	Total \$
Year ended 31 December 2023				
Balance at the beginning of year	7,097	803	-	7,900
Additions	3,097	0	807	3,904
Depreciation expense	(4,656)	(379)	(117)	(5,152)
Balance at the end of the year	5,538	424	690	6,653

Primary English Teaching Association Australia

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Notes to the Financial Statements For the Year Ended 31 December 2023

10 Intangible Assets

	2023 \$	2022 \$
Trademarks		
Cost	52,132	52,132
Accumulated amortisation	(52,132)	(52,132)
Total trademarks	-	-
Computer software		
Cost	411,479	411,479
Accumulated amortisation	(411,179)	(401,959)
Total computer software	-	9,520
Website		
Cost	39,058	39,058
Accumulated amortisation	(39,058)	(39,058)
Total website	-	-
Total intangible assets	-	9,520

(a) Movements in Carrying Amounts

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

	Trademarks \$	Computer Software \$	Website \$	Total \$
Year ended 31 December 2023				
Balance at the beginning of year	-	9,520	-	9,520
Additions	-	-	-	-
Amortisation and impairment expense	-	(9,520)	-	(9,520)
Balance at the end of the year	-	-	-	-

11 Other Assets

	2023 \$	2022 \$
CURRENT		
Security deposit	2,000	2,000
Prepayments	64,946	26,640
	66,946	28,640

Notes to the Financial Statements
For the Year Ended 31 December 2023

12 Leases

Right-of-use assets

	2023	2022
	\$	\$
Right of use asset opening balance	6,290	18,842
Additions during the year	63,128	-
Less: Accumulated depreciation	(37,854)	(12,552)
Right of use asset closing balance	<u>31,564</u>	<u>6,290</u>

Lease liabilities

CURRENT		
Lease Liability	33,410	6,758
	<u>33,410</u>	<u>6,758</u>

The maturity analysis of the lease liabilities based on contractual undiscounted cash flows is shown in the table below:

	< 1 year	1 – 5 years	> 5 years	Total undiscounted lease liability	Lease liabilities included in the Statement of Financial Position
	\$	\$	\$	\$	\$
2023					
Lease liabilities	34,567	-	-	34,567	33,410
2022					
Lease liabilities	6,828	-	-	6,828	6,758

13 Trade and Other Payables

	2023	2022
	\$	\$
CURRENT		
Trade creditors	7,923	12,106
Sundry creditors	5,263	2,628
Accrued expenses	96,506	91,445
GST payable	16,293	22,720
PAYG payable	21,154	20,500
Superannuation payable	8,375	20,533
Credit card	156	600
	<u>155,670</u>	<u>170,532</u>

Trade and other payables are unsecured, non-interest bearing and are normally settled within 30 days. The carrying value of trade and other payables is considered a reasonable approximation of fair value due to the short-term nature of the balances.

Primary English Teaching Association Australia

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Notes to the Financial Statements For the Year Ended 31 December 2023

14 Other Financial Liabilities

	2023 \$	2022 \$
CURRENT		
Deferred membership income	294,433	311,501
Deferred professional learning income	7,575	35,018
	<u>302,008</u>	<u>346,519</u>
NON-CURRENT		
Deferred membership income	56,033	48,929

15 Employee Benefits

CURRENT		
Long service leave	-	-
Annual leave	63,153	33,687
	<u>63,153</u>	<u>33,687</u>
NON-CURRENT		
Long service leave	23,192	12,650

16 Financial Risk Management

Financial assets

Held at amortised cost

Cash and cash equivalents	1,572,997	1,717,593
Trade and other receivables	7,746	50,891
Total financial assets	<u>1,580,743</u>	<u>1,768,484</u>

Financial liabilities

Financial liabilities measured at amortised cost

Total financial liabilities	<u>513,711</u>	<u>565,981</u>
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17 Members' Guarantee

The Company is incorporated under the *Corporations Act 2001* and is a Company limited by guarantee. The liability of members is limited to the amount set out in the Company's Constitution. The liability would only arise in the event of the winding up of the Company during the time of membership or within one year afterwards. Members are not required to pay in any capital while the company is a going concern.

18 Key Management Personnel Disclosures

The total remuneration, including termination payments, paid to key management personnel of the Company is \$12,417.

Notes to the Financial Statements

For the Year Ended 31 December 2023

19 Auditors' Remuneration

	2023 \$	2022 \$
Remuneration of the auditor for:		
- auditing the financial statements – LDAssurance	8,000	-
- auditing the financial statements – Victoria Lakis	-	8,500
	8,000	8,500
	8,000	8,500

20 Events after the end of the Reporting Period

There has not been any matter or circumstance that has arisen since the end of the financial year that has significantly affected, or may significantly affect, the operations of the Company, the results of those operations, or the state of affairs of the Company in future financial years.

21 Cash Flow Information

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

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

Profit/(loss) for the year	(148,318)	87,016
Cash flows excluded from profit attributable to operating activities		
Non-cash flows in profit:		
- depreciation & amortisation	52,526	38,784
Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	43,145	(33,216)
- (increase)/decrease in prepayments	(38,306)	1,925
- (increase)/decrease in inventories	(1,001)	1,682
- increase/(decrease) in income in advance	(37,407)	(50,752)
- increase/(decrease) in trade and other payables	(14,862)	31,868
- increase/(decrease) in employee benefits	40,008	(29,986)
Cashflows from operations	104,215	47,320
	104,215	47,320

(b) Borrowing facilities

The following facilities were available at the end of the reporting period:

Total facilities	5,000	5,000
Used at reporting date	156	600
Unused at reporting date	4,844	4,400

Primary English Teaching Association Australia

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Notes to the Financial Statements For the Year Ended 31 December 2023

22 Statutory Information

The registered office and principal place of business of the company is:

Primary English Teaching Association Australia

In the grounds of

Camdenville Public School

Laura Street

Newtown NSW 2042

Primary English Teaching Association Australia

ABN 36 002 557 075

Directors' Declaration

The Directors of Primary English Teaching Association Australia ("the Company") declare that:

- (a) the financial statements and notes, set out on pages 17 to 34, are in accordance with the *Corporations Act 2001*, including:
 - (i) comply with Australian Accounting Standards – Simplified Disclosures; and
 - (ii) give a true and fair view of the financial position as at 31 December 2023 and of the performance for the year ended on that date of the Company
- (b) In the directors' opinion, there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable.

Signed in accordance with a resolution of Directors.



Pauline Jones

President and Director

Dated: 24 April 2024

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF PRIMARY ENGLISH TEACHING ASSOCIATION AUSTRALIA

Report on the Audit of the Financial Report

Opinion

We have audited the financial report of Primary English Teaching Association Australia ('the Company'), which comprises the statement of financial position as at 31 December 2023, the statement of profit or loss and other comprehensive income, the statement of changes in equity and the statement of cash flows for the year ended, and notes to the financial statements, including a summary of significant accounting policies and the directors' declaration.

In our opinion, the accompanying financial report of Primary English Teaching Association Australia Ltd, is in accordance with the *Corporations Act 2001*, including:

- a) giving a true and fair view of the Company's financial position as at 31 December 2023 and of its financial performance for the year then ended; and
- b) complying with Australian Accounting Standards – Simplified Disclosures and the *Corporations Regulations 2001*.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Company in accordance with the auditor independence requirements of the *Corporations Act 2001* and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* ('the Code') that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We confirm that the independence declaration required by the *Corporations Act 2001*, which has been given to the directors of the Company, would be in the same terms if given to the directors as at the time of this auditor's report.

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

Other Matter

The financial report of Primary English Teaching Association Australia for the year ended 31 December 2022 was audited by another auditor who expressed an unqualified opinion on that report on 19 April 2023.

Responsibilities of the Directors for the Financial Report

The Directors of the Company are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards and the *Corporations Act 2001* and for such internal control as the directors determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibilities for the Audit of the Financial Report

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

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

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

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

LDAssurance
Chartered Accountants



Stephen O'Kane
Partner

Dated this 24th day of April 2024
At 330 Collins Street, Melbourne.