



ANNUAL REPORT 2020



Table of Contents

| | |
|--|----|
| Acknowledgement of Country..... | 3 |
| President’s Annual Report..... | 4 |
| Chief Executive Officer’s 2020 Report..... | 6 |
| Year in Review | 6 |
| Funding | 6 |
| Communication | 6 |
| Families at Home | 7 |
| National Survey – re COVID -19 | 7 |
| Relationships, Partnerships and Representation | 8 |
| Family Engagement | 12 |
| Projecting your voice | 13 |
| Staffing and Board | 16 |
| Meet our Board | 18 |
| Board Meeting Attendance 2019-2020 | 21 |
| Member Representative Delegates..... | 22 |
| External Reference Group Reports..... | 22 |
| Student Well-being..... | 22 |
| Rural, Regional and Remote Education | 22 |
| Early Childhood..... | 22 |
| Student with Additional Needs..... | 23 |
| Aboriginal and Torres Strait Islander Education..... | 23 |
| Information Technology in the Classroom | 23 |
| Funding to Education..... | 23 |
| Reference Group Members | 23 |
| Rural, Regional and Remote External Reference Group..... | 23 |
| Student Well Being | 23 |
| Early Childhood..... | 24 |
| Students with Additional Needs | 24 |
| Aboriginal and Torres Strait Islander Education..... | 24 |
| Information Technology in the Classroom | 24 |
| Funding to Education..... | 24 |
| ACSSO Representation Snapshot..... | 25 |
| Meet our Secretariat | 26 |
| Chief Executive Officer | 26 |

One voice for every child in public education

| | |
|--|----|
| Project Officer | 27 |
| Communications Officer | 27 |
| Administration Officer | 28 |
| Communications Report | 29 |
| ACSSO Submissions and Media Releases..... | 29 |
| Submission 2020 Review of Disability Standards in Education | 29 |
| Submission to AITSL National Strategy to address teacher, school leader and other staff abuse - September 2020 | 29 |
| Response Supporting Australian Stories on our Screens - July 2020..... | 29 |
| Response to the Religious Freedoms Bill - June 2020 | 30 |
| Response to COVID -19 June 2020 | 30 |
| Submission - National Architecture Review Taskforce April 2020..... | 30 |
| Submission - Response to the Review of NAPLAN 2020..... | 30 |
| Submission to the Senate Inquiry - Australian Education Amendment (Direct Measure of Income) Bill 2020 - March 2020..... | 30 |
| Media Releases | 31 |
| e-Newsletter | 31 |
| Social Media..... | 32 |
| Reach | 32 |
| Engagement..... | 33 |
| Getting the message out | 33 |
| Information gathering | 34 |
| Sharing information from and with kindred organisations | 34 |
| Caught you being great..... | 35 |
| 2020 Social Highlights..... | 36 |
| RECORD OF OFFICE BEARERS..... | 37 |
| Tribute to ACSSO family, who have sadly passed this year | 40 |
| Vale - Susan Ryan AO | 40 |
| Vale - Shirley Berg OAM,..... | 41 |
| Vale - Graeme Evans..... | 42 |
| Audited Financial Statements to 30 June 2020 | 43 |

Acknowledgement of Country

'In the spirit of reconciliation, the Australian Council of State School Organisations acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples.'

President's Annual Report



I'm proud to present the ACSSO Annual Report for 2020. This is my first annual report as ACSSO president in a weary year that has been nothing short of disruptions to all aspects of public education, not only for our families, but for all the organisations we represent, and ourselves. ACSSO has certainly felt the impact, and the need for family support has been critically highlighted. It is telling when the responses from state and federal governments is "get back to the classroom", when it is acknowledged that supporting structures managing learning from home were not ready.

It is widely acknowledged that this pandemic has caused learning delays, but none will be felt as much as by our most vulnerable communities and families. While the government focus has been on ensuring some learning continuity, we know many families have struggled and the magnified effects of their circumstances are still unknown. The challenges to identify and enable these families will be vital.

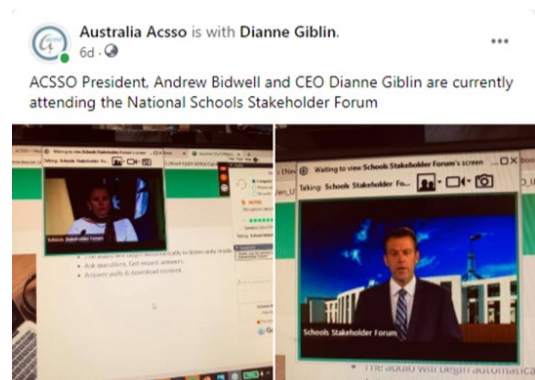
A key memory I will keep from this time is my young year 5 son connecting to his remote music classroom, using the online collaboration tools for video conferencing and thinking how flexible the teachers have been, and how the students picking up these things so quickly. Young minds truly are exceptional.

Questions that keep coming back to me are: will this year's experiences change teaching permanently, what national support is there, will we be ready for this ongoing risk or the next event and what have we missed?

The ACSSO led cross-sector survey "Australian Family Survey on Schooling in the COVID-19 Pandemic" was well received and responded to providing rich input on the impacts observed. The data has been used widely and will continue to give insights into the outcomes and family situations and experiences. This is a never-ending task that will help set our future conversations with our federal government team, only limited by our own resources and time.

ACSSO's advocacy this year has been sporadic as forced by limited travel and transitions to online forums and teleconferences. Your board has been busy attending these online events, sharing the attendance tasks across all directors. We have also been active in our ongoing participation in national reference and working groups, together with advisory boards.

Family engagement remains front and centre of our focus, and our work continues to be recognised and reused by many areas within education.



One voice for every child in public education

This past year and in addition to these meetings, ACSSO has heavily contributed to many reviews of national standards, declarations, strategies, and frameworks. The public voice is being loudly projected by us into these environments, in many cases difficult task. However, we remain dependent on the appetite of federal government ministers and leaders to make change. While some changes are, apparently, just too hard to make we must continue to highlight inequities and urge a “fair go” for all Australians.

Yet amongst this, our public education system is fantastic. I remain beyond impressed at the quality of education and opportunities available, and the different stories I hear from each of your jurisdictions. But your local schools are more than a place for education for students, they remain the central community hub for where we live, with your principals as key community leaders and highlighting the value of not only family engagement, but community engagement. Please continue to support your local school communities, it has such far reaching benefits.

For this past year I thank the ACSSO office for their continued professional support to all who need assistance, and for sharing information between our jurisdictions as well as production of newsletters, general administration, and ongoing office management. I acknowledge that



working with and relying on volunteers is difficult, regardless of current disruptions, and respect the flexibility afforded to by the ACSSO office team. Our CEO, Dianne Giblin’s extensive experience and leadership has cemented ACSSO’s position as she executes the Board’s direction. I also welcome Peter Garrigan to the ACSSO office. Our office has been understaffed for so long, and it is a welcome sight to have one of our former presidents in this role.

Thanks also to our volunteer board members, member delegates and to all the jurisdiction leadership teams. We are strong together as we promote public education and building our community engagement.

The national voice is important, and together as one, we can make so much change.

Andrew Bidwell

Chair

Australian Council of State School Organisations

Chief Executive Officer's 2020 Report

Year in Review

In presenting ACSSO's year in review its pleasing to say that our work has adapted and changed to a year of challenges rather rapidly and effectively to a point where we are probably busier, and more relevant than ever.

We built on our move to Office 365 and adaptation to Microsoft teams almost as a matter of urgency to ensure communication, representation and consultation continued as effectively under the limitations placed on us by the international pandemic that is COVID-19.

Funding

We currently are negotiating our service agreement criteria for 2020-2021 after an unsuccessful bid for additional funding. The Action Plan that is developed from this agreement will need to be executed with the same funding we have received for the past 12 years. We have had a small boost with the ATO provisions for a small company, some small refunds have assisted in some of the additional IT support we have enlisted.

Apart from the addition of membership fees ACSSO normally can rely on a small administration fee (about \$20,000 AUD) from the Global Giving Grant for the Ford Driving Skills for Life Program. Unfortunately, although we were extremely efficient and received this grant earlier than projected, the limitations placed on projects with COVID-19 has meant that we are currently in the process of returning that funding to Global Giving and sadly the project will not run this year.

We have however, I believe, continued to expand our brief and are working smarter on this limited budget with a small, but reliable, secretariat and a passionate hard working group of volunteers – that is our board, member representatives and the beginnings of some productive external reference groups.

The cost of travel and accommodation has been reduced this year and those savings plus the bonus from the ATO, has enabled us to employ an additional staff member for 15 hours per week in the role of a project officer, until at least July 1, 2021. This will increase the productivity of the secretariat and enable us to be more proactive in our work.

Communication

We continue to focus both internally and externally on continuous improvement in this area.

There has been a steady increase in our reach, engagement and impressions through *Facebook*, *Twitter* and *Instagram*. Over the past 12 months we have trialled, under our contract with Meltwater, the social media platform delivery, and analytics. The tools available have made our posting more strategic and enabled us to schedule and analyse far more efficiently.

It is clear that each platform has a distinct demographic, and we are working through the analysis of this. We note such things as, for example, posts with video have greater engagement and sponsored posts need to be brief but clear to make effective use of the expenditure – we should change how we present content to suit the platform. Whilst it has been time efficient to create a post and then assign it to all platforms, it is more effective to change some of the language and presentation to suit.

Our E-Newsletter continues to have a varied response rate and we are looking at the effectiveness and reach. On the day of release, it is fascinating to watch the world view of openings – across at least 12 different countries. It is evident that it is well read, and the audience is quite mixed. The dashboard analytics provides us with a valuable insight into the “click throughs” - what topics interest people.

Our most well received newsletters were the two that served to support current challenges – the [Bushfire Special \(February 2020\)](#) and the COVID – 19 Survey [and Newsletter](#) (April 2020). Feedback on both these were extremely positive. The survey resulted in over 3,300 responses.

Families at Home

In support of families who in the first instances where schools were closed ACSSO created a [Families at Home](#) section on the website. This section contained activities and ideas for families to ensure some ongoing “learning” and “well-being”. Continual additions and changes were uploaded along with updated coronavirus information to keep families informed during this time.

Information was shared across the affected areas and still sits on the website as an additional resource once jurisdictional state education systems set up their own sites

National Survey – re COVID -19

March / April 2020 saw the ACSSO office inundated with phone calls from families in stress. There were many stories of sharing devices, no money for devices, families coping at home with school and pre-school age students; families with parents out of work or with children at home and parents on night shift trying to sleep.

We produced a survey in an attempt to capture the stories and impact of school lockdowns and families doing school from home under these stressful conditions.

The survey received 3,300 plus responses and was shared mostly organically – via numerous social media platforms. Respondents were from families in the government and non-government sectors – some had children in both.

The [summary of the survey](#) can be found on ACSSO’s website – it was featured as an ABC exclusive on nightly news May 22.

Some key findings: Please note this was an online survey – families excluded by not having access to online or by not being literate in English or visually impaired (if no electronic reader)

- ***A time of crisis is not the time for a school to begin their family engagement strategy (this should already be established)***
- Families were totally left out of the equation when decisions were made re online learning – not even consulted about how, what, where or even whether online learning could occur
- Publicly teachers were held as heroes in this and the “other teacher” was not recognised – yet they actually took on most of the work

- Families were clear that they appreciated the immense work teachers did with uploading work HOWEVER there appeared to be an assumption of knowledge on the teacher's part that the parent would understand what was being asked and how to explain it to their child – **language used in communication was not always clear to the receiver**
- In the keenness to put work out there – there was no consistency in platform used, expectations of students, support for students who didn't "get" what was being taught
- Long delays sometimes in responses from teachers – raised family stress
- Students in "home" environment found it hard to engage in learning
- Shortfall of time for teachers to support individual needs – support for families
- Many families were working from home also or caring for pre-schoolers or working with one or more child on work
- There was far too much work sent home and families became stressed
- Anecdotally low SES schools found engagement limited – families overwhelmed and because engagement was not established, and families often felt embarrassed to ask for assistance
- Many families didn't have devices and again were too embarrassed to ask for them – and schools struggled to fill the requests they already had
- Schools judged their success on work output rather than student engagement or indeed outcomes
- Some students and families felt more success where the student faced anxiety or bullying at school (should now be addressed)
- Initial teacher education needs to have family engagement embedded
- Communication with families, and the language (don't like the word jargon cause its often not the jargon it's the way it's written) used by teachers
- Further professional learning on delivery of online learning is necessary, including insight into what may be happening at home whilst the learning is occurring
- Unheard family voices in this survey– especially those that are of another language, Aboriginal and Torres Strait Islander or visually impaired

Relationships, Partnerships and Representation

We continue to enjoy an open dialogue with the Minister's office both his staff and the Minister personally. Whilst we may not meet face to face often, the Minister is kept informed of the parent view through a number of mediums.

We were extremely pleased that the Minister would be attending our Roundtable last year in Darwin and were given extensive time for commentary at the January Bushfire meeting.

One voice for every child in public education

We continue in this COVID-19 environment our ongoing relationships with the Shadow Ministry, other minor parties and individual Senators and Members of Parliament to keep high on the radar stressing the importance of well-resourced Public Education. Again, the opportunity to meet face to face in this time is difficult – we have met Tanya Plibersek via zoom in May this year.

As a part of our collaborative working continued to engage with Australian Curriculum and Reporting Authority (ACARA), Australian Institute of Teaching and School Leadership (AITSL), Education Services Australia (ESA), the Australian Primary Principals Association (APPA), Australian Secondary Principals Association (ASPA), the Australian Government Primary Principals Association (AGPPA), Australian Special Education Principals Association (ASEPA), National Aboriginal and Torres Strait Islander Principals Association (NATSIPA), Isolated Children's Parent Association (ICPA), Australian Parents Council (APC), Early Childhood Australia (ECA), Australian Council of Educational Leadership (ACEL) and Australian Research Alliance for Children and Youth (ARACY) and have recently renewed our working relationship with Children and Youth with Disability (CYDA) to name just some.

This year, we offered support to ACARA by providing short videos from parents regarding curriculum – participants responded to a few question prompts. These were well received by ACARA and we look forward to seeing the results.

In November 2019, I was asked to sit on a panel at the Centre for Independent Studies (CIS) [Parental School Choice in Australia](#) at the launch of the report by Glenn Fahey – [What Parents Want from Schools](#). It was interesting to be a minority on a panel – hard to convince a conservative audience, however it was pleasing to be able to have the last say.



ACSSO CEO Dianne Giblin AM at the Centre for Independent Studies Panel



One voice for every child in public education

In November 2019, Australian Primary Principal Associations (APPA) surveyed principals with regard to anxiety in children – the results were telling. In January, ACSSO was invited to join other parent organisations and a number of experts at the APPA Roundtable exploring child anxiety, in light of the report.

APPA is particularly interested in how ‘parent-led’ resilience programs, with fit-for-purpose intervention, could be introduced and supported in order to reduce children’s anxiety, improve their resilience-thinking skills and help every child achieve optimal well-being, mental health and



educational success.

The discussions revealed that both parents and school staff need a tool kit of resources and professional learning to both identify and support primary aged children. We have met twice since via zoom to discuss strategy and elements to support it, the work continues – a great collaboration.



ACSSO CEO, Dianne Giblin AM and Director Sharron Healy at the APPA Roundtable

“The biggest barrier for most students to doing well at school is not their attitude, intelligence or motivation; it is their levels of anxiety” – Andrew Fuller

ACSSO has continued to build on a strong consultative relationship with ACARA that not only includes the Peak Parent and Principal Forums, regular update teleconferences, but collaborative conversations around messaging and developments. ACARA provides regular updates for messaging in our newsletter and social media. The Peak parent and principals’ briefings keep us abreast of curriculum updates, NAPLAN online and we are able to support with commentary on media briefings before they go public.

As a key stakeholder on the national arena, we have discussions with relevant bodies pre budget and Senate Estimates. ACSSO was ONE of only 134 organisations invited to the prebudget lock up this year.

Key work of the **Australian Research Alliance for Children and Youth (ARACY)** is parent engagement. To this end ACSSO is a major player in its work. We enjoy a strong reciprocal working relationship with ARACY. This year we were invited to work on their Blueprint for the Early Years – at the **Early Years Summit** held in Melbourne in March. The summit focussed on the first 1,000 days. Research is clear that the best time to help a child lay the foundation to reach potential growth is in their first 1000 days

ACSSO continued to support safe respectful relationships and the implementation of appropriate programs to support young people. ACSSO was a member of **the National Respectful Relationships Education Expert Group** chaired by Dr Phil Lambert.

This group wrapped up in June 2020, I’d like to take this opportunity to thank former Director Phillip Spratt and Director Sarah Jefferson for their work on this group.

ACSSO continued to have a seat on the **Asia Education Foundation Advisory Board** and on its work on the development of promotional materials to key elements of school communities (parents, students, teachers, principals) on the importance of Asian studies and cultural understanding. As foreshadowed at the March board meeting by Chair of the Asia Education Foundation (AEF), Dr Jim Watterson, Dean of the Melbourne University Graduate School of Education, 2020 marks new governance arrangements for the AEF Board.

The University of Melbourne published a new Charter for AEF's parent organisation Asia link. Under the new Charter, Asia link's existing Board has been replaced by a Council. The AEF Advisory Board will likewise be transformed into a new AEF Council. This body will provide advice on the role of AEF, education initiatives and policies relevant to Australia's engagement with Asia, and recommendations (as appropriate) to the Asia link Council. From March onwards, the new AEF Council will focus more explicitly on education policies relevant to Asia engagement through the lens of school-based initiatives. That change will be reflected in changes to the membership of the AEF Council. As a result, the Australian Council of State School Organisations was not invited to serve on the AEF Council. An extremely disappointing outcome for ACSSO and the Australian Parents Council who was also not invited. This position was usually filled by the ACSSO President – recently APC President, Jenny Rickard had sought our support to request that decision to be reviewed, this is a decision that the Board needs to consider.

ACSSO continues to support the work of **the Public Education Foundation** and assists with promoting the scholarships and publishing the outcomes. The Public Education Foundation exists to support students by giving life changing scholarships. The focus is on removing the barriers to achievement created by social and economic disadvantage. I have the pleasure to sit on scholarship panels and see the standard of excellence every day in our schools.

Australian Council for Children and Media (ACCMA) is another organisation where ACSSO has a seat on the Board. The work of the ACCMA is vital in support of ensuring families have knowledge of age appropriate media. They do this by providing information and advice on the impact of print, electronic and screen-based media on children and young people. They advocate for the needs and interests of children in relation to the media, conduct and act as a catalyst for relevant research to help maintain an enjoyable media environment that fosters the health, safety and wellbeing of Australian children.

The biggest triumph in the year of COVID -19 has been in adapting our movie review service Know Before You Go, when the cinemas closed down and families were stuck at home with their own devices, to focus on streaming content. They have been able to mine a rich seam of movies and provide advice and guidance in finding the best content, for children of different ages, in the new context in which families have found themselves. The change has applied not just to the platforms but to the format of our reviews, as two of the reviewers have started sharing their insights via video. This has been reframed as Know Before you Load.

Recently, on September 24, ACCM held its Annual General Meeting. ACSSO is represented both on the Board and the Executive.

We have strengthened our relationship and indeed our knowledge base with **Schools Industry Partnerships**. However, this year we haven't been able to support the program with student placement but are keen to do so when the time is appropriate.

I also serve on the [Together for Humanity Education and Strategy Committee](#) – it is an amazing group which includes a number of big names including Jana Wendt and Phil Lambert. The link takes you to their site and shows their work bringing intercultural and interfaith awareness to schools to build their work around acceptance and inclusive practice.

Family Engagement

A fantastic spin off from **Together for Humanity (TFH)** is the fact that we will use ACSSO's already written Family Engagement Circle and pre-service modules to support the Family Engagement element of the program and accredit them for delivery to teachers. TFH is a Registered Training Organisation (RTO) which enables our courses to come off the shelf and be used. It also gives ACSSO the ability to advertise and deliver them in other venues at a cost.

ACSSO is seen as having considerable expertise in the area Family Engagement and we have been continuing to share information and give advice and support to the **South Australian Education Department of Education**. ACSSO continues to be a part of their discussions on policy development in the area of Family Engagement

In July this year we I was asked to be part of an expert panel to support research from Monash University **Delphi Study: Identifying Strategies to Increase Uptake of Parent-education Programs in Preschool and School Settings**. This research has been ongoing and conducted online through a number of surveys, continually refining the data and finally reaching consensus or at least 90% of the panel in agreement. The project is funded by the Ian Potter Foundation.

Through the office we often offer **support to schools** with regard their family engagement strategy – in just the past month we have given considerable support to 5 schools. It is fantastic to see education leaders seeing ACSSO as experts.

Recently we supported a **doctoral candidate** with presentation content – offering some of our findings from the National Survey regarding Family Engagement and its impact on Family Engagement.

We continue to have ongoing dialogue regarding Family Engagement with the **United States Department of Education**. In a recent conversation with Carrie Jasper, Director, Outreach to Parents and Families, we furthered our networks to direct conversations with those involved in the Parent Engagement Camps. there have been considerable discussions in light of COVID-19 and how families are faring.

I also attended a number of workshops from the US via zoom, as well as the three-week **National Centre for Family Engagement Conference** in July, in the early hours of the morning. ACSSO has expanded its networks with key people in the US in the field of family engagement and we share knowledge and ideas. A series of webinars, presented by **Steve Constantino**, in conjunction with a number of key experts has also resulted in some key connections and exchanges of ideas. Whilst the timing of these webinars are not always conducive to our time zone they have proven highly valuable.

Projecting your voice

ACSSO is always keen to ensure the voice of families are heard, and we take considerable pride and due diligence in responding to inquiries relating to education and issues that have impact on young people.

Responses that required lengthy submissions can be found on our website www.acsso.org.au, however some responses were short and required either an email or phone consultation.

At our 2019 Roundtable in Darwin, there was a lengthy discussion with a member of the expert panel, Dr Don Zoellner, ***Review of Senior Secondary Pathways into work, further education and training***, with the participants. This was complimented by further participation of our directors, at consultations in Perth and Sydney. The final report, [Looking to the Future: Report of the Review of senior secondary pathways into work, further education and training](#), was published by Education Council on 23 July 2020 and reflected a considerable portion of the feedback given by our directors and members.

NAPLAN has been in place since 2008 and is evolving with the introduction of online testing. Noting changes in the broader education landscape, both nationally and within states and territories, it's important to consider how NAPLAN can continue to support an effective and contemporary national assessment environment. In September 2019, a comprehensive review of NAPLAN was announced to be jointly delivered by the state governments of the Australian Capital Territory, New South Wales, Queensland and Victoria. The purpose of the review was to identify what a standardised testing regime in Australian schools should deliver, assess how well NAPLAN achieves this, and identify short and longer-term improvements that can be made. Our [Response to the Review of NAPLAN 2020](#), built on the discussions that we had in 2019 with Professor Loudon and formalised the feedback that we had received from families from around the nation.

In earlier submissions to the National School Resourcing Board, ACSSO had been clear in its commentary around the inadequacies, more to the point flaws, of the SES funding model used to access funding to the non – government sector. The Australian Education Amendment (Direct Measure of Income) Bill 2020 sparked the Senate to refer the provisions to the Education and Employment Legislative Committee for an inquiry and report. The amendments would introduce a new measure of income methodology for calculating a school community's capacity to contribute financially to a non-government school; enable adjustments to be made to the transition pathways of non-government schools to a nationally consistent Commonwealth share of the Schooling Resource Standard.

Our response [Submission to the Senate Inquiry - Australian Education Amendment \(Direct Measure of Income\) Bill 2020 - March 2020](#) in short reiterated that calculation of capacity to pay should be based on the actual families using the private school service; the weightings be based on family capacity to earn, not reduce their taxable income; their socio – educational advantage, i.e. their ability to support their child's learning; that it requires a validation process not just confined to ABS data; that both parents, where parents live in separate households, be co-contributors to their child's education; and that it be review at least every three years.

Early 2020, the Education Council set up the National Architecture Review Taskforce. The purpose of this Review was to identify the most effective, efficient, and enduring institutional and governance arrangements to support the National School Reform Agreement and other

national priorities for schooling as determined by the COAG Education Council. The national architecture for schooling is currently defined by the Australian Curriculum Assessment and Reporting Authority (ACARA), the Australian Institute for Teaching and School Leadership (AITSL) and Education Services Australia (ESA). We submitted a [response to the National Architecture Review Taskforce](#) in April. As yet, and possibly due to COVID-19, taking priority there has been no further discussion or report on this.

On 8 April 2020, the Senate resolved to establish a Select Committee on COVID-19 to inquire into the Australian Government's response to the COVID-19 pandemic. Having just completed a [National Survey](#) we had a lot to say on this, thanks to the fantastic responses we got from families around Australia as well as the many families we spoke to in our telephone conversations.

Our response, [Response to COVID -19 June 2020](#) was well received and we hope inform some future directions.

"I've finally had the time to read through this well and I just thought I would say I thought it was a great response and covered some really great themes."

Nina Downes, Director, Engagement Team, Improving Student Outcomes Division, Australian Government Department of Department of Education, Skills and Employment – June 25, 2020

Under the all-encompassing title of Religious Freedom Bills, the Australian Government invited submissions on the second exposure drafts of a package of legislation on religious freedom. These are the: Religious Discrimination Bill 2019, Religious Discrimination (Consequential Amendments) Bill 2019, Human Rights Legislation Amendment (Freedom of Religious) Bill 2019.

Our [Response to the Religious Freedom Bills, June 2020](#), identifies that this Bill is in direct conflict with Goal 1 of the Alice Springs (Mparntwe) Education Declaration (December 2019) endorsed by the Education Council which states: "provide all young Australians with access to high-quality education that is inclusive and free from any form of discrimination" and opposes the very values and beliefs of a strong public education system of inclusion and acceptance. Values of which we believe should continue to be upheld.

On 12 December 2019, the Government released its response and implementation roadmap to the ACCC's Digital Platforms Inquiry. In its response, the Government committed to a staged process to reform media regulation towards a platform-neutral regulatory framework covering both online and offline delivery of media content to Australian consumers. The Government identified Australian content obligations as one of the first issues it would focus on and that it would release an options paper co-authored by the ACMA and Screen Australia to look at how best to support Australian stories on our screens in a modern, multi-platform environment.

In our [Response Supporting Australian Stories on our Screens - July 2020](#) we noted in the last five years, there has been a rapid transformation in the media and entertainment landscape. New platforms have emerged, digital media has opened new worlds for consumers and creators of Australian content need to keep pace. ACSSO believes that all young people should see the diversity and culture of Australia reflected in the media content they access. For our children, the media should act as both a mirror with content that reflects their world, where they live and who they are. Moreover, media should act as a window into the world they live in, exemplifying to them the diversity of culture, religions, employment, and opportunities that they may not experience in their world.



We were fortunate to have the opportunity to discuss our response with Jenny Buckland, CEO, Australian Children's Television Foundation. Jenny wrote to us last week to inform us that the Minister for Communications and the Arts, Paul Fletcher, [announced a range of measures](#) in response to the Supporting Australian Stories on Screen Options Paper. The announcement included significant additional funding for the ACTF (\$20 million over the next two years) to enable them to invest significant amounts in quality Australian children's content.

She stated *"This is a very significant outcome, and I am writing to thank you for your support for children's content in your own submission to the Review. I think it will have assisted enormously."* Great outcome for Australian content, for our children and the voice of parents.

In May 2019, ACSSO led the release of a joint statement with the Australian Parents Council and Catholic Parents Australia expressing our concern at the public media coverage regarding school staff abuse. In that release [Parents and Schools Working Together – Better!](#) parents expressed the view that no violence or threatening behaviour should be condoned - our represented organisations were extremely concerned that parents were being named as the key perpetrators of the abuse and we made it clear to both the Minister and other relevant bodies, that no amount of media attention would resolve this. We offered to be part of the solution and suggested quite strongly that close to 60 years of research, in both Australia and overseas, supports that by engaging in positive family relationships, most of these behaviours (that are perpetrated by parents) could be less

In addressing this issue, the Australian Institute for Teaching and School Leadership (AITSL) is developing a national strategy to support schools to address abuse of teachers. The strategy will:

- Explore what leads to teacher, school leader and other school staff abuse related to their roles in schools
- Identify and assess existing policies and strategies to address this abuse
- Propose potential solutions

ACSSO has welcomed the opportunity for a number of our directors to take part in discussions pertaining to the National Strategy to address teacher, school leader and other staff abuse including the opportunity to participate in the sessions of the ***AITSL Virtual National Roundtable***, held in the last week of July. Following a number of one on one conversations with AITSL, ACSSO has also offered a [response to the draft strategy](#) and is committed to working with all other relevant stakeholders in being part of the solution and having our nation's schools a safe place for school staff, students, and community.

We recently submitted our response to the [2020 Review of Disability Standards for Education 2005](#). The Standards seek to ensure that students with disability can access and participate in education on the same basis as students without disability. Under the Legislation the Standards must be reviewed every 5 years. The Standards are subordinate legislation to the Disability Discrimination Act 1992 (the DDA); this means they sit under the Act. Under the

DDA, it is unlawful to discriminate against a person because of a disability. The DDA protects people with disability against discrimination in many areas of public life, including education.

The purpose of the Standards is to clarify the education provisions of the DDA. They are intended to make it easier to understand the rights and obligations under the DDA.

The Standards cover:

- Enrolment
- Participation
- curriculum development, accreditation, and delivery
- student support services
- elimination of harassment and victimisation.

In brief some of our commentary outlined that we believe that:

- Family knowledge of the Standards is limited and more work around awareness is required
- There is no clear understanding of what “reasonable adjustment” is or requires
- There is a need to develop a system which records known breaches of disability education standards and informs the Department of Education, Skills and Employment of these breaches
- Initial Teacher Education should include a comprehensive set of units to develop a clear understanding of the Standards, identification of students requiring support and the provision of suitable adjustments
- There is ongoing professional development for teachers and teaching assistants, in both mainstream and specialist settings, to ensure students are identified and appropriate accommodations are made

Staffing and Board

I’d like to take the opportunity to acknowledge the work and commitment of ACSSO’s staff. The ACSSO secretariat is still small in size but capacity and output is huge. Responding nationally is not an easy task, we have been blessed that we didn’t need too much movement to adapt to the virtual world we find ourselves in.

We welcome Peter Garrigan to the position of project officer, for 15 hours per week until June 30, 2021 and hope that our funding improves to extend this role. He has already had a significant impact on the office and has relieved me of a number of my “favourite” tasks.

With the movement of all our admin and finances and implementation of more effective process, Bec Ashford-Wykes (Admin Officer) has been diligent and extremely professional. Quiet in nature, Bec just “gets it done” with little fuss, but efficiency.

It’s been a year of trial, experimentation and reflection with our communications and Kim Pick (Comms Officer) has met this head on. I’m grateful that she is willing to trial new programs and create different mediums that sometimes are a whim of the CEO.

Our secretariat are passionate supporters of Public Education, committed to the work of ACSSO and we are a richer organisation for that.

Company Secretary John O'Shannassy has been a bonus this year. His support with the workings of a company limited by guarantee in a COVID type limitation, a few constitutional challenges as well as his contribution to our response to the Religious Freedoms Bill, we have been provided an insight into the value of having him on our team.

We have greatly improved our capacity with the continual feedback and willing participation from our members and our external reference groups – their contributions are greatly appreciated.

The ongoing commitment of our Board is phenomenal. They have been extremely supportive taking on representation, setting up their External Reference Groups and contributing to submissions and responses. They have adapted to the "Teams" board meetings with great humour and enthusiasm.

Many thanks to Kevan Goodworth, Sharron Healy, Susan O'Leary, Sarah Jefferson, and Jared Dickason – the strength of ACSSO is in the leadership and direction of a strong board. In particular, my thanks to Andrew Bidwell, he hit the ground running when he took on the role of Board Chair / ACSSO President (and it hasn't stopped) – his calm, insightful and thoughtful style of leadership has been welcomed and greatly appreciated, particularly in such an unpredictable year as 2020.

This overview is a snapshot of the work of ACSSO in 2020. It doesn't provide an adequate credit to the many responses to requests, advice, phone calls or emails but it gives you an idea of the depth and breadth of the work and networks.

Families in public education are at the heart of our work; let's continue to work towards our sector to be the best it can be – our kids deserve it – our future depends on it.

Dianne Giblin AM
Chief Executive Officer

Meet our Board

President/Board Chair: Andrew Bidwell



Andrew is an active and enthusiastic participant in his children's public-school environments and has served as president for the local P&C. He has three children currently attending primary and secondary schools in the ACT. He supports students, parents and teachers in his local school communities.

Andrew has a social justice focus and believes that a strong education not only improves the well-being of our students, but also our nation. His interests include the future of education and relevant application to the workforce

Andrew can be contacted via email: president@acsso.org.au

Director: Kevan Goodworth OAM

Kevan is P&Cs Qld CEO, and is the link between the Board, staff and approximately 1240 affiliated P&C associations. He brings to the role more than 30 years of direct and continuous experience with education in Queensland as a secondary school principal and Assistant Director-General.

He is a recipient of the Premier's Award for Excellence in the Public Sector. He has conducted major reviews for government around curriculum and service delivery and has represented Queensland's interests on a number of national forums. He is a passionate advocate for quality public education and has led several community associations which link schools, tertiary institutions, and employers in formal partnerships.

Kevan was recently recognised for his outstanding contribution to education in the Australian Honours list with a medal of the Order of Australia.

He has his own independent consultancy and has worked internationally in the United Kingdom, Asia, and the Americas.



Director: Sharron Healy



Sharron was an active member of her three children's school Parent Clubs for over 20 years, serving as an ordinary member and president at both primary and secondary levels. She also served on school council for over 10 years, as a councillor and president.

Sharron has volunteered with Parents Victoria Inc. for 15 years and is currently the president of Parents Victoria, the Victorian member organisation of ACSSO. Founded in 1925 as the peak body representing the collective views of parents in public education in Victoria, Parents Victoria was also a founding member of ACSSO.

Sharron's interest in promoting and advocating for public education comes from a desire to see every child in our country having access to a first-class educational experience

Director: Susan O'Leary

Susan O'Leary combines professional educational qualifications with participation in public education over more than forty years, both as a teacher and parent. A qualified teacher with a Diploma of Teaching (Primary) and a Bachelor of Arts majoring in Legal Studies she has taught in public schools, community education and presented education and training programs in the public sector and for businesses.

Firstly, as a teacher in a country infant room, participating in the Disadvantaged Schools' Programme, then volunteering in schools, Susan has developed an in-depth knowledge of the importance of parent participation in achieving the best outcomes for students.

Susan worked for the Accident Compensation Commission (Workcover) training their people, employers, workers, and service providers becoming Manager, Education in 1988. She continued on to her own training and consultancy business, specialising in workplace training and advice.

With the entry of her daughter into kindergarten, Susan joined the kindergarten committee, parent groups and school council in public schools. She was a member of the Executive of Parents' Victoria from 2010 to 2012.



Director: Sarah Jefferson



Sarah Jefferson is Course Co-ordinator of the Bachelor of Education (Secondary) at Edith Cowan University. She is also Unit Co-ordinator of assessment in the Master of Teach Secondary programme.

She is currently completing her PhD research in identifying positive veteran teachers and examining the role of social support inside and outside the workplace. Sarah is an experienced educator, and her interests include public education, teachers and student diversity and inclusion.

Sarah is a proud mother of 3 children.

Director: Jared Dickason

Jared joined the TASSO Management Committee in August of 2015 as a Southern Delegate and has since held the positions of Treasurer, Senior Vice President and has returned to the role of Treasurer for 2019-2020. When joining TASSO Jared was an active Parent Representative on the Goulburn Street Primary School Association Committee and now is their Chairperson and is a member of the Taroona High School Association. Extensive business experience in sales, marketing, logistics and the hospitality industry both as an employer and employee, coupled with voluntary involvement with community organisations, puts Jared in good stead when it comes to governance, strategic and financial planning.



Jared has voluntarily served as a Board Member with Made in Tasmania (1999 – 2003), At Your Service (2009 -2013), and charitable organisations Hobart City Mission, Permission to Eat Café and is currently a Board Member with Tasmanian School Canteen Association (2016 -)

Jared's focus in the area of education is equity in funding and the way families are active participants in the education of their child, both of which impact positively on a student's formal education enabling them to be active contributors to society.

Company Secretary: John O'Shannassy

M. Laws , M. Ed (Adult Ed), B Business, B Science (Elect Eng), Practitioner's Certificate in Mediation, Graduate Diploma of Company Secretarial Practice CSA, Advanced Certificate in Arbitration



John is a Principal Lawyer at Australian Corporate Lawyers & Advisors and is directly related to corporate governance where he ensures corporations have corporate governance policy and procedures in place. He has 16 years' experience in company secretarial services and designed governance and compliance for organisations and managed the ASIC, Austrac and NSW government compliance issues. John has led small and large teams and departments at various times, including roles as: General Counsel/Company Secretary at the University of Technology Sydney; Company Secretary/General Counsel at Apex; and governance and commercial advisory with Australian Corporate Lawyers & Advisors. In his spare time John enjoys participating in Surf Lifesaving, refereeing Rugby Union and Computer Programming

Board Meeting Attendance 2019-2020

| Australian Council of State School Organisations Ltd - Board Attendance Register - Current Directors | | | | | | | | |
|--|----------------|-----------------|---------------|----------------|---------------|-----------------|---------------------------------------|-------------------|
| Meeting Date | Andrew Bidwell | Kevin Goodworth | Sharron Healy | Jared Dickason | Susan O'leary | Sarah Jefferson | John O'Shannassy Company Secretary | Dianne Giblin CEO |
| 9-10/11/2019 | Present | Present | Present | Observer | Present | Present | Apology | In Attendance |
| 7-8/12/2019 | Present | Present | Present | Apology | Present | Present | Apology | In Attendance |
| 8-9/2/2020 | Present | Present | Present | Present | Present | Present | Teleconference | In Attendance |
| 25/03/2020 | Present | Present | Present | Apology | Present | Present | Present | In Attendance |
| 1/04/2020 | Present | Present | Present | Present | Present | Present | Apology | In Attendance |
| 15/04/2020 | Present | Present | Present | Present | Present | Present | Teleconference | In Attendance |
| 21/04/2020 | Present | Present | Present | Present | Present | Present | Present | In Attendance |
| 16/05/2020 | Present | Present | Present | Present | Present | Present | Apology | In Attendance |
| 15/08/2020 | Present | Present | Present | Apology | Present | Present | In Attendance | In Attendance |



From Left: 2019 AGM Roundtable. (from left) Kevan Goodworth, Andrew Bidwell, Guest Speaker: Prof. Sue Saltmarsh USQ, Sarah Jefferson, Hon, Dan Tehan Federal Minister for Education, Sharron Healy, Jared Dickason, Susan O'Leary

For Video Photo Presentation from 2019 AGM/Roundtable – [Please click here](#)

Member Representative Delegates

- ACT P&C Council - Cecelia Shlegel
- QLD P&C's – Sally Whelan
- Tasmanian Association State School Organisations – Lyn Spaulding & Deb McOrist - Mitchell
- Parents Victoria – Natalie Clemmet

External Reference Group Reports

To assist ACSSO in the develop of strong contemporary policy with regards to specific areas of education policy we have set up a number of external reference groups. These groups assist the working of the ACSSO board by adding their expertise and interest and facilitate discussions, respond to submissions and enquiries, and develop a draft position statement for advocacy

Membership of the External Reference Groups consist of Directors of the ACSSO Board, up to two representatives from ACSSO members and to 4 external persons with an interest in the specific policy area.

The group meets by various means, currently most through Microsoft Teams and provide a report to each meeting of the ACSSO Board

Student Well-being

This group has produced a draft position statement. The statement was presented to the May meeting of the ACSSO Board. Members will be attending a number of conferences to do with Mental Health and No Harm. Due to COVID 19 restrictions these conferences have been postponed

Rural, Regional and Remote Education

At the time of the ACSSO AGM this group will have met twice. Both meetings have been extremely informative and building the knowledge bank and capacity of the group. Prior to working on ACSSO's policy statement the group is concentrating on drafting ACSSO's response the National School Resourcing Board discussion paper on the funding loading for Rural and Remote Students

Early Childhood

Members of the Early Childhood Reference Group meet via teams and email. The groups position statement is ready for presentation to the Board. Members continue to share information and make comment particularly with the COVID-19 support of Early Learning facilities. Members also attended the Thrive by Five Launch which ACSSO has signed up to support.

Student with Additional Needs

This expert reference group has revised ACSSO policy on Special Education and reframed as Students with Additional Needs. This will also allow the group to encompass students identified as gifted. A draft policy will be presented in the new Board year

Aboriginal and Torres Strait Islander Education

Similarly, to the previous reference group – the Aboriginal and Torres Strait Islander reference group has spent considerable time in discussion – this has resulted in a draft position statement to be presented at the next Board Meeting.

Information Technology in the Classroom

The chair of this group has set up some rich resources to support discussions and gave valuable feedback to the discussions regarding access and support for students whilst schooling was isolated to home. As yet the membership of this group is yet to grow. This will be a focus in the 2020-2021 year in order for ACSSO to provide valuable and authentic feedback to the post COVID -19 discussions regarding remote learning.

Funding to Education

This group is yet to meet and in early stages of recruiting members.

If you would be interested in joining one of these groups, please email ceo@acssso.org.au

Reference Group Members

Andrew Bidwell (President) and Dianne Giblin (CEO) in all groups

Rural, Regional and Remote External Reference Group

- Kevan Goodworth (chair)
- Wendy Timperon
- Brian O'Neill
- Susan O'Leary
- Sally Whelan
- Kym Turner
- Jenny Swadling

Student Well Being

- Sharron Healy (Chair)
- Natasha Coster

Early Childhood

- Susan O’Leary (Chair)
- Helen Walker-Cook
- Natasha Coster
- Melodie Davies
- Helen Cooney
- Peter Garrigan

Students with Additional Needs

- Sarah Jefferson (Chair)
- Susan O’Leary
- Christina Holly
- Nigel Jones
- Peter Garrigan

Aboriginal and Torres Strait Islander Education

- Sarah Jefferson (chair)
- Susan O’Leary
- Robert Somerville
- Therese Sainty
- Peter Buckskin PSM
- Peter Garrigan

Information Technology in the Classroom

- Andrew Bidwell (Chair)

Funding to Education

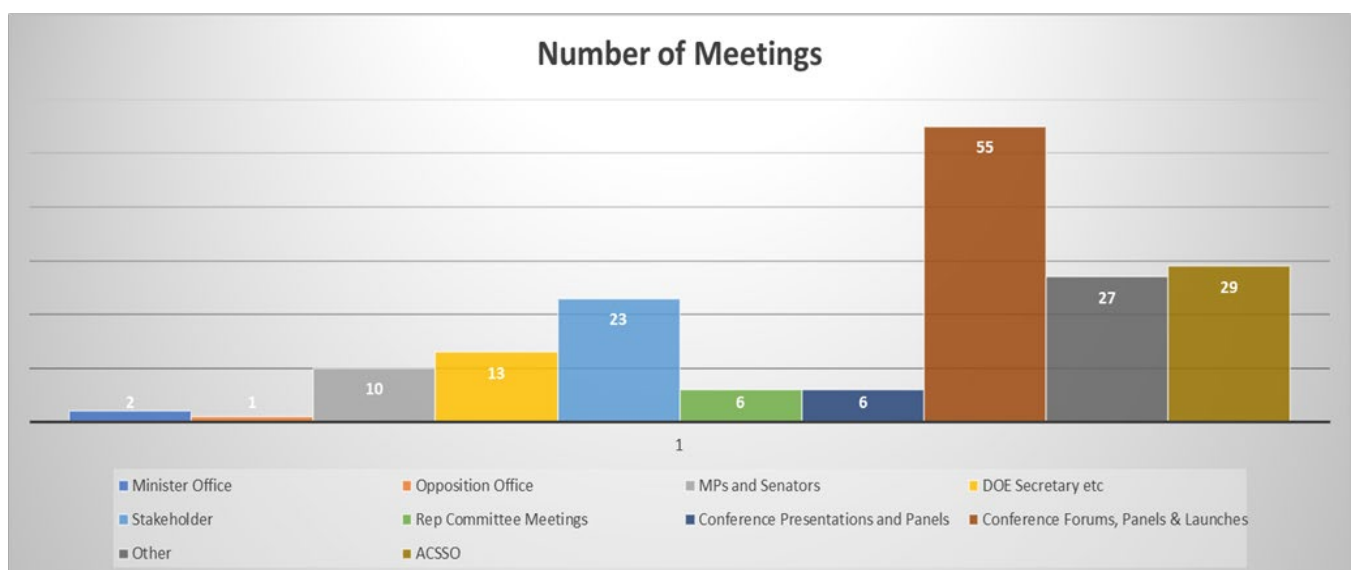
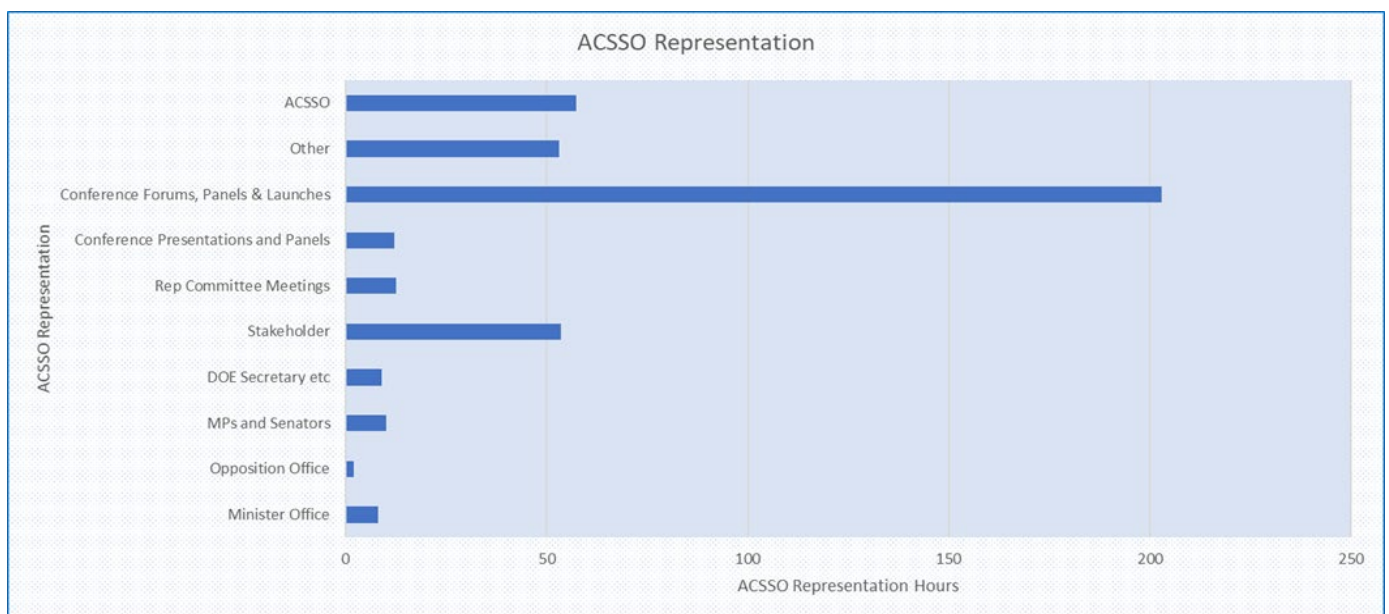
- Jared Dickason (Chair)
- Peter Garrigan
- Sharron Healy
- Glenn Savage

ACSSO Representation Snapshot

The ACSSO CEO and Board members are regularly required to represent the organisation at meeting, conferences etc. This can be either as a participant, presenter or in some instances both. The following graphs provide a quick snapshot of the key “meetings” attended. What they do *not* reflect is: -

- The hours reflect the duration of the meeting *not* the number of ACSSO attendees.
- Preparation and Follow-up time for each meeting.
- Travel time – whilst this was not a key factor in the latter part of this 2020.

As indicated below ACSSO representatives attended 172 essential meeting totalling 421 hours or ten working weeks.



Meet our Secretariat

Chief Executive Officer

Dianne Giblin AM, B.Ed (Adult) Dip Mgmt, Family Engagement Consultant



Di has worked in education in both paid and unpaid capacity for the past 32 years

Di has a passion for education, in particular public education, and the opportunities it affords young people. She has led the ACSO secretariat since 2011 but has been a significant player in parent activism since 1984 when her eldest child commenced school. She is proud of her four children's achievements – all successes of public education.

She has held various volunteer roles in the parent movement finishing her P&C career as President of the Federation of Parents and Citizens Associations of NSW.

Di was a founding Director of Public Education Foundation whose board position she held for six years, a founding Director of Primary Ethics Board and also a founding Director of The Parenthood board.

She worked in a paid capacity for the NSW education department in a number of roles across a large area of Sydney. Her roles were all in the area of parent engagement and home-school partnerships including school-based community officer, across district Community Development Officer and regional Partnership Officer – all through the Priority Schools Program.

Recognition of her work saw her commended for Meritorious Service to Public Education and Training in 2010. In 2012 Dianne was admitted as a Member in the General Division of the Order of Australia for her service to public education and the community

Di's greatest love is her family but coming a close second is her love of music. Whilst an amateur guitar player she likes to spend downtime with it, her grandchildren and her playing her vinyl albums on the new turntable.

Project Officer

Peter Garrigan



Peter became an active participant in the education of young Australians when his eldest child commenced preschool in the early 1990's. He became a member of the preschool committee quickly became involved in public education at a Territory and national level is a strong supporter of Public Education.

His 4 children, all undertook their education in the Norther Territory where Peter served on School Councils as a Member and Council Chair until his last child finished school. Concurrently he held several positions with the NT Council of Government School Organisations (NTCOGSO), the peak parent body in the NT, including that of President. NTCOGSO recognised his contribution to by granting him life membership.

Peter held a number of positions on the ACSSO Board and was honoured to serve as ACSSO President from 2009 to 2014. In 2016, Peter was awarded ACSSO Life membership.

Peter believes that a strong and vibrant public education is vital to the survival of Australia's democratic system. The guarantee of access to a free and quality public education should be a right accorded to every child in this country

Communications Officer

Kim Pick



Kim led and held various positions in her children's P&C for 13 continuous years, whilst all three daughters attended primary school. She was instrumental from conception to completion in the construction of a community cottage. This project increased parent participation in many areas. Kim participated and represented her school P&C at area and regional level and sat on many panels for staff selection both school and with local area.

Kim has been in business with her husband for 38 years, whilst maintaining an Executive Administration & Management career, more recently a complete change of direction she now owns and operates a small home beauty business.

She has an active lifestyle with a love of all sports, she coached school, club, and representative basketball teams for over 20 years, hobbies include photography and design and spending time with her four grandkids.

Administration Officer

Rebecca Ashford-Wykes



Bec works in our office 15 hours per week and assists with the day to day operations of ACCSO Ltd. Bec joins the team with a wealth of experience in a number of different roles. In particular, she has put her highly regarded organisational skills into practice which has made a significant impact on the day to day running of the ACCSO office.

Bec is passionate about health and wellbeing. She was previously a group fitness coordinator in a health and fitness centre where she wrote and delivered group exercise classes to a range of participants including many school groups. She was also team leader of customer service where she managed a database of several thousand fitness, gymnastics and childcare memberships. To take time out, Bec loves to camp at the beach with her family in their mobile caravan, creating experiences and making memories with her husband and 2 young children.

| | |
|---------------------|--|
| Bookkeeping: | Positive Balance Bookkeeping (Alison Dunne) |
| Auditor: | Pinnacle Taxation Services William Tomiczek |
| Solicitor: | MacDonnells Law Donna Pontane |
| IT Support: | Citisystems |
| Webhosting: | Formwork5 |

Communications Report

ACSSO Submissions and Media Releases

Submission 2020 Review of Disability Standards in Education

The Standards came into effect on 18 August 2005. They seek to ensure that students with disability can access and participate in education on the same basis as students without disability. Under the Legislation the Standards must be reviewed every 5 years. The Standards are subordinate legislation to the Disability Discrimination Act 1992 (the DDA); this means they sit under the Act. Under the DDA, it is unlawful to discriminate against a person because of a disability. The DDA protects people with disability against discrimination in many areas of public life, including education.

The purpose of the Standards is to clarify the education provisions of the DDA. They are intended to make it easier to understand the rights and obligations under the DDA.

The Standards cover:

- Enrolment
- Participation
- curriculum development, accreditation, and delivery
- student support services
- elimination of harassment and victimisation.

Submission to AITSL National Strategy to address teacher, school leader and other staff abuse - September 2020

The Australian Institute for Teaching and School Leadership (AITSL) is developing a national strategy to support schools to address abuse of teachers. The strategy will:

- Explore what leads to teacher, school leader and other school staff abuse related to their roles in schools
- Identify and assess existing policies and strategies to address this abuse
- Propose potential solutions

Response Supporting Australian Stories on our Screens - July 2020

On 12 December 2019, the Government released its response and implementation roadmap to the ACCC's Digital Platforms Inquiry. In its response, the Government committed to a staged process to reform media regulation towards a platform-neutral regulatory framework covering both online and offline delivery of media content to Australian consumers.

The Government identified Australian content obligations as one of the first issues it would focus on and that it would release an options paper co-authored by the ACMA and Screen Australia to look at how best to support Australian stories on our screens in a modern, multi-platform environment.

Response to the Religious Freedoms Bill - June 2020

Under the all-encompassing title of Religious Freedom Bills, the Australian Government invited submissions on the second exposure drafts of a package of legislation on religious freedom. These are the:

- Religious Discrimination Bill 2019
- Religious Discrimination (Consequential Amendments) Bill 2019
- Human Rights Legislation Amendment (Freedom of Religious) Bill 2019

Response to COVID -19 June 2020

On 8 April 2020, the Senate resolved to establish a Select Committee on COVID-19 to inquire into the Australian Government's response to the COVID-19 pandemic.

Submission - National Architecture Review Taskforce April 2020

The purpose of this Review is to identify the most effective, efficient, and enduring institutional and governance arrangements to support the National School Reform Agreement and other national priorities for schooling as determined by the COAG Education Council. The national architecture for schooling is currently defined by the Australian Curriculum Assessment and Reporting Authority (ACARA), the Australian Institute for Teaching and School Leadership (AITSL) and Education Services Australia (ESA).

Submission - Response to the Review of NAPLAN 2020

NAPLAN has been in place since 2008 and is evolving with the introduction of online testing. Noting changes in the broader education landscape, both nationally and within states and territories, it's important to consider how NAPLAN can continue to support an effective and contemporary national assessment environment. In September 2019, a comprehensive review of NAPLAN was announced to be jointly delivered by the state governments of the Australian Capital Territory, New South Wales, Queensland and Victoria. The purpose of the review is to identify what a standardised testing regime in Australian schools should deliver, assess how well NAPLAN achieves this, and identify short and longer-term improvements that can be made.

Submission to the Senate Inquiry - Australian Education Amendment (Direct Measure of Income) Bill 2020 - March 2020

On 27 February 2020, the Senate referred the provisions of the Australian Education Amendment (Direct Measure of Income) Bill 2020 to the Education and Employment Legislation Committee for inquiry and report by 1 May 2020.

The amendments would introduce a new measure of income methodology for calculating a school community's capacity to contribute financially to a non-government school; enable adjustments to be made to the transition pathways of non-government schools to a nationally consistent Commonwealth share of the Schooling Resource Standard; and provide the authority and appropriation for the Commonwealth to make GST-inclusive payments where necessary.

Media Releases

- 07-10-2020 ACSSO Media Release - Big Spending Little Vision
- 27-09-2020 ACSSO Media Release - Vale Susan Ryan AO a pioneer advocate
- 07-08-2020 ACSSO Media Release - National Principal's Day 2020
- 06-2020 ACSSO Response to Covid-19
- 28-05-2020 ACSSO Media Release - Public Education Day 2020
- 26-05-2020 ACSSO Media Release - Sorry Day 2020
- 22-05-2020 ACSSO Media Release - What can we learn from families in this time of crisis
- 22-05-2020 ACSSO National Parent Survey Summary
- 15-05-2020 Improving Hygiene?...Maybe - additional \$\$\$ to non-government schools
- 30-04-2020 Funding Advance is Outrageous
- 19-3-2020 National Day of Action March 2020 - Bullying, No Way
- 17-3-2020 Harmony Week 2020

e-Newsletter

ACSSO produces and e-Newsletter each month and highlights the work of the organisation as well as links and connections to other organisations, information, and events relevant to our school communities.

This year ACSSO produced 11 monthly e-Newsletters and two special newsletters. The two special newsletters were aimed at supporting families with the challenges out nation faced due to the bushfires and COVID-19.

If we examine our metrics across the board, we get a good idea of how our e-Newsletter is performing.

According to Campaign Monitor marketing tools the average open rate for e-Newsletters is between 15-25%; our overall average was 21.39% with the November edition being 27.3% and our lowest being the February edition of 19.6% (communities busy with bushfires at this point) – overall our open rate was above average.

Similarly, for successful newsletters the average click through rate is 2.5%; our lowest measured at 5.19% and was as high as 35.09% - with the average at 3.35%

These statistics do not include the unique opens which are up to 25% of the actual opened e-newsletters; they are reached through both social media and forwarding to others by individuals.

Social Media

From follower counts to post engagement percentages, the world of social media metrics can be confusing to wade into. Having a handle on the metrics that matter is going to help ACSO improve its social media strategy, enabling us to grow our base and potentially improve family engagement through the power of social media.

Overall, this year has produced pleasing results across our social media channels with Australian Council of State School Council Organisations' Facebook page and ACSO twitter being the major accounts.

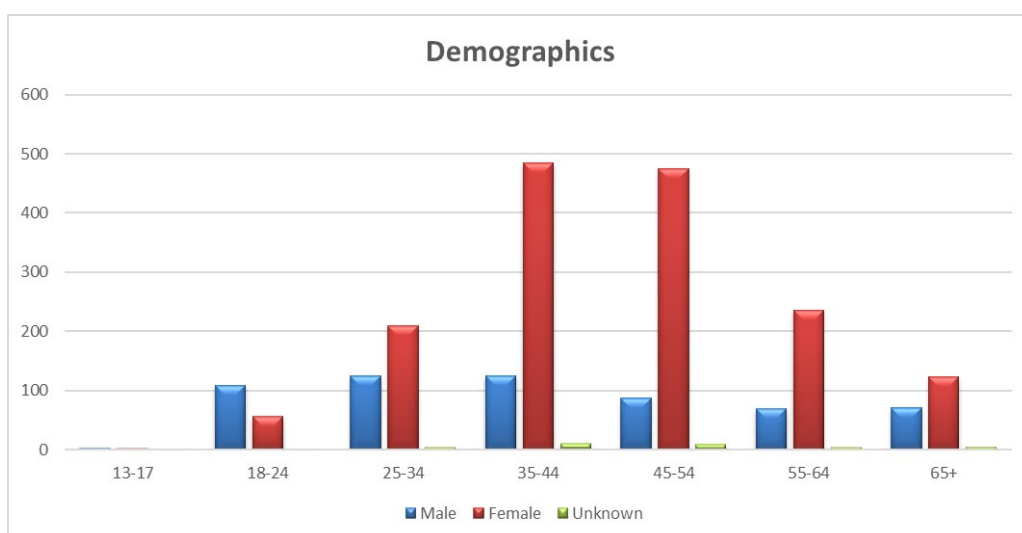
Reach

Reach is a measure to how many people ACSO and our content are getting in front of. Reach is a metric that everyone using social media is closely monitoring and continuously working to improve. Strong reach is an indication of strong ACSO awareness

This being our first year on a new analytical platform, comparative figures have still to be calculated manually - across Facebook (Australian Council of State School Organisations; Parents Australia and Family Engagement Network) our reach has significantly improved. This does not include our homepage *Australian Acso* in which analytics are not able to be collected.

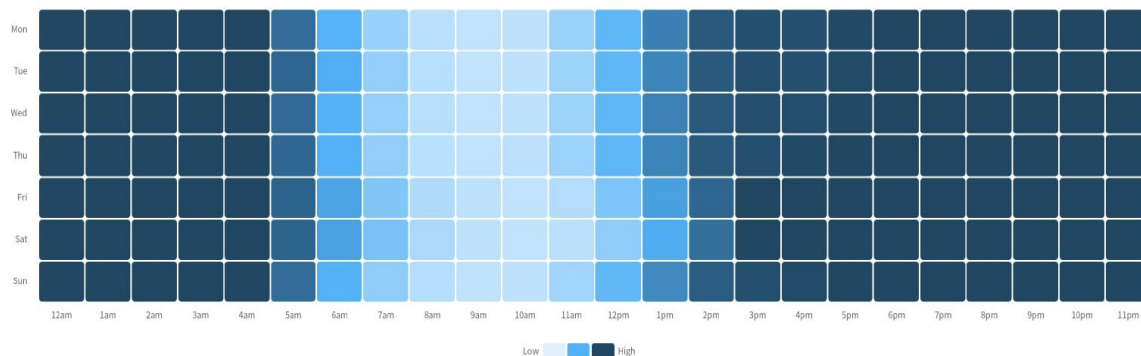
With the use of the new platform we have made a 100% increase in the number of posts, enabling a wider coverage of relevant issues, and reaching a greater audience.

It is pleasing to report that 65% of our reach is our target audience. Whilst the majority (65%) of those are female we are working on continual effort to target the males.



In order to attract a younger audience, we have introduced Instagram, we are currently reviewing improvements in this area. Measuring has been a test this year, but the foundation in a new analytical platform is now laid for the future. The platform is used on all posts across our channels and is proving to be an effective tool with improvements being made regularly.

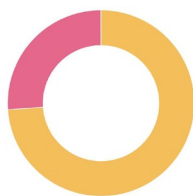
When is our Facebook Audience online?



Engagement

Engagement is the social media metric that lets us know how many people are interacting with our content. Engagement can come in several forms, such as comments, shares, likes, clicks, and saves. ACSSO engagement rate for the 2019/2020 year with Facebook was 38,600 (38.6K).

Our social media engagement rate tells us how interested our audience is in our message, plus what content resonates and what content does not.



Impressions are the total number of times social media browsers have been showed your content. Impressions are different than reach because it does not count people who click or engage with our content, just those who are exposed to it. 73.9% of ACSSO Facebook impressions are Organic in nature

● Organic impressions ● Paid impressions

Social networks are one of the fastest growing industries in the world and with the Social media penetration in Australia currently at 71%. The use of Social media by ACSSO becomes a priority.

Getting the message out

It was evident that video was an effective form of medium to attract connection, this year we introduced short videos to highlight events and issues. Our Harmony Day, for example video had our highest impressions with a great reach of 5,348 across Facebook,

All our videos are available on our website – to view just [click here](#)

Information gathering

Our biggest reach with families today is through social media – we use this medium to gain insight and promote concepts and engage discussion with larger group- particularly those untapped through the regular parent consultation in schools.



One example recently was the role of fathers - promote the importance of the role of fathers / male mentors we took the opportunity to highlight Father's Day. Leading in with a series of Dad jokes we then asked the audience to name one thing their dad / male role model has taught them.

This post attracted a significant amount of commentary, very useful for our Family Engagement work.

As expected, there were some less positive comments as people expressed their disappointment however, that to provides an extremely useful insight into how important and significant this role is.

Sharing information from and with kindred organisations

ACSSO continues to work closely with organisations that have similar goals. We are regularly sought to share information across our networks – recognised as an organisation that has a large reach and with high integrity

ACSSO is an ongoing supported of the Public Education Foundation and the work that it does to use philanthropic donations to award "life changing scholarships" We continually promote their scholarships and research in support of their goals. We received this note from the Public Education Foundation, our post on Instagram of their video was our top post:



"We're really grateful for the promotion of our campaign and for featuring again in your September newsletter, cheers"



Many issues are shared amongst our colleagues in the non-government sector. Our Parents Australia page contains useful and relevant information that support as all families. We aim to provide families with relevant, intime information.

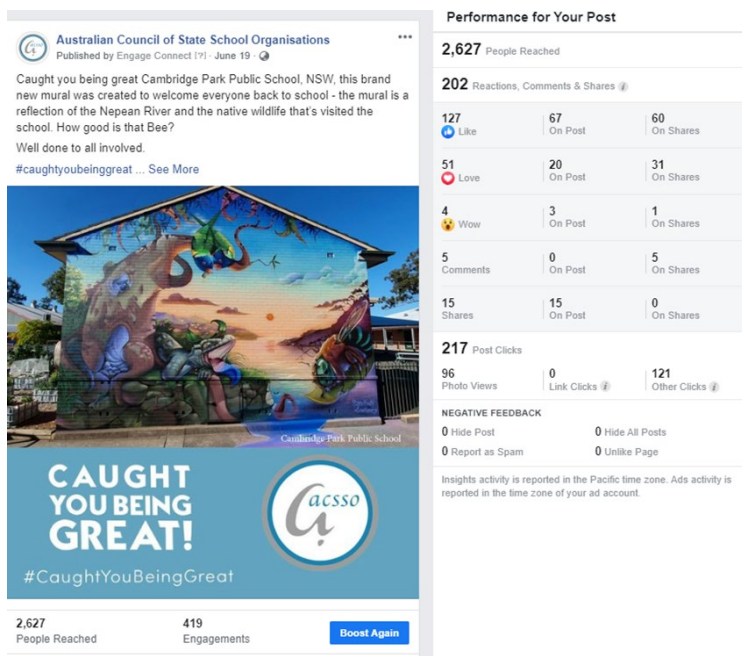
ACSSO has been a long-term supporter of Walk Safely to School Day and continues to support the Pedestrian Council with its work in the promotion of child safety when walking on and near roads. It is also a great promotion for healthy living and sustainability We actively 'walk the talk" and reflect that at the end of the day with a short video



Caught you being great

Now in its second year, ACSSO uses this medium to promote great things in public education. This is one of our most well received campaigns. All schools or relevant persons are notified, and links sent to share in their community. This assists in raising the awareness of ACSSO and attracts more followers to our page.

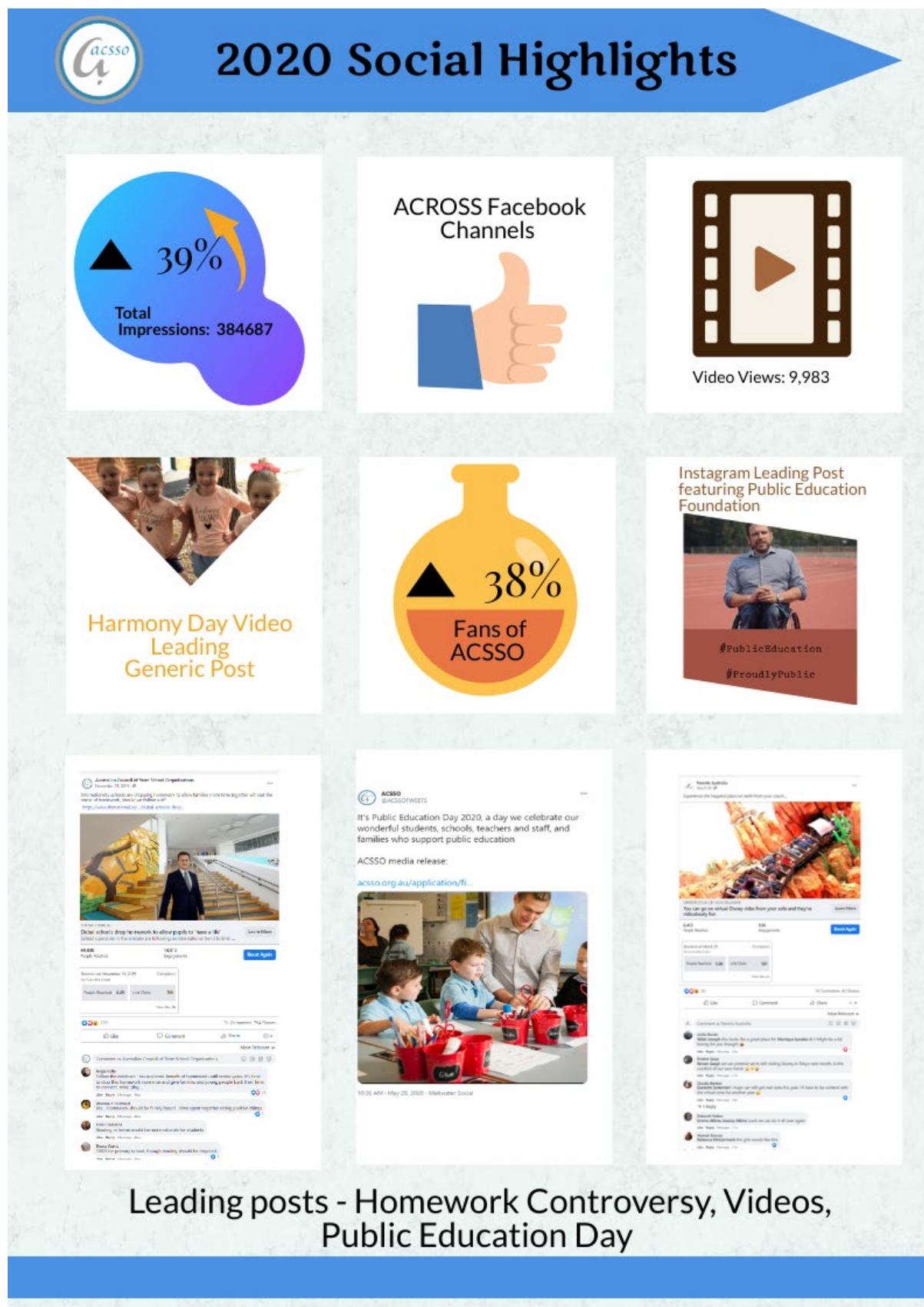
Some examples



This was a CYBG post on 19th June, it had 15 shares alone from our main page. This post was boosted and had an eventual reach of 2,500 however 1300 were organic, this was one of our higher posts for the year



2020 Social Highlights



RECORD OF OFFICE BEARERS

| Term | President | | Hon Secretary/Treasurer | |
|-------------|------------------|-----|--------------------------------|-----|
| 1946/1947 | Cr JT Gray | VIC | Mr HJ Hawker | VIC |
| 1947/1948 | Cr JT Gray | VIC | Mr V | VIC |
| 1948/1949 | Cr JT Gray | VIC | Mr LE Phillips | VIC |
| 1949/1950 | Cr JT Gray | VIC | Mr LE Phillips | VIC |
| 1950/1951 | Cr JT Gray | VIC | Mr LE Phillips | VIC |
| 1951/1952 | Mr SF Leibert | NSW | Mr AW Harrison | NSW |
| 1952/1953 | Mr SF Leibert | NSW | Mr AW Harrison | NSW |
| 1953/1954 | Mr SF Leibert | NSW | Mr AW Harrison | NSW |
| 1954/1955 | Mr DW Bruse | SA | Mr AW Harrison | NSW |
| 1955/1956 | Mr DW Bruse | SA | Mr CW Reed | SA |
| 1956/1957 | Mr DW Bruse | SA | Mrs U Brown | NSW |
| 1957/1958 | Mr JW Wood | VIC | Mrs U Brown | NSW |
| 1958/1959 | Mr JW Wood | VIC | Mrs U Brown | NSW |
| 1960/1961 | Mr GB Edwards | TAS | Mrs DA Denehey | TAS |
| 1961/1962 | Mr AG Bond | NSW | Mrs DA Denehey | TAS |
| 1962/1963 | Mr AG Bond | NSW | Mrs DA Denehey | TAS |
| 1963/1964 | Mr AG Bond | NSW | Mrs DA Denehey | TAS |
| 1964/1965 | Mr JT Dunn | VIC | Mrs GA Michod | NSW |
| 1965/1966 | Mr JT Dunn | VIC | Mrs GA Michod | NSW |
| 1966/1967 | Mr JT Dunn | VIC | Mrs GA Michod | NSW |
| 1967/1968 | Mr RE King | SA | Mrs AN Simon | SA |
| 1968/1969 | Mr RG Kitchen | VIC | Mr RM Russell | VIC |
| 1969/1970 | Mr RG Kitchen | VIC | Mr RM Russell | VIC |
| | | | Mrs DA Denehey | NSW |
| 1970/1971 | Mr RG Kitchen | VIC | Dr WM McKenzie | VIC |
| 1971/1972 | Mr JP Jensen | WA | Mr RH Russell | WA |
| 1972/1973 | Mr JWN Riddell | ACT | Mr RH Russell | WA |
| | | | Mrs BS Backhouse | NSW |
| 1973/1974 | Mr G Helyar | NT | Mrs S Berg OAM | NSW |
| 1974/1975 | Mr G Helyar | NT | Mrs S Berg OAM | NSW |
| 1975/1976 | Mrs J Kimer | VIC | Mr CR Bridge | WA |

One voice for every child in public education

| Term | President | | Hon Secretary/Treasurer | |
|-------------|--------------------|-----|--------------------------------|-----|
| 1976/1977 | Mrs J Kimer | VIC | Mrs D Totthill | SA |
| 1977/1978 | Mrs J Kimer | VIC | Mrs D Totthill | SA |
| 1978/1979 | Mrs J Brown | NSW | Mrs M Walker | TAS |
| 1979/1980 | Mrs J Brown | NSW | Mr R Clarke | TAS |
| | | | Mrs T Cohen | NSW |
| 1980/1981 | Mrs J Brown | NSW | Mr I Wilson | SA |
| 1981/1982 | Mr A Ketley | ACT | Mr I Wilson | SA |
| 1982/1983 | Mr A Ketley | ACT | Mrs P Smith | NSW |
| 1983/1984 | Ms P Reeve | VIC | Mr W Heath | QLD |
| 1984/1985 | Ms P Reeve | VIC | Mr W Heath | QLD |
| 1985/1986 | Ms P Reeve | VIC | Mr W Heath | QLD |
| 1986/1987 | Ms S Allen | NSW | Mr J Pinney | NT |
| 1987/1988 | Ms S Allen | NSW | Mr J Pinney | NT |
| 1988/1989 | Ms S Allen | NSW | Mr D Forrester | WA |
| 1989/1990 | Ms W Morris | VIC | Mr D Forrester | WA |
| 1990/1991 | Ms W Morris | VIC | Ms A Bell | NSW |
| 1991/1992 | Ms W Morris | VIC | Ms A Bell | NSW |
| 1992/1993 | Mr R Creswick | NT | Ms A Bell | NSW |
| 1993/1994 | Mr R Creswick | NT | Ms A Bell | NSW |
| 1994/1995 | Mr R Creswick | NT | Ms A Bell | NSW |
| 1995/1996 | Mr K Staples | VIC | Ms R Hume | QLD |
| 1996/1997 | Mr K Staples | VIC | Ms B Baker | NSW |
| 1997/1998 | Dr I Morgan | ACT | Ms A Bell | NSW |
| 1998/1999 | Dr I Morgan | ACT | Ms A Bell | NSW |
| 1999/2000 | Dr I Morgan | ACT | Ms Julie Collins | NSW |
| 2000/2001 | Mr R Molesworth | NSW | Mr I Morris | NSW |
| 2001/2002 | Mr R Molesworth | NSW | Ms Shelley Norrish | WA |
| 2002/2003 | Ms Judith Bundy | SA | Ms Julie Collins | NSW |
| | | | Mr Rob Wilton | ACT |
| 2003/2004 | Ms Judith Bundy | SA | Mr Les Smith | SA |
| 2004/2005 | Ms Judith Bundy | SA | Mr Les Smith | SA |
| 2005/2006 | Ms Jennifer Branch | TAS | Ms Margaret Black | QLD |
| 2006/2007 | Ms Jennifer Branch | TAS | Ms Margaret Black | QLD |

One voice for every child in public education

| Term | President | | Hon Secretary/Treasurer | |
|-------------|------------------------------------|-----------|---|-------------------------|
| 2007/2008 | Ms Jennifer Branch | TAS | Ms Janeen Giddings | NSW |
| 2008/2009 | Mr Steve Carter/ Mr Peter Garrigan | NT/N T | Ms Janeen Giddings Ms Jennifer Branch Mr Antony Falkingham Mr Peter Garrigan | NSW TAS VIC NT |
| 2009/2010 | Mr Peter Garrigan | NT | Ms Lindie Read Ms Lisa Rothwell | TAS NT |
| 2010/2011 | Mr Peter Garrigan | NT | Ms Lisa Rothwell | NT |
| 2011/2012 | Mr Peter Garrigan | NT | Ms Lisa Rothwell | NT |
| 2012/2013 | Mr Peter Garrigan | NT | Ms Judith Bundy AM | SA |
| 2013/2014 | Mr Peter Garrigan | NT | Ms Judith Bundy AM | SA |
| 2014/2015 | Ms Margaret Leary | QLD | | |
| | President/Chair | | Company Secretary | |
| 2015/2016 | Mr Phillip Spratt | TAS | Mrs Dianne Giblin AM (interim) | |
| 2016/2017 | Mr Phillip Spratt | TAS | Mr John O'Shannassy | |
| 2017/2018 | Mr Phillip Spratt | TAS | Mr John O'Shannassy | |
| 2018/2019 | Mr Phillip Spratt | TAS | Mr John O'Shannassy | |
| 2019/2020 | Mr Kevan Goodworth OAM | QLD | Mr John O'Shannassy | |
| 2020/2021 | Mr Andrew Bidwell | ACT | Mr John O'Shannassy | |

Tribute to ACSSO family, who have sadly passed this year

Vale - Susan Ryan AO



Susan was indeed a leader, and from her leadership role in ACSSO she went on to pave a career in politics and public life – moving on to be Labor’s first female Senator, Minister for Education and Youth in the Hawke years. As Education Minister, Susan saw school retention rates double and universities and TAFEs grow significantly. She was the first Minister for the Status of Women, in this role initiated extensive antidiscrimination and equal opportunity legislation, including the landmark Sex Discrimination Act 1984 and the Affirmative Action Act 1986.

As Australia’s first Age Discrimination Commissioner she was highly effective in drawing attention to the extent of discrimination against older people. She commissioned ground-breaking research into ageism and disability discrimination and conducted the first national enquiry into workplace discrimination against older Australians and Australians with disability.

” Such a great loss to our nation; Susan was a pioneer in many fields – with her beginnings as the first full time Executive Officer of ACSSO in 1973” said Andrew Bidwell, ACSSO President

“Ms Ryan was an amazing supporter of parent advocacy, when addressing our 70th Anniversary Dinner in 2017, she spoke of the many stories in the fight for a fair, accessible Public Education system and the parents’ right to advocate and engage in the education of their child”

“From her beginnings in ACSSO, Susan Ryan AO, became a pioneer for those most marginalised – a true champion. Her passing is a huge loss, we send our deepest condolences to those she has left behind and thank her for her amazing contribution to our nation” Mr Bidwell concluded

Susan was awarded an AO for services to the Australian parliament in 1990

Vale - Shirley Berg OAM,

A former ACSSO VP, Shirley was the President of NSW P&C Federation from 1983-88. She was ACSSO VP during that period.

Shirley was in the forefront of the fight for Public Education, she was particularly passionate and a member of D.O.G.S (defence of government schools).

She was a leader in the field of Aboriginal Education and the Disadvantage Schools Program

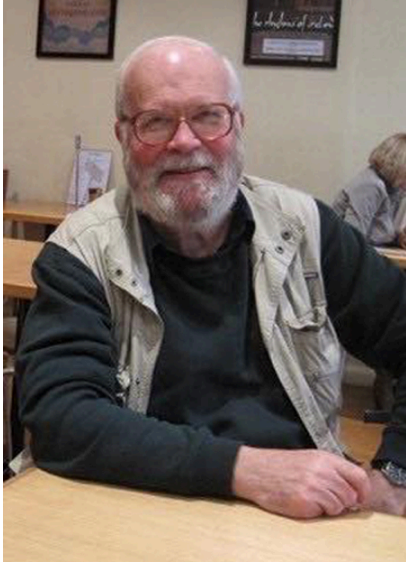
Former ACSSO President, Pat Reeve today said "Shirley was a staunch and passionate advocate for public schools. We worked together on the ACSSO Board through the tumultuous days when public/state schools struggled for adequate resources including sufficient qualified staff to cater for the full range of student needs. Despite significant improvements since that time the struggle continues as inequality continues to be a scourge on the Australian community. Thanks to Shirley and so many other parents and committed teachers there is a foundation which current activists are building on."

ACSSO CEO Dianne Giblin states: "I was fortunate to benefit from the wisdom and experience of Shirley during my time as the NSW P&C President. She was the most passionate supporter of kids and families I've ever had the pleasure of knowing. She constantly kept her eye on what was happening in Education today and would regularly check in to "see how ACSSO was travelling" and offer me the benefit of her wisdom"



Vale - Graeme Evans

Graeme was a former member of ACSSO Executive, representing the ACT P&C Council.



Graeme had a fantastic knowledge of education history and was a staunch supporter of public education.

ACSSO Life Member and Former President Peter Garrigan said he would always remember Graeme for the wealth of knowledge, dedication to, and passion for, public education that he brought to ACSSO. When Graeme and Joan Kellett (representing the ACT) attended ACSSO conferences they would always stay at youth hostels as a means of “saving money” They would walk in the door, Graeme with his trademark vest and the hat, and you knew it was “double trouble” time.

Graeme’s involvement in P&Cs and ACT P&C Council stretched across several decades. He was an active member of his children’s schools, and their P&Cs, and was a

representative for Lake Ginninderra College for over 25 years. Graeme was made a Life Member of ACT P&C Council in 2012, represented the ACT on ACSSO for many years and continued to contribute to public education until shortly before his death.

Viv Pearce, a former ACSSO executive member and fellow Life Member of ACT P&C Council, said that Graeme was a friend, a mentor and a gentleman. His quick mind and strong advocacy made a difference to those who had the pleasure of knowing him. He fought for a better deal for disadvantaged families and he was a great supporter of sustainability.

As a foundation member of the ACT P&C’s Council’s Disability Working Group, Graeme fought strongly for families of students with a disability to be heard. He was also an advocate for Australia’s First Nation people.

Graeme’s commitment to the role and work of ACSSO and ACT P&C Council was exemplary. His thoughtful ideas, sharp wit and humour will be sadly missed by all who knew him.

His strong editorial skills and support were crucial in helping formulate a policy on Sustainable Schools for ACT P&C Council. This same policy was essentially adopted by ACSSO in 2011

Audited Financial Statements to 30 June 2020

| | |
|---|----|
| Directors' Report | 46 |
| Directors' Declaration | 49 |
| Compilation Report | 50 |
| Independent Auditor's Report | 51 |
| Auditor's Independence Declaration | 54 |
| Detailed Statement of Financial Performance | 55 |
| Detailed Statement of Financial Position | 57 |
| Statement of Cash Flows | 59 |
| Notes to the Financial Statements | 61 |

**Australian Council of State
School Organisations Limited**

ABN 51 319 893 516

Financial Statements
For the year ended 30 June 2020

Australian Council of State School Organisations Limited
ABN 51 319 893 516

Contents

Directors' Report

Directors' Declaration

Compilation Report

Independent Auditor's Report

Auditor's Independence Declaration

Detailed Statement of Financial Performance

Detailed Statement of Financial Position

Statement of Cash Flows

Notes to the Financial Statements

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Directors' Report

Your directors present this report on the company for the financial year ended 30 June 2020.

Directors

The names of the directors in office at any time during or since the end of the year are:

Kevan Goodworth
Sharron Healy
John O'Shannassy
Andrew Bidwell
Susan O'Leary
Sarah Jefferson
Jared Dickason
Dr Fiona McGaughey

Directors have been in office since the start of the financial year to the date of this report unless otherwise stated.

Operating Result

The loss of the company for the financial year after providing for income tax amounted to:

| Year ended | Year ended |
|--------------|--------------|
| 30 June 2020 | 30 June 2019 |
| \$ | \$ |
| 63,825.59 | (150,963.49) |

Significant Changes in the State of Affairs

No significant changes in the company's state of affairs occurred during the financial year.

Principal Activities

The principal activities of the company during the course of the year were promote public understanding of the role of public education and of national education issues with Australia. No significant change in the nature of these activities occurred during the year.

After Balance Date Events

No matters or circumstances have arisen since the end of the financial year which 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 subsequent financial years.

Future Developments

The company expects to maintain the present status and level of operations and hence there are no likely developments in the operations in future financial years.

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Directors' Report

Environmental Issues

The company's operations are not regulated by any significant environmental regulation under a law of the Commonwealth or of a State or Territory.

Dividends

No dividends were declared or paid since the start of the financial year. No recommendation for payment of dividends has been made.

Options

No options over issued shares or interests in the company were granted during or since the end of the financial year and there were no options outstanding at the date of this report.

Directors' Benefits

No director has received or has become entitled to receive, during or since the financial year, a benefit because of a contract made by the company or related body corporate with a director, a firm which a director is a member or an entity in which a director has a substantial financial interest.

This statement excludes a benefit included in the aggregate amount of emoluments received or due and receivable by directors shown in the company's accounts, or the fixed salary of a full-time employee of the company or related body corporate.

Indemnifying Officer or Auditor

No indemnities have been given or agreed to be given or insurance premiums paid or agreed to be paid, during or since the end of the financial year, to any person who is or has been an officer or auditor of the company.

Proceedings on Behalf of Company

No person has applied for leave of Court to bring proceedings on behalf of the company or intervene in any proceedings to which the company is a party for the purpose of taking responsibility on behalf of the company for all or any part of those proceedings. The company was not a party to any such proceedings during the year.

Auditors Independence Declaration

A copy of the auditor's independence declaration as required under section 307C of the Corporations Act 2001 has been included.

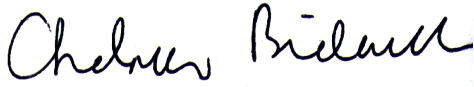
The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Directors' Report

Signed in accordance with a resolution of the Board of Directors:



Andrew Bidwell
Director



Sharron Healy
Director

Dated: **27/10/2020**

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

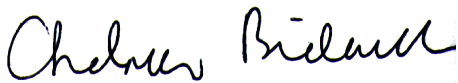
ABN 51 319 893 516

Directors' Declaration

The directors of the company declare that:

1. the financial statements and notes are in accordance with the Corporations Act 2001 and:
 - (a) comply with Accounting Standards and the Corporations Regulations; and
 - (b) give a true and fair view of the company's financial position as at 30 June 2020 and of its performance for the year ended on that date;
2. 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.

This declaration is made in accordance with a resolution of the Board of Directors.



Andrew Bidwell
Director



Sharron Healy
Director

Dated: **27/10/2020**

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Compilation Report to Australian Council of State School Organisations Limited

We have compiled the accompanying general purpose financial statements of Australian Council of State School Organisations Limited, which comprise the Statement of Profit or Loss and Other Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows and Statement of Financial Position as at 30 June 2020, a summary of significant accounting policies and other explanatory notes. These have been prepared in accordance with the financial reporting framework described in Note 1 to the financial statements.

The Responsibility of the Directors

The directors of Australian Council of State School Organisations Limited of Australian Council of State School Organisations Limited are solely responsible for the information contained in the general purpose financial statements and the reliability, accuracy and completeness of the information.

Our Responsibility

On the basis of information provided by the directors, we have compiled the accompanying general purpose financial statements in accordance with the financial reporting framework and APES 315 Compilation of Financial Information.

We have applied our expertise in accounting and financial reporting to compile these financial statements in accordance with Australian Accounting Standards. We have complied with the relevant ethical requirements of APES 110 Code of Ethics for Professional Accountants (including Independence Standards).

Assurance Disclaimer

Since a compilation engagement is not an assurance engagement, we are not required to verify the reliability, accuracy or completeness of the information provided to us by management to compile these financial statements. Accordingly, we do not express an audit opinion or a review conclusion on these financial statements.

The general purpose financial statements were compiled for the benefit of the directors who are responsible for the reliability, accuracy and completeness of the information used to compile them. We do not accept responsibility for the contents of the general purpose financial statements.



Pinnacle Taxation Services
Level 1, 82 Henry Street
Penrith NSW

7 October, 2020

Australian Council of State School Organisations Limited ABN 51 319 893 516

Independent Auditor's Report

Report on the Audit of the Financial Report

Opinion

We have audited the financial report of Australian Council of State School Organisations Limited (the company), which comprises the statement of financial position as at 30 June 2020, 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 to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In our opinion:

- a. the accompanying financial report of Australian Council of State School Organisations Limited is in accordance with the Corporations Act 2001, including:
 - (i) giving a true and fair view of the company's financial position as at 30 June 2020 and of its performance for the year then ended; and
 - (ii) complying with Australian Accounting Standards and the Corporations Regulations 2001; and
- b. the financial report also complies with International Financial Reporting Standards as disclosed in Note 1

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.

Information Other than the Financial Report and Auditor's Report Thereon

The directors are responsible for the other information. The other information comprises the information included in the company's annual report for the year ended 30 June 2020, but does not include the financial report and our auditor's report thereon. Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon. In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Australian Council of State School Organisations Limited ABN 51 319 893 516

Independent Auditor's Report

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 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 the 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.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the company to express an opinion on the financial report. We are responsible for the direction, supervision and performance of the company audit. We remain solely responsible for our audit opinion.

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.

Australian Council of State School Organisations Limited ABN 51 319 893 516

Independent Auditor's Report

Signed on 27 October, 2020:



William Tomiczek, Registered Company Auditor

William Tomiczek

66 Emu Plains, Mt Riverview, NSW

Australian Council of State School Organisations Limited ABN 51 319 893 516

Auditor's Independence Declaration

**UNDER SECTION 307C OF THE CORPORATIONS ACT 2001
To THE DIRECTORS OF: Australian Council of State School Organisations Limited**

I declare that, to the best of my knowledge and belief, during the year ended 30 June 2020 there have been :

- (i) no contraventions of the auditor independence requirements as set out in the Corporations Act 2001 in relation to the Audit; and
- (ii) no contraventions of any applicable code of professional conduct in relation to the audit

William Tomiczek
William Tomiczek, Registered Company Auditor
66 Emu Plains, Mt Riverview, NSW



27 / 10 / 2020

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited**ABN 51 319 893 516****Detailed Statement of Financial Performance****For the year ended 30 June 2020**

| | 2020 \$ | 2019 \$ |
|---------------------------------------|--------------|-------------|
| Income | | |
| Department Funded Projects | 265,000.00 | 318,000.00 |
| Global Giving Grant | 921,054.62 | 387,169.89 |
| Affiliate Fees | 34,796.80 | 29,050.00 |
| Interest received | 316.64 | 1,198.56 |
| Return of unused Bureau funds | | (89,505.03) |
| Other Income | | 53,934.55 |
| Cash flow boost | 25,772.50 | |
| Total income | 1,246,940.56 | 699,847.97 |
| Expenses | | |
| Accountancy | 3,800.00 | 3,800.00 |
| Accommodation | 25,863.57 | 20,742.85 |
| Administration | 3,138.06 | 2,109.23 |
| Advertising and promotion | 7,585.00 | 340.00 |
| Audit fees | 2,000.00 | 2,000.00 |
| Bank Fees And Charges | 65.96 | 136.71 |
| Bookkeeping Fees | 4,760.00 | 5,460.00 |
| Communications | 16,950.17 | 1,961.43 |
| Computer Maintenance | 10,481.32 | 14,334.46 |
| Conference expenses | 2,603.32 | 5,100.27 |
| Donations | 7,500.00 | 5,150.00 |
| Electricity | 1,562.57 | |
| Filing Fees | 640.83 | 1,021.00 |
| Insurance | 5,826.57 | 9,381.70 |
| Meals | 3,666.30 | 5,665.05 |
| Meeting expenses | 1,530.21 | 13,294.22 |
| Postage | 1,056.05 | 481.39 |
| Professional Development | 20,418.07 | 12,352.96 |
| Printing Costs | 884.96 | 85.35 |
| Office Equipment | 5,209.72 | 7,993.16 |
| Office Supplies | 3,318.22 | 1,355.48 |
| Salaries | 159,533.96 | 219,490.31 |
| Provision for annual leave | 9,692.52 | 17,027.90 |
| Provision for long service leave | 2,056.79 | 15,855.26 |
| Provision for Redundancy | 3,222.88 | 37,954.84 |
| Pulse Communications P'ship Agreement | 802,957.36 | 337,220.55 |

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Detailed Statement of Financial Performance

For the year ended 30 June 2020

| | 2020 | 2019 |
|---|------------------|---------------------|
| | \$ | \$ |
| Membership And Subscriptions | 8,140.69 | 13,951.48 |
| Superannuation | 14,977.44 | 20,154.51 |
| Telephone | 4,626.04 | 5,644.90 |
| Travel | 41,904.91 | 56,397.45 |
| Website hosting | 7,141.48 | 5,549.00 |
| Video & Filming | | 8,800.00 |
| Total expenses | 1,183,114.97 | 850,811.46 |
| Profit (Loss) from Ordinary Activities before income tax | 63,825.59 | (150,963.49) |

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited**ABN 51 319 893 516****Detailed Statement of Financial Position as at 30 June 2020**

| | 2020 | 2019 |
|--------------------------------------|-----------------------------|-----------------------------|
| | \$ | \$ |
| Current Assets | | |
| Cash Assets | | |
| Westpac 13-3547 [ACSSO Working] | 18,946.64 | 5,363.51 |
| Westpac 13-3563 [ACSSO Cash Res] | 198,550.93 | 118,873.57 |
| Westpac 13-3555 [ACSSO Debit Card] | 4,457.16 | 6,765.71 |
| | <u>221,954.73</u> | <u>131,002.79</u> |
| Receivables | | |
| Trade Receivables | 72,875.00 | 116,600.00 |
| TFN Withholding Credits | 2,706.00 | 2,706.00 |
| | <u>75,581.00</u> | <u>119,306.00</u> |
| Current Tax Assets | | |
| GST payable control account | (6,625.00) | (10,600.00) |
| Net GST Payable | 40,052.00 | 9,724.00 |
| | <u>33,427.00</u> | <u>(876.00)</u> |
| Total Current Assets | <u>330,962.73</u> | <u>249,432.79</u> |
| Non-Current Assets | | |
| Property, Plant and Equipment | | |
| Furniture & equipment - at cost | 46,879.75 | 46,879.75 |
| Less: Accumulated depreciation | <u>(46,879.75)</u> | <u>(46,879.75)</u> |
| | <u> </u> | <u> </u> |
| | <u> </u> | <u> </u> |
| Total Non-Current Assets | <u> </u> | <u> </u> |
| | <u> </u> | <u> </u> |
| Total Assets | <u>330,962.73</u> | <u>249,432.79</u> |

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited**ABN 51 319 893 516****Detailed Statement of Financial Position as at 30 June 2020**

| | 2020 \$ | 2019 \$ |
|---|-------------------|-------------------|
| Current Liabilities | | |
| Current Tax Liabilities | | |
| PAYG Withholding Tax | (5,154.50) | 3,274.00 |
| | (5,154.50) | 3,274.00 |
| Provisions | | |
| Superannuation Payable | 12,394.24 | 1,233.58 |
| Provision for Annual Leave | 58,243.83 | 48,551.31 |
| Provision for Long Service Leave | 17,912.05 | 15,855.26 |
| Provision for Redundancy | 41,177.72 | 37,954.84 |
| | 129,727.84 | 103,594.99 |
| Total Current Liabilities | 124,573.34 | 106,868.99 |
| Total Liabilities | 124,753.34 | 106,868.99 |
| Net Assets | 206,389.39 | 142,563.80 |
| Equity | | |
| Retained profits / (accumulated losses) | 206,389.39 | 142,563.80 |
| Total Equity | 206,389.39 | 142,563.80 |

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Statement of Cash Flows

For the year ended 30 June 2020

| | 2020 | 2019 |
|---|--------------------------|--------------------------|
| | \$ | \$ |
| <hr/> | | |
| Cash Flow From Operating Activities | | |
| Receipts from customers | 1,290,348.92 | 582,049.41 |
| Payments to Suppliers and employees | (1,199,713.62) | (781,536.43) |
| Interest received | 316.64 | 1,198.56 |
| Net cash provided by (used in) operating activities (note 2) | <u>90,951.94</u> | <u>(198,288.46)</u> |
| Net increase (decrease) in cash held | 90,951.94 | (198,288.46) |
| Cash at the beginning of the year | <u>131,002.79</u> | <u>329,291.25</u> |
| Cash at the end of the year (note 1) | <u><u>221,954.73</u></u> | <u><u>131,002.79</u></u> |

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Statement of Cash Flows

For the year ended 30 June 2020

2020

2019

Note 1. Reconciliation Of Cash

For the purposes of the statement of cash flows, cash includes cash on hand and in banks and investments in money market instruments, net of outstanding bank overdrafts.

Cash at the end of the year as shown in the statement of cash flows is reconciled to the related items in the balance sheet as follows:

| | | |
|------------------------------------|-------------------|-------------------|
| Westpac 13-3547 [ACSSO Working] | 18,946.64 | 5,363.51 |
| Westpac 13-3563 [ACSSO Cash Res] | 198,550.93 | 118,873.57 |
| Westpac 13-3555 [ACSSO Debit Card] | 4,457.16 | 6,765.71 |
| | <u>221,954.73</u> | <u>131,002.79</u> |

Note 2. Reconciliation Of Net Cash Provided By/Used In Operating Activities To Operating Profit After Income Tax

| | | |
|--|-------------------------|----------------------------|
| Operating profit after income tax | 63,825.59 | (150,963.49) |
| Prior year adjustments | | 103.03 |
| (Increase) decrease in trade and term debtors | 43,725.00 | (116,600.00) |
| Increase (decrease) in employee entitlements | 26,132.85 | 66,141.00 |
| Increase (decrease) in sundry provisions | (42,731.50) | 3,031.00 |
| Net cash provided by operating activities | <u>90,951.94</u> | <u>(198,288.46)</u> |

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Notes to the Financial Statements

For the year ended 30 June 2020

Note 1: Statement of Significant Accounting Policies

The financial report is a general purpose financial report that has been prepared in accordance with Accounting Standards and other authoritative pronouncements of the Australian Accounting Standards Board and the Corporations Act 2001.

The financial report covers Australian Council of State School Organisations Limited as an individual entity. Australian Council of State School Organisations Limited is a company limited by shares, incorporated and domiciled in Australia.

The financial report has been prepared on an accruals basis and is based on historical costs and does not take into account changing money values or, except where stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets.

The following is a summary of the material accounting policies adopted by the economic entity in the preparation of the financial report. The accounting policies have been consistently applied, unless otherwise stated.

Property, Plant and Equipment

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

a) Property

Freehold land and buildings are measured on the fair value basis, being the amount for which an asset could be exchanged between knowledgeable willing parties in an arm's length transaction. It is a policy of Australian Council of State School Organisations Limited to have an independent valuation every three years, with annual appraisals being made by the directors.

The revaluation of freehold land and buildings has not taken account of the potential capital gains tax on assets acquired after the introduction of capital gains tax.

b) Plant and equipment

The carrying amount of plant and equipment is reviewed annually to ensure it is not in excess of the recoverable amount from those assets. The recoverable amount is assessed on the basis of the expected net cash flows that will be received from the assets employment and subsequent disposal. The expected net cash flows have not been discounted to present values in determining the recoverable amounts.

The cost of fixed assets constructed within Australian Council of State School Organisations Limited includes the cost of materials, direct labour, borrowing costs and an appropriate proportion of fixed and variable overheads.

c) Depreciation

The depreciable amount of all fixed assets including buildings and capitalised leased assets, but excluding freehold land, is depreciated on a straight line basis over their useful lives to Australian Council of State School Organisations Limited commencing from the time the asset is held ready for use. Properties held for investment purposes are not subject to a depreciation charge. Leasehold improvements are depreciated over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Notes to the Financial Statements

For the year ended 30 June 2020

Leases

Leases of fixed assets, where substantially all the risks and benefits incidental to the ownership of the asset, but not legal ownership, are transferred to Australian Council of State School Organisations Limited are classified as finance leases. Finance leases are capitalised recording an asset and a liability equal to the present value of the minimum lease payments, including any guaranteed residual value.

Leased assets are depreciated on a straight line basis over their estimated useful lives where it is likely that ownership of the asset will be obtained or over the term of the lease. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period.

Lease payments under operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses in the periods in which they are incurred.

Lease incentives under operating leases are recognised as a liability. Lease payments received reduce the liability.

Investments

Shares in listed companies held as current assets are valued at those shares' market value at each balance date. The gains or losses, whether realised or unrealised, are included in profit from ordinary activities before income tax.

Non-current investments are measured on the cost basis. The carrying amount of non-current investments is reviewed annually to ensure it is not in excess of the recoverable amount of these investments. The recoverable amount is assessed from the quoted market value for listed investments or the underlying net assets for other non-listed investments.

The expected net cash flows from investments have not been discounted to their present value in determining the recoverable amounts.

Investments in Associates

The equity method of accounting has been applied and recognised in the financial statements in relation to all associated companies. An associated company is a company over which Australian Council of State School Organisations Limited is able to exercise significant influence.

Intangibles

a) Goodwill

Goodwill is initially recorded at the amount by which the purchase price for a business exceeds the fair value attributed to its net assets at the date of acquisition. Purchased goodwill is amortised on a straight-line basis over the period of 20 years. The balance is reviewed annually and any balance representing future benefits for which the realisation is considered to be no longer probable is written off.

b) Patents and Trademarks

Patents and Trademarks are valued in the accounts at cost of acquisition and are amortised over the period in which their benefits are expected to be realised.

The accompanying notes form part of these financial statements.

Australian Council of State School Organisations Limited

ABN 51 319 893 516

Notes to the Financial Statements

For the year ended 30 June 2020

Employee entitlements

Provision is made for the liability for employee entitlements arising from services rendered by employees to balance date. Employee entitlements expected to be settled within one year together with entitlements arising from wages and salaries, annual leave and sick leave which will be settled after one year, have been measured at their nominal amount. Other employee entitlements payable later than one year have been measured at the present value of the estimated future cash out flows to be made for those entitlements.

Contributions are made by Australian Council of State School Organisations Limited to an employee superannuation fund and are charged as expenses when incurred.

Australian Council of State School Organisations Limited does not record, as an asset or a liability, the difference between the employer established defined benefit superannuation plan's accrued benefits and the net market value of the plans assets.

Australian Council of State School Organisations Limited operates an ownership-based remuneration scheme, details of which are provided in the Notes to Accounts. Profits or losses incurred by employees, being the difference between the market value and the par value of the shares acquired, are not recorded as remuneration paid to employees.

Cash

For the purpose of the statement of cash flows, cash includes cash on hand and in all call deposits with banks or financial institutions, investments in money market instruments maturing within less than two months, net of bank overdrafts.

Comparative Figures

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

Revenue

Revenue from the sale of goods is recognised upon the delivery of goods to customers.

Interest revenue is recognised on a proportional basis taking in to account the interest rates applicable to the financial assets.

Dividend revenue is recognised when the right to receive a dividend has been established. Dividends received from associates and joint venture entities are accounted for in accordance with the equity method of accounting.

Revenue from the rendering of a service is recognised upon the delivery of the service to the customers.

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

The accompanying notes form part of these financial statements.