

**OFFICIAL**



**Education  
Standards  
Board**

early childhood to  
senior schooling



**Government  
of South Australia**

# Education Standards Board

(Education and Early Childhood Services

Registration and Standards Board of South Australia)

## **2021-22 Annual Report**

**Education Standards Board**

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To:

The Honourable Blair Boyer (MP)  
Minister for Education, Training and Skills

This annual report will be presented to Parliament to meet the statutory reporting requirements of *Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)* and *Public Sector Act 2009 (SA)* and the requirements of Premier and Cabinet Circular *PC013 Annual Reporting*.

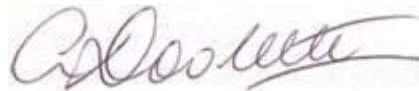
This report is verified to be accurate for the purposes of annual reporting to the Parliament of South Australia.

Submitted on behalf of the Education Standards Board by:

Ann Doolette  
Presiding Member

Date 21 September 2022

Signature



*This Annual Report was prepared on the lands of the Kurna people, custodians of the Adelaide region. We also pay respects to the cultural authority of traditional owners from other areas across South Australia. We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia, including their role in the education and care of children. We recognise the rich and diverse cultures of Aboriginal and Torres Strait Islander peoples and the valuable contribution this diversity brings.*

## Letters of Introduction

### From the Presiding Member

I am pleased to present the Education Standards Board 2021-22 Annual Report.

In December we farewelled Chris Chatburn and welcomed Kerry Leaver as the new Registrar and Chief Executive. The Board thanks Chris Chatburn for over five years of service at the Education Standards Board (Board), regulating through legislative change and the COVID-19 pandemic.

Kerry Leaver brings a wealth of experience to the Board. She will continue leading the organisation and regulating the sector with a proactive approach that includes educating, guiding and supporting services to implement best practice and comply with legislative requirements.

The Board recognises the unique and irreplaceable contribution that Aboriginal and Torres Strait Islander people made and continue to make to South Australia. To deepen employees' awareness of and commitment to reconciliation, in 2022 the Board completed their Reflect Reconciliation Action Plan (RAP).

The RAP celebrated current achievements and inspired continuous improvement in support of forming and strengthening respectful relationships with Aboriginal and Torres Strait Islander stakeholders and organisations and increasing employees understanding of First Nations cultures.

To reinforce the Board's ongoing commitment to reconciliation, we updated our strategic priority to:

*Support our people and improve our business by:*

*Supporting a culture that embodies our values, supports our people and their development, promotes equal opportunity, and demonstrates commitment to reconciliation.*

As the ongoing COVID-19 pandemic continues to challenge the sector, I would like to acknowledge the resilience and flexibility of our staff during continual change.

Continuing to ensure the best interests of children and young people in an evolving environment is central to our regulatory role. Providing access to high quality school education and early childhood education and care remains vital for the development, health and wellbeing of South Australia's children, young people and families.

Ann Doolette

Presiding Member

## From the Chief Executive

I am privileged to take on the role of Chief Executive and lead the Board in achieving its vision to deliver improved outcomes for South Australian children and young people through access to high quality education and early childhood services.

I acknowledge Chris Chatburn, the first Chief Executive of the Board. Chris made an enormous contribution, guiding the agency to continually improve its regulatory effectiveness and efficiency.

There have been many highlights during 2021-22 that saw the Board add value in supporting the sector to deliver safe and high-quality services now and into the future. Our actions continue to ensure that regulatory activities have proportionate outcomes and aim to reduce regulatory burden.

The Board collaborated with the Department for Education and SA Health to connect the sector with the latest COVID-19 health information for educators and families to support the safety and wellbeing of children in an early childhood setting.

Our regulatory role expanded to include student exchange organisations, with new processes and systems implemented to monitor and approve organisations as student exchange programs resumed in South Australia.

The Board also committed to engaging with 11 Community Child Care Funded (Restricted) grant services, on behalf of the Australian Government. This partnership will see these services brought under state-based regulation in the future.

Our focus in 2022-23 is to support the early childhood sector in implementing national reforms, including recommended changes resulting from the 2019 National Quality Framework (NQF) review and transitioning to updated Approved Learning Frameworks.

To do this, in 2021-22 we began preparing new activities to educate and support regulated entities to strengthen their understanding of compliance.

Finally, I thank the staff and board members for their dedication and commitment to continuous improvement in our business, supporting each other through the challenges of COVID-19 to deliver our regulatory functions throughout the past year.

Kerry Leaver

Chief Executive and Registrar

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## Overview: about the Education Standards Board

The Education and Early Childhood Services (Registration and Standards) Board, now known as the Education Standards Board (the Board), was established in 2012 in accordance with the *Education and Early Childhood Services (Registration and Standards) Act 2011*(Act).

The staff of the Board, comprising 40 FTEs, are commonly referred to as the ESB. The Board is an independent statutory authority responsible for the registration and regulation of early childhood services and registration of schools for domestic and overseas students. This work is carried out to ensure high-quality education services and high standards of competence and conduct by providers.

The Board consists of 13 members, who are responsible to the Minister to ensure efficient and effective performance of its registration and regulatory responsibilities, compliance with its legislative objectives, sound management of the organisation, and attainment of performance objectives.

The functions of the Board under s29 of the Act are to:

- regulate the provision of education services and early childhood services
- approve the requirements for endorsement of registration
- establish and maintain the registers contemplated by the Act
- prepare or endorse codes of conduct for registered schools
- provide advice to the Minister
- carry out any other functions assigned to the Board by the Minister.

As the state regulatory authority, the Board has specific functions under the *Education and Care Services National Law Act 2010* (Part 12, s260).

In accordance with section 32 of the Act, the Board delegates regulatory powers and functions, human resources management and financial management to the Registrar and Chief Executive. Some delegations are further delegated by the Board to managers and staff at various levels, in accordance with their responsibilities.

The Board has two standing committees. The Internal Review of Decisions Committee carries out internal review of decisions under the Act and the National Law. The Schools Disciplinary Committee conducts inquiries into complaints where there may be cause for disciplinary action regarding a school, under section 60 of the Act. Ad hoc committees may be formed to consider matters and advise the Board or Registrar or to carry out functions on behalf of the Board.

### Why we regulate

Access to high quality education and care services can contribute to better social, educational and employment outcomes across a child's lifespan.

Early childhood education and care services also support families by enabling workforce participation of parents and guardians, including for essential workers during the COVID-19 pandemic.

The Board's priority is to minimise any risks to the safety, health and wellbeing of children. We respond with regulatory action that is responsive and proportionate to the risks and harms being addressed.

Our activities are also designed to regulate education and early childhood services in a manner that maintains high standards of competence and conduct by providers to:

- recognise that all children should have access to high quality education and early childhood services that address their developmental needs; support educational achievement; promote enthusiasm for learning; and ensure their health, safety and well-being
- provide for a diverse range of services for parents to access
- enhance public confidence in the operation of education and early childhood services.

## **Our regulatory framework**

### **Early childhood education and care**

The National Quality Framework (NQF) introduced a new quality standard in 2012 to improve education and care across long day care, family day care, preschool and outside hours school care services, agreed between all Australian governments.

The NQF includes:

- National Law and National Regulations
- National Quality Standards (NQS)
- assessment and rating process
- national learning frameworks.

The current NQS (the 2018 NQS) commenced in February 2018.

The Board also sets standards for, approves and regulates South Australian early childhood residual services out of scope of the NQF, including in-home care and occasional care services.

Authorised officers undertake several types of regulatory activities to meet the Board's functions under the National Law:

- **Monitoring:** authorised officers proactively assess and influence compliance with the National Law and Regulations, providing a strong incentive for providers to comply with their regulatory obligations and to improve quality of education and care at their services.



- Assessment and rating: the process of assessing and rating a service against the National Quality Standard, including by conducting a service visit.

Regulatory activities are scheduled using a risk-based approach. Indicators considered when scheduling an activity include the service rating, length of time since the last assessment and the frequency and type of notifications received by the Board.

### **Schools and international education**

The Act requires the Board to:

- maintain a register of Government and non-government schools
- set standards for registration
- regularly review schools' registration.

To be registered, schools must meet the *Standards for Registration and Review of Registration of Schools in South Australia* (the Standards) and once approved, registration is ongoing. Registration gives the public confidence that a school has:

- governance arrangements in place to ensure accountability for the satisfactory quality of the education instruction provided
- policies and procedures for student learning and assessment that effectively deliver education services for each stage of schooling
- adequate provision for the safety, health and welfare of students.

Newly registered schools are reviewed against the standards 12-18 months after commencing education services. Established schools are reviewed at least once every five years to ensure they continue to meet the Standards.

The Board is the designated State authority responsible for recommending school providers for registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), and monitoring schools' compliance under the *Education Services for Overseas Students Act 2000*. Schools must be registered to provide education services to overseas students.

The Board is also responsible for registering student exchange organisations under the *Education and Children's Services Act 2019*. Student exchange organisations must comply with the standards in the National Guidelines for the Operation of International Secondary Student Exchange Programs in Australia.

## Services we regulate<sup>1</sup>

### Education and care services under the NQF

**Centre-based care:** delivered on premises suitable for education and care, including:

Preschool: not defined in the National Law or Regulations. A service that provides an early childhood education program, delivered by a qualified teacher, often but not necessarily on a sessional basis in a dedicated service. Alternative terms used for preschool include kindergarten.

Long day care: not defined in the National Law or Regulations. A centre-based form of service which provides all-day or part-time care for children age birth to six who attend on a regular basis.

Outside school hours care (OSHC): not defined in the National Law or Regulations. A service that provides care for primary school aged children (typically 5 to 12 years) before and after school and can also operate during school holidays (vacation care) and on pupil free days. Outside school hours services are usually provided from primary school premises. Services may also be located at childcare centres or community facilities. Outside school hours care services are often provided by parent associations or non-for-profit organisations.

Family day care: an education and care service that is delivered by two or more educators to provide education and care to children and operates from two or more residences.

**Residual services:** Services that fall outside the scope of the NQF. These include:

In-home care services: a service providing education and care to children in premises where the majority of children usually reside and the educator does not reside.

Occasional care services: a service providing education and care to children primarily on an ad hoc or casual basis, where the service does not usually offer full-time or all-day education and care to children on an ongoing basis; and most of the children attending are pre-school age or younger.

Mobile care services: a service providing education and care primarily to children pre-school age or under, that transports equipment, materials and staff to one or more locations on each occasion the service is provided.

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<sup>1</sup> See Appendix Two for sector profile.

## **Schools under the Education and Care Services (Registration and Standards) Act 2011**

School: a school is an education establishment where the major activity is the provision of full-time day primary or secondary education or the provision distance education.

Primary education: comprises a foundation year (reception), followed by year levels 1-6.

Secondary education: includes years 7-12.

Combined school: provides both primary and secondary education.

Government schools: established and administered by the South Australian Government Department for Education under the *Education Act 1972*.

Non-government schools: any school that is not a government school. These schools may be administered by a religious, community or private organisation.

Catholic school: any school specified by notice in writing to the Registrar by the South Australian Commission for Catholic Schools Incorporated.

Independent school: non-government schools which are not Catholic schools.

## **International education under the Education for Overseas Students Act 2000 and Education and Children's Services Act 2019 (SA)**

Student exchange organisation: a registered school or not-for-profit organisation registered to provide secondary student exchange programs to and from South Australia.

Acceptance Advice for Secondary Exchange Student form (AASES): the form used by an international student to apply for a subclass 500 visa to enter Australia and to enrol in a South Australian school.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS): a searchable database that provides details of educational institutions approved to deliver education and training services to overseas students, including the courses they offer.

## **Strategic focus**

### **Our vision:**

Making a positive difference to the lives of South Australian children and young people by ensuring they have access to high quality education and early childhood services.

**Our goals:**

Our organisational goals are to:

- regulate with a contemporary, risk-and-standards-based approach
- improve education and care outcomes for children and young people through regulation
- engage stakeholders effectively
- support our people and improve our business.

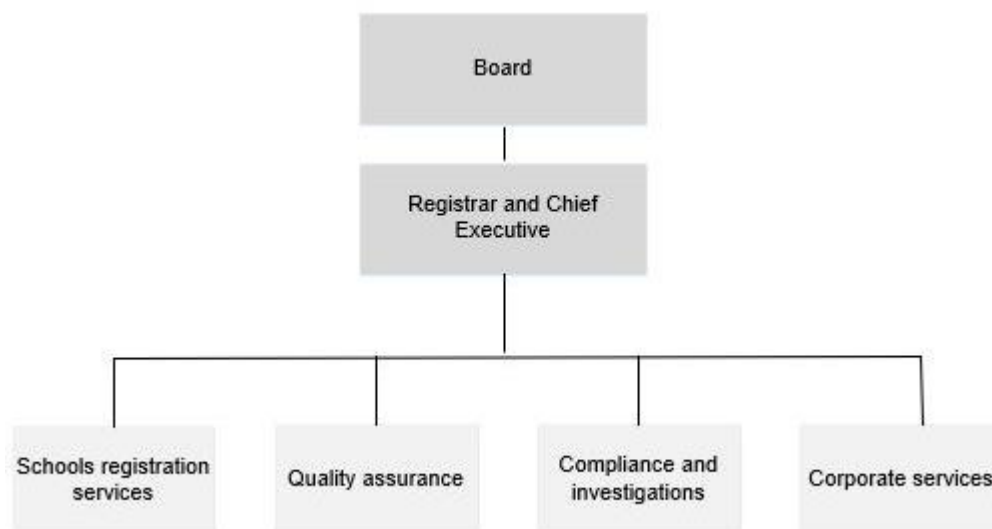
**Our values**

<b>Our values</b>	<b>What this means</b>
<b>Honesty &amp; integrity</b>	We are consistent and fair in our actions to encourage openness and transparency
<b>Professionalism</b>	We have a culture that strives for excellence and aims to improve productivity
<b>Sustainability</b>	We respond to change and proactively improve
<b>Collaboration &amp; engagement</b>	We collaborate in our work practices
<b>Accountability</b>	We make decisions that comply with legislation, are ethical and are consistent with approved policy and procedure

**The Minister**

The Honourable Blair Boyer MP was appointed in March 2022 as the Minister for Education, Training and Skills.

## Organisational structure



## Board members

In accordance with Section 22 of the Act, the Board consists of 13 members appointed by the Governor in Executive Council on the nomination of the Minister for Education, Training and Skills. Of those members:

- one (who will be the presiding member) must be a person who has, in the opinion of the Minister, extensive knowledge and expertise in the education and care of children; and
- two must be from the Department for Education; and
- two must be from the Association of Independent Schools of South Australia (AISSA); and
- two must be from the South Australian Commission for Catholic Schools Incorporated (CESA); and
- two must be from a prescribed childcare body; and
- 1 must be a legal practitioner.

Expressions of interest are called for the remaining member positions.

<b>Name</b>	<b>Appointment type</b>	<b>Term Dates</b>
Ms Ann Doolette	<b>Presiding member</b>	19/12/19 - 30/06/21
Mr Greg Hayes	<b>Deputy presiding member</b> Expression of interest	29/02/20 - 30/06/24
Ms Caroline Croser-Barlow	Chief Executive nomination (Public Service – Department for Education)	18/06/20 - 6/04/22 (resigned 6 April 2022)
Mr Trevor Fletcher	Expression of interest	29/02/20 - 15/03/23 (resigned 15 March 2022)
Mr Noel Mifsud	Expression of interest	29/02/20 - 28/02/23
Mr John Mula	Catholic Education SA (CESA)	01/07/21 - 30/06/24
Mr Christopher Prance	Association of Independent Schools SA (AISSA)	01/07/21 - 30/06/24
Ms Mandy Richardson	Prescribed Child Care Body	29/02/20 - 28/02/23
Dr Peta Smith	Chief Executive nomination (Public Service – Department for Education)	18/06/20 - 28/02/23
Ms Anna Standish	Prescribed Child Care Body	21/01/21 - 20/01/24
Mr Christos Tsonis	Legal practitioner	29/02/20 - 28/02/23
Ms Elizabeth Worrell	Association of Independent Schools SA (AISSA)	01/03/21 - 29/02/24
Ms Susan Young	Catholic Education SA (CESA)	01/03/21 - 29/02/24

### **Chief Executive and Registrar**

Kerry Leaver is the Early Childhood Services Registrar, Government Schools Registrar, Non-Government Schools Registrar (Registrar) and Chief Executive (CE), responsible for carrying out the functions of the Registrar and the CE as determined by the Act.

### **Operational teams**

#### School registration services

The team registers and reviews schools and maintains the Schools Register. The team recommends schools for registration on the CRICOS; monitors schools'

compliance under the *Education Services for Overseas Students Act 2000* and registers student exchange organisations.

#### Quality assurance

The team receives and assesses applications from education and care providers and services under the NQF and develops and monitors the annual regulatory strategy.

In executing the strategy, the team is responsible for assessing and rating early childhood services and delivering education and support to regulated entities.

#### Compliance and investigation

The compliance and investigation team monitors and responds to notifications and complaints received under the NQF. The team undertakes investigations and recommends statutory and administrative compliance action in response to non-compliance, in accordance with the National Law and regulatory principles and to deliver or advance regulatory outcomes.

#### Corporate services

The corporate services team supports our regulatory teams and board members to execute regulatory functions. The responsibilities of the team include financial management, human resources, information technology, communications, records management and facilities management.

### **Changes to the Education Standards Board**

During 2021-22 there were no significant changes to the agency's structure.

Recommendations from an internal team review were accepted by the Board in November 2021. The compliance and investigations team structure was updated in May 2022 to more closely reflect the delegated responsibilities of roles.

### **Legislation administered by the Education Standards Board**

The Board approves, registers and regulates early childhood providers and services as well as schools, according to:

- *Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)*, incorporating the *Education and Care Services National Law (South Australia)*
- *Education and Care Services National Regulations 2011*
- *Education and Early Childhood Services (Registration and Standards) Regulations 2011 (SA)*

The Board assesses and recommends schools for registration on CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) under:

- *Education Services for Overseas Students Act 2000*
- *Education Services for Overseas Students Regulations 2019*

The Board is responsible for registration of student exchange organisations as determined by:

- *Education and Children's Services Act 2019 (SA) s85,88 and 89*
- *Education and Children's Services (Fees) Notice 2020 s4*

### **Related agencies (within the Minister's area/s of responsibility)**

- South Australian Certificate of Education Board of South Australia
- Teachers Registration Board
- TAFE SA
- Department for Education
- Child Development Council

### **Agency performance**

#### **Performance at a glance**

In 2021-22 the Board continued to regulate schools, international education and the early childhood sector with a contemporary risk and standards-based approach that aligns with our strategic priorities for 2022-24.

To engage early childhood education and care services and support their compliance with the NQF, authorised officers performed 579 service visits. Thirty-four school visits were undertaken for reviews of school registration. No recommendations were made to endorse CRICOS schools, due to suspension of international education activity during the reporting period.

New administrative processes were established for regulation of student exchange organisations, and regulatory processes were reviewed to improve the effectiveness and efficiency of the Board's regulatory activity in:

- registration review for the school sector
- applications and notification management for the early childhood education and care sector.

A detailed outline of the Board's regulatory performance can be found on pages 17-21 below.

The Board began coordinating with state regulatory authorities to plan the foundations for collaboration and clear communication of the upcoming regulatory changes associated with the 2019 NQF Review and Approved Learning Frameworks review, commencing in 2022-23.



## Our response to COVID-19

Our response to COVID-19 involved adopting new responsibilities to rapidly share information and facilitate access to resources, including:

- connecting non-government early childhood services with SA Health communications through regular sector briefings
- taking a key role to support the adequate supply of Rapid Antigen Tests for non-government early childhood education and care services
- placing a liaison officer from the Board within the COVID-19 control centre during case number peaks to provide support and advice on sector impacts
- distributing latest information from SA Health, including advice, FAQs, and recommendations relevant to the sector
- receiving notifications of COVID-19 cases, enrolment reductions, staffing shortages and centre closures in early childhood education and care services
- reporting COVID-19 cases and resulting closure of services to SA Health and the Department of Education.

After state borders opened in November 2021, early childhood services faced staffing and rostering challenges, evidenced by a high number of staffing-related waiver applications<sup>2</sup>.

Telemonitoring visits were conducted exclusively from January to March 2022, when the Board's risk committee decided it was appropriate to resume face-to-face monitoring. The focus of monitoring during this period was providing support to services and providers to manage COVID-19 outbreaks and ensure the health and wellbeing of children.

The Board implemented work practices and procedures to reduce the risk of increased transmission rates of COVID-19, including:

- accommodating services' requests to postpone assessment and rating visits, on a case-by-case basis
- reducing on-site time by half for assessment and rating visits by holding related discussions with service staff virtually
- developing a self-assessment compliance tool to guide services in preparation for an assessment and rating visit
- conducting virtual review planning meetings for schools undergoing review of registration to reduce face-to-face time

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<sup>2</sup> See definition in Appendix two: glossary, page 38.

- delaying the school self-review and verification process to 2023 to relieve regulatory burden
- waiving registration fees for registered student exchange organisations as operations were suspended during international border closures
- supporting the Board's staff in hybrid work to reduce office-based exposure.

## Contribution to whole of Government objectives

The Board contributes to South Australian Government initiatives to ensure universal access to quality preschool for families with three-and-four-year-old children and accessible education for children of school age by:

- ensuring early childhood services are quality assessed and compliance monitored within the NQF to promote consistency in services across SA
- ensuring schools meet the standards of registration to provide accessible, quality education from reception to year 12.

## Education Standards Board specific objectives and performance

The Board's strategic priorities for 2022-24 support the delivery of the statutory functions under s29 of the Act.

<b>Objective 1:</b> Regulate schools, student exchange organisations and early childhood education and care services (services) with a risk-and-standards-based approach		
<b>Objective</b>	<b>Indicator</b>	<b>Performance</b>
Rate and monitor services for compliance against the NQF	Rate 125 services under the NQF Perform 393 monitoring visits against our regulatory strategy	95 assessment and rating visits completed 5 first tier reviews of assessment and rating decisions 410 monitoring visits to services
Determine applications under the NQF	Assess and determine applications according to the law and regulatory principles, within legislative timeframes (Applications include provider approval,	74 application visits completed 37 new services approved 438 waiver applications determined 10 applications refused, 115 applications withdrawn or invalid 2 internal reviews of application decisions

	service approval, and waiver applications)	96% of applications processed within the regulatory timeframe
Respond to non-compliance under the Act	<p>Receive and assess incident notifications and complaints</p> <p>Record breaches of the National Law</p> <p>Issue administrative and statutory compliance actions</p>	<p>4884 incident notifications received, closed on average within 5 days</p> <p>All notifications requiring action were assigned within 24 hours of receipt</p> <p>Recorded 525 breaches of the National Law and/or Regulations on the national register (NQAITs<sup>3</sup>)</p> <p>Issued 311 administrative and statutory compliance actions</p>
Regulate student exchange organisations	<p>Assess applications for registration of student exchange organisations</p> <p>Issue 'Acceptance Advice for Secondary Exchange Student' forms<sup>4</sup></p>	<p>Two new student exchange organisations registered, renewed one student exchange organisation</p> <p>Issued 11 AASES forms between January and June 2022</p>
Register and review registration of schools	<p>Assess new school registration applications</p> <p>Assess changes to school registration</p> <p>Conduct 22 validation reviews of school registration</p>	<p>358 schools re-issued with registration certificates</p> <p>Registered one new government school and new campuses for three existing schools prior to commencement of the new school year</p> <p>Four schools closed and were removed from the register</p> <p>22 validation reviews of school registration were completed according to schedule</p>

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<sup>3</sup> Defined in Appendix two: glossary, page 43.

<sup>4</sup> Defined in Appendix two: glossary, page 43.

<b>Objective 2: Positively engage with stakeholders</b>		
<b>Objective</b>	<b>Indicator</b>	<b>Performance</b>
Influence legislation and policy for education and early childhood programs and services	Engage with state government organisations	<p>The Board engaged with the Teacher's Registration Board, Department of Human Services, SA Health, and Department of Education and commonwealth Department of Education</p> <p>The Board represented South Australia on 11 cross-jurisdictional committees to inform NQF regulatory practice, policy and reform</p>
Engage, educate, and inform early childhood providers and services and schools to support compliance	<p>Inform the sector about their regulatory obligations and duties</p> <p>Deliver professional development opportunities for regulated entities</p> <p>Regular meetings with providers of more than 10 services</p>	<p>Published nine news bulletins, 35 alerts and a guide to support compliance with Quality Area 3</p> <p>Nine NQF education seminars facilitated in collaboration with Gowrie SA, with 140 small or single service approved providers attending</p> <p>Held 13 meetings with large providers</p> <p>40% of services were visited by an authorised officer</p>
<b>Objective 3: Support our people and improve our business</b>		
<b>Objective</b>	<b>Indicator</b>	<b>Performance</b>
Continually improve our practice	Review and update processes, policies and procedures to gain efficiency and consistency in approach	<p>Implemented 10 electronic smart forms</p> <p>Improvements made to:</p> <ul style="list-style-type: none"> <li>• NQF compliance &amp; investigation processes</li> <li>• applications processes</li> </ul>

		<ul style="list-style-type: none"> <li>school registration and validation review activities</li> </ul>
Protect and promote the welfare, health, and safety of our team and support our work	Monitor our operating environment and work practices to ensure the safety, health, and wellbeing of our staff	<p>Implemented the following procedures and polices</p> <ul style="list-style-type: none"> <li>flexible work arrangements</li> <li>emergency response and emergency management pandemic response plan</li> <li>performance management and development</li> <li>work health and safety and grievance resolution policies</li> <li>respectful workplace behaviours policy</li> </ul>
Demonstrate a commitment to reconciliation	<p>Complete the Reflect Reconciliation Plan</p> <p>Embed reconciliation practices into our processes and culture</p>	<p>Completed our Reflect Reconciliation Action Plan</p> <p>Reconciliation training to improve employee understanding and contribution to reconciliation</p> <p>Updated a strategic objective to reflect the ongoing commitment to reconciliation</p>

### **Employment opportunity programs**

Nil.

### **Performance management and professional development**

Staff performance is managed according to our Performance Management and Development Procedure.

Ninety-seven percent of staff completed a mid-year and end of year performance review with their line manager.

### **Work health, safety and return to work programs**

#### Employee health and wellbeing

Our Employee Assistance Program provides each employee with access to three confidential professional and personal counselling sessions for themselves, or an immediate family member, at no cost.

The Board also provides services such as influenza vaccination and internal communication about health and wellbeing topics.

### Work health and safety management

The Work Health and Safety (WHS) Committee is the principle means by which the Education Standards Board consults and works collaboratively with employees to ensure a safe and healthy working environment.

The committee has representation from all teams and meets quarterly.

### Injury management

The Board has a service level agreement with the Department of Education for management of injury claims.

<b>Workplace injury claims</b>	2021-22	2020-21	% change (+ / -)
Total new workplace injury claims	0	2	-100%
Fatalities	0	0	n/a
Seriously injured workers*	0	0	n/a
Significant injuries (where lost time exceeds a working week, expressed as frequency rate per 1000 FTE)	1	1	0%

*\*number of claimants assessed during the reporting period as having a whole person impairment of 30% or more under the Return to Work Act 2014 (Part 2 Division 5)*

### **Work health and safety regulations**

Nil to report.

<b>Return to work costs**</b>	2021-22	2020-21	% change (+ / -)
Total gross workers compensation expenditure (\$)	\$34,345	\$3,478	+987%
Income support payments – gross (\$)	\$134,599	\$0	Not calculable

\*\*before third party recovery

Data for previous years is available at: [Work health and safety and return to work performance of Education Standards Board - Dataset - data.sa.gov.au](https://data.sa.gov.au/dataset/work-health-and-safety-and-return-to-work-performance-of-education-standards-board)

### Executive employment in the agency

<b>Executive classification</b>	<b>Number of executives</b>
Common Law Contract	1

Data for previous years is available at: [Executive employment in Education Standards Board - Dataset - data.sa.gov.au](https://data.sa.gov.au/dataset/executive-employment-in-education-standards-board)

The [Office of the Commissioner for Public Sector Employment](#) has a [workforce information](#) page that provides further information on the breakdown of executive gender, salary and tenure by agency.

## Financial performance

### Financial performance at a glance

The following is an unaudited summary of the overall financial position of the agency. See Appendix three (page 40) for full audited financial statements for 2021-2022.

<b>Statement of comprehensive income</b>	<b>2021-22 Budget \$000s</b>	<b>2021-22 Actual \$000s</b>	<b>Variation \$000s</b>	<b>2020-21 Actual \$000s</b>
Total income	5,695	5,746	51	5,870
Total expenses	5,695	5,726	(31)	5,454
<b>Net result</b>	<b>0</b>	<b>20</b>	<b>20</b>	<b>416</b>
<b>Total comprehensive result</b>	<b>0</b>	<b>20</b>	<b>20</b>	<b>416</b>

<b>Statement of financial position</b>	<b>2021-22 Budget \$000s</b>	<b>2021-22 Actual \$000s</b>	<b>Variation \$000s</b>	<b>2020-21 Actual \$000s</b>
Current assets	4,448	4,402	(46)	4,451
Non-current assets	0	0	0	0
<b>Total assets</b>	<b>4,448</b>	<b>4,402</b>	<b>(46)</b>	<b>4,451</b>
Current liabilities	1,258	1,141	(117)	1,250
Non-current liabilities	472	490	18	450
<b>Total liabilities</b>	<b>1,730</b>	<b>1,631</b>	<b>(99)</b>	<b>1,700</b>
<b>Net assets</b>	<b>2,718</b>	<b>2,771</b>	<b>53</b>	<b>2,751</b>
<b>Equity</b>	<b>2,718</b>	<b>2,771</b>	<b>53</b>	<b>2,751</b>

### Consultants disclosure

The following is a summary of external consultants that have been engaged by the agency, the nature of work undertaken and the actual payments made for the work undertaken during the 2021-22.

#### Consultancies with a contract value below \$10,000 each

<b>Consultancies</b>	<b>Purpose</b>	<b>\$ Actual payment</b>
All consultancies below \$10,000 each - combined	Various	\$ 14,196

#### Consultancies with a contract value above \$10,000 each

<b>Consultancies</b>	<b>Purpose</b>	<b>\$ Actual payment</b>
EMA Legal	Workers compensation claim case management	\$ 10,276
Inner Clarity Consulting	Compliance & investigation team review	\$ 12,375
	Total	\$ 22,651

Data for previous years is available at: [Consultants used by Education Standards Board - Dataset - data.sa.gov.au](https://data.sa.gov.au/dataset/consultants-used-by-education-standards-board)



See also the [Consolidated Financial Report of the Department of Treasury and Finance](#) for total value of consultancy contracts across the South Australian Public Sector.

### Contractors disclosure

The following is a summary of external contractors that have been engaged by the agency, the nature of work undertaken and the actual payments made for work undertaken during the 2021-22.

#### Contractors with a contract value below \$10,000

Contractors	Purpose	\$ Actual payment
All contractors below \$10,000 each - combined	Various	\$43,881

#### Contractors with a contract value above \$10,000 each

Contractors	Purpose	\$ Actual payment
Cirka Pty Ltd	Cleaning contractor	\$ 22,818
Empired Limited	Server upgrade	\$ 23,625
Ernst & Young	Auditing service	\$ 22,975
Hays Recruiting Experts Worldwide	Temporary staff	\$ 55,464
VUCA Pty Ltd	Executive recruitment	\$ 26,603
	Total	\$ 151,485

Data for previous years is available at: [Contractors used by Education Standards Board - Dataset - data.sa.gov.au](https://data.sa.gov.au/dataset/contractors-used-by-education-standards-board)

The details of South Australian Government-awarded contracts for goods, services, and works are displayed on the SA Tenders and Contracts website. [View the agency list of contracts.](#)

The website also provides details of [across government contracts.](#)

## **Risk management**

### **Risk at a glance**

Risk is managed through the Risk Management Committee and reported to the Board. This year the committee was expanded to include all members of the senior management team. The committee met six times throughout the reporting period.

During 2021-22 the committee achievements were:

- implementing a risk management information system to improve analysis and reporting
- updating the risk management framework to support implementation of the system
- improving regulatory incident reporting mechanisms
- executing COVID-19 treatment plans and measures to manage risk to staff health during regulatory activity.

### **Fraud detected in the agency**

No instances of fraud detected.

*NB: Fraud reported includes actual and reasonably suspected incidents of fraud.*

### **Strategies implemented to control and prevent fraud**

The Board follows whole of government policies for prevention and control of fraud. The Board is committed to the prevention, detection and control of fraud, corruption, maladministration, and misconduct relating to its activities.

The Board's detection, control and prevention strategies include:

- appropriate segregation of duties
- delegations of authority
- fraud and corruption awareness training for new employees
- public sector code of conduct training for all employees, renewed every two years
- risk register that monitors risks of fraudulent/corrupt behaviour in procurement activities, unauthorised or unintentional release of confidential information and physical asset theft
- employee onboarding and offboarding procedures.

Serious or systemic offences against the Board and/or the South Australian public sector are referred to the Office for Public Integrity (OPI) or inquiry agencies to investigate.

Data for previous years is available at: [Fraud detected in Education Standards Board - Dataset - data.sa.gov.au](#).

## Public interest disclosure

No public interest information has been disclosed to a responsible officer of the agency under the *Public Interest Disclosure Act 2018*.

Data for previous years is available at: [Public interest \(formerly whistle-blowers'\) disclosure of Education Standards Board - Dataset - data.sa.gov.au](#)

Note: Disclosure of public interest information was previously reported under the *Whistleblowers Protection Act 1993* and repealed by the *Public Interest Disclosure Act 2018* on 1/7/2019.

## Public complaints

### Number of public complaints reported

Complaint categories	Sub-categories	Example	Number of complaints 2021-22
Service delivery	Process	Processing error; incorrect process used; delay in processing application; process not customer responsive	2
Service quality	Information	Incorrect, incomplete, out dated or inadequate information; not fit for purpose	1
No case to answer		Third party; customer misunderstanding; redirected to another agency; insufficient information to investigate	4
<b>Total</b>			<b>7</b>

<b>Additional Metrics</b>	<b>Total</b>
Number of positive feedback comments	1
Number of negative feedback comments	Nil
Total number of feedback comments	1
% complaints resolved within policy timeframes	100%

Data for previous years is available at: [Reporting of public complaints for Education Standards Board - Dataset - data.sa.gov.au](https://data.sa.gov.au/dataset/reporting-of-public-complaints-for-education-standards-board)

### **Service improvements**

The complaints and feedback management policy governs the management and administration of complaints. It is publicly available on the Board's website.

No service improvements were made based upon complaints and feedback received.

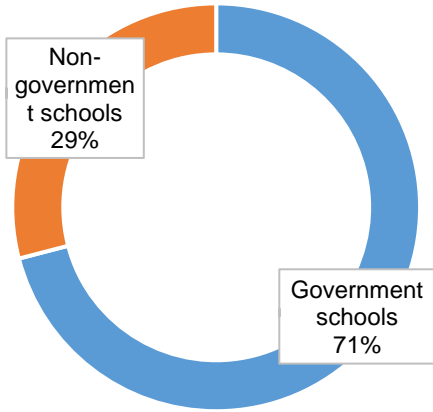
### **Compliance statement**

Education Standards Board is compliant with Premier and Cabinet Circular 039 – complaint management in the South Australian public sector	Y
Education Standards Board has communicated the content of PC 039 and the agency's related complaints policies and procedures to employees.	Y

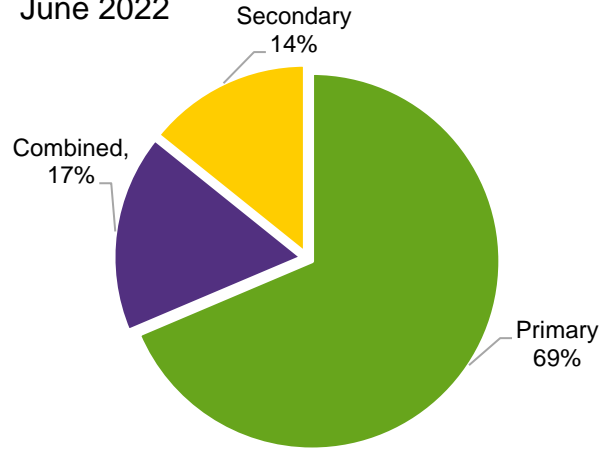
## Appendix one: statistical overview

### Registered schools at 30 June 2022

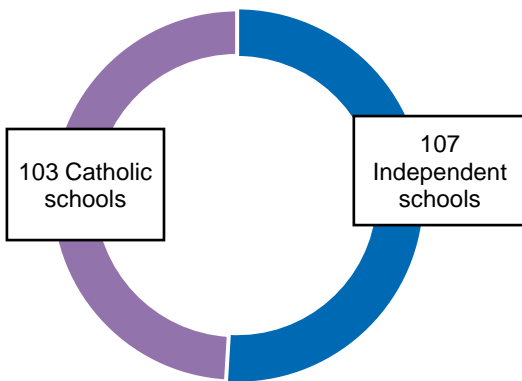
Schools by provider at 30 June 2022



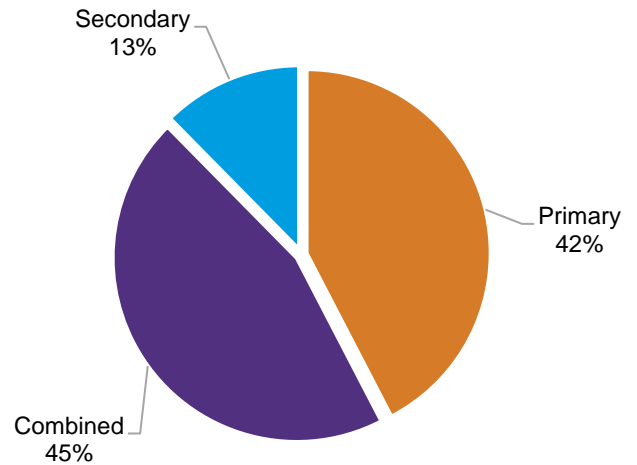
Types of government schools at 30 June 2022



Non-government schools by provider at 30 June 2022



Types of non-government schools at 30 June 2022



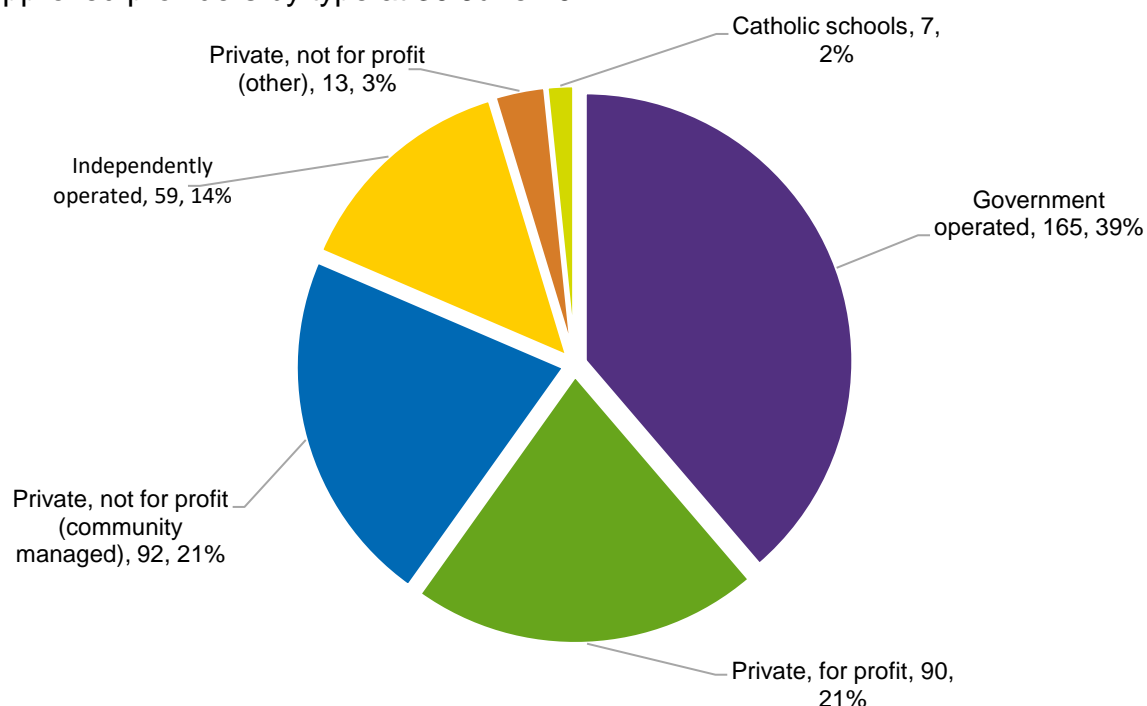
**Numbers of schools by year at 30 June 2022**

The number of registered schools has remained consistent year on year since 2018-19

<b>School type</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Total government schools	513	513	513	513
Total non-government schools	210	209	213	210
Catholic schools	102	101	104	103
Independent schools	108	108	109	107
Government primary schools	354	354	352	352
Non-government primary schools	102	95	91	89
Government secondary schools	71	70	72	73
Non-government secondary schools	28	25	28	26
Combined government schools	88	89	89	88
Combined non-government schools	79	89	94	95
Registered CRICOS schools	175	178	176	176
Registered CRICOS government schools	135	141	141	143
Registered CRICOS non-Government schools	40	37	35	33

## NQF providers and services in 2021-22

### Approved providers by type at 30 June 2022



On 30 June 2022 there were 426 approved providers, a minor decrease from 430 approved providers in 2020-21. Eighty-five percent (363) providers operate a single service compared to 86% (368) in 2020-21.

In SA, 39% of approved providers are government operated, compared to 11% of state/territory and local government providers nationally.

### Approved early childhood education and care services

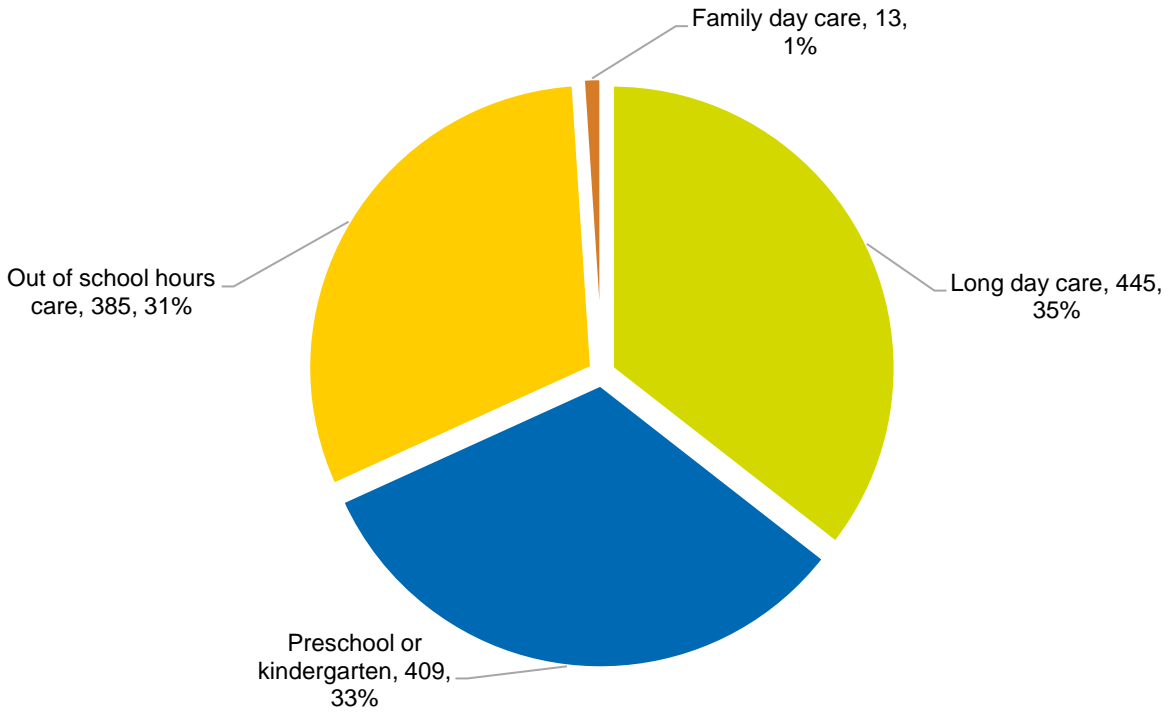
There are 1252 approved services in SA at 30 June 2022, an increase of 2% compared to the previous year. The increase included 16 long day care, one preschool and eight out of school hours care newly approved services.

### Residual services

There are 117 residual services regulated under state legislation that are outside the scope of the NQF. Of these, 93 (83%) are provided by the South Australian Department of Education.

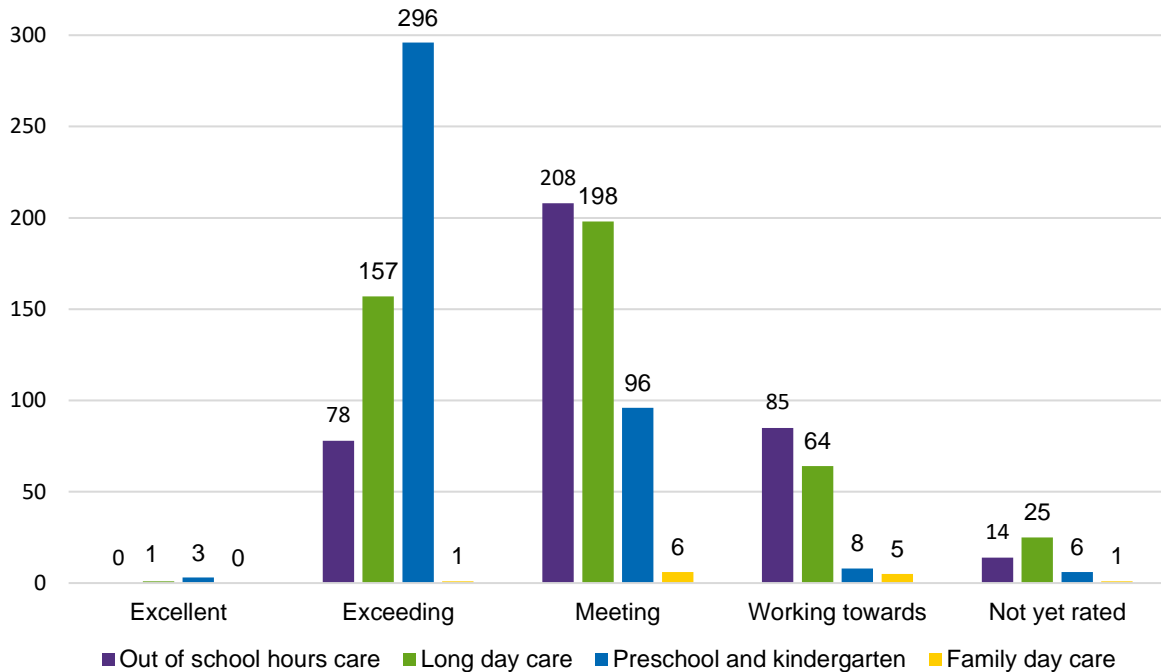
Residual service type	Number of services
In-home care	9
Mobile care	6
Occasional care	102

### Approved services by type at 30 June 2022



### Service performance under the NQF at 30 June 2022

#### NQF rating by service type at 30 June 2022





Of 1252 services in SA, 96% have a quality rating, compared to 90% nationally. There are 465 services rated under the 2018 National Quality Standards and 740 currently rated under the 2012 National Quality Standards. Forty-six services are approved and not yet rated as they are within the first 12 months of operation.

South Australia now has 13.5% of services rated 'Working Towards', compared to 12.5% nationally. The number of services rated Meeting or higher has steadily increased year on year over the past four years.

### Quality ratings of services by year at June 30

Year	Working towards		Meeting		Exceeding		Excellent		Total
	Count	%	Count	%	Count	%	Count	%	
2018-19	205	18%	370	33%	545	48%	8	1%	1,128
2019-20	168	15%	428	37%	558	48%	8	1%	1,162
2020-21	166	14%	469	40%	546	46%	5	1%	1,186
2021-22	162	13%	507	42%	533	44%	4	0%	1,206

### Proportion of quality ratings by service type compared to national average at 30 June 2022

	Working Towards		Meeting		Exceeding*	
	SA	National	SA	National	SA	National
Long day care	15%	12%	47%	63%	38%	25%
Preschool	2%	5%	24%	38%	74%	57%
Outside school hours care	23%	16%	56%	73%	21%	12%

\*Exceeding also includes services rated as Excellent

### Assessment and rating of services in 2021-22

In 2021-22, 24 services had their first assessment and rating, with 46% (11) rated Working Towards and 54% (13) rated Meeting the National Quality Standard. Seventy-one services were reassessed in 2021-22.

Eighteen percent (13) maintained a rating of 'Meeting', 37% (26) maintained a rating of 'Working Towards', 15% (11) moved from 'Meeting' to 'Working Towards', and 30% (21) moved from 'Working Towards' to 'Meeting'.

## Appendix two: glossary

**Administrative compliance action:** An administrative action taken to guide compliance with the National Law and/or National Regulations.

**First tier review:** a request to review a service's rating if the provider disagrees with the rating given. This review is conducted by authorised officers not involved in the original assessment and rating under review.

**Incident:** any incident, including serious, non-serious, non-regulatory and out of scope incidents.

**NQAITS (National Quality Agenda IT System):** An information system that manages the approval, monitoring and quality assessment of services under the NQF.

**Statutory compliance action:** A compliance action under the National Law or National Regulations to enforce compliance.

**Waiver application:** An application to waiver compliance with an element of the National Law or Regulations. Waivers allow services to continue to provide compliant education and care while dealing with special circumstances or unexpected events.

## **Appendix three: audited financial statements 2021-22**

Education and Early Childhood Services  
Registration and Standards Board of South  
Australia

(Education Standards Board)

**FINANCIAL STATEMENTS**

For the year ended 30 June 2022



Ernst & Young  
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Adelaide SA 5000 Australia  
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## Independent Auditor's Report to the Board of Education and Early Childhood Services Registration and Standards Board of South Australia

### Opinion

We have audited the financial report of Education and Early Childhood Services Registration and Standards Board of South Australia (the Entity), which comprises the statement of financial position as at 30 June 2022, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies, and the Boards' declaration.

In our opinion, the accompanying financial report presents fairly, in all material respects, the financial position of the Entity as at 30 June 2022, and its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards and the *Public Finance and Audit Act 1987*.

### 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 Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

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

The Board are responsible for the other information. The other information is the Board report accompanying the financial report.

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.

## Responsibilities of the Board for the Financial Report

The Board of the Entity are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and *Public Finance and Audit Act 1987* and for such internal control as the Board determine is necessary to enable the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error.

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

## Auditor's Responsibilities for the Audit of the Financial Report

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

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

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



- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

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

A handwritten signature in black ink that reads 'Ernst &amp; Young'.

Ernst & Young

A handwritten signature in black ink that reads 'Nigel Stevenson'.

Nigel Stevenson  
Engagement Partner  
Adelaide  
21 September 2022



**Building a better  
working world**

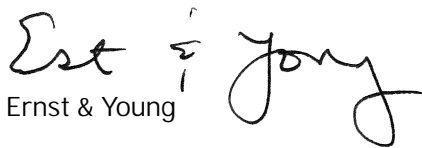
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## Auditor's Independence Declaration to the Board of Education and Early Childhood Services Registration and Standards Board of South Australia

As lead auditor for the audit of the financial report of Education and Early Childhood Services Registration and Standards Board of South Australia for the financial year ended 30 June 2022, I declare to the best of my knowledge and belief, there have been:

- a. No contraventions of the auditor independence requirements of the *APES 110 Code of Ethics* in relation to the audit;
- b. No contraventions of any applicable code of professional conduct in relation to the audit; and
- c. No non-audit services provided that contravene any applicable code of professional conduct in relation to the audit.

The Ernst & Young logo, featuring the letters 'EY' in a stylized, handwritten font, with the words 'Ernst & Young' printed below it.

  
Nigel Stevenson  
Partner  
21 September 2022



## Education Standards Board

### Certification of the Financial Statements


We certify that the attached general purpose financial statements for the Education and Early Childhood Services Registration and Standards Board of South Australia (the Board):

- comply with relevant Treasurer's instructions issued under section 41 of the *Public Finance and Audit Act 1987*, and relevant Australian accounting standards;
- are in accordance with the accounts and records of the Board; and
- present a true and fair view of the financial position of the Board as at 30 June 2022 and the results of its operation and cash flows for the financial year.

We certify that the internal controls employed by the Board for the financial year over its financial reporting and its preparation of the general purpose financial statements have been effective throughout the reporting period.



Ann Doolette  
Presiding Member  
21 September 2022



Kerry Leaver  
Chief Executive  
21 September 2022



Christine Gallasch  
Senior Manager, Corporate Services  
21 September 2022

## Education Standards Board

### STATEMENT OF COMPREHENSIVE INCOME

For the year ended 30 June 2022

	Note No.	2022 \$	2021 \$
<b>Expenses</b>			
Board fees	4	20,572	21,618
Employee benefits expenses	5	4,626,274	3,972,880
Supplies and services	6	1,048,471	1,426,460
Auditor's remuneration	7	22,975	22,635
Depreciation and amortisation	8	7,780	11,358
<b>Total expenses</b>		<b>5,726,072</b>	<b>5,454,951</b>
<b>Income</b>			
Revenues from fees and charges	9	516,553	512,190
Interest revenue	10	18,725	18,039
Other revenues	11	22,371	20,490
<b>Total income</b>		<b>557,649</b>	<b>550,719</b>
<b>Net cost of providing services</b>		<b>(5,168,423)</b>	<b>(4,904,232)</b>
Revenues from SA Government	12	5,188,000	5,320,000
<b>Net result</b>		<b>19,577</b>	<b>415,768</b>
<b>Total comprehensive income</b>		<b>19,577</b>	<b>415,768</b>

**The net result and comprehensive result are attributable to the SA Government as owner**

The above statement should be read in conjunction with the accompanying notes.

## Education Standards Board

### STATEMENT OF FINANCIAL POSITION

As at 30 June 2022

	Note No	2022 \$	2021 \$
<b>Current assets</b>			
Cash and cash equivalents	13	4,337,598	4,268,025
Receivables	14	61,782	172,550
Right of use assets	15	2,667	10,585
<b>Total assets</b>		<b>4,402,047</b>	<b>4,451,160</b>
<b>Current liabilities</b>			
Payables	16	244,768	282,136
Employee benefits	17	653,768	796,871
Workers compensation provision	18	200,000	120,000
Office accommodation provision	19	40,000	40,000
Lease liabilities	20	2,724	10,780
<b>Total current liabilities</b>		<b>1,141,260</b>	<b>1,249,787</b>
<b>Non-current liabilities</b>			
Employee benefits	17	489,861	450,024
<b>Total non-current liabilities</b>		<b>489,861</b>	<b>450,024</b>
<b>Total liabilities</b>		<b>1,631,121</b>	<b>1,699,811</b>
<b>Net assets</b>		<b>2,770,926</b>	<b>2,751,349</b>
<b>Equity</b>			
Retained earnings		2,770,926	2,751,349
<b>Total equity</b>		<b>2,770,926</b>	<b>2,751,349</b>
<b>The total equity is attributable to the SA Government as owner</b>			
Unrecognised contractual commitment	21	2,429,061	2,386,575

The above statement should be read in conjunction with the accompanying notes.

## Education Standards Board

### STATEMENT OF CHANGES IN EQUITY

For the year ended 30 June 2022

	Retained earnings
	\$
<b>Balance at 30 June 2020</b>	<b>2,335,581</b>
<b>Total comprehensive result for 2020-2021</b>	415,768
<b>Balance at 30 June 2021</b>	<b>2,751,349</b>
<b>Total comprehensive result for 2021-2022</b>	19,577
<b>Balance at 30 June 2022</b>	<b>2,770,926</b>

**All changes in equity are attributable to the SA Government as owner**

The above statement should be read in conjunction with the accompanying notes.

**Education Standards Board**

**STATEMENT OF CASH FLOWS**

For the year ended 30 June 2022

	Note No.	2022 \$	2021 \$
<b>Cash flows from operating activities</b>			
<b>Cash outflows</b>			
Employee benefit payments		(4,670,112)	(4,051,700)
Payments for supplies and services		(1,133,373)	(1,582,899)
<b>Cash used in operations</b>		<b>(5,803,485)</b>	<b>(5,634,599)</b>
<b>Cash inflows</b>			
Fees and charges		666,333	575,007
Interest received	10	18,725	18,039
<b>Cash generated from operations</b>		<b>685,058</b>	<b>593,046</b>
<b>Cash flows from SA Government</b>			
Receipts from SA Government	12	5,188,000	5,320,000
<b>Cash generated from SA Government</b>		<b>5,188,000</b>	<b>5,320,000</b>
<b>Net cash provided by operating activities</b>		<b>69,573</b>	<b>278,447</b>
<b>Cash and cash equivalents at the beginning of the period</b>		<b>4,268,025</b>	<b>3,989,578</b>
<b>Cash and cash equivalents at the end of the period</b>	<b>13</b>	<b>4,337,598</b>	<b>4,268,025</b>

The above statement should be read in conjunction with the accompanying notes.

NOTES TO  
AND  
FORMING PART  
OF THE FINANCIAL  
STATEMENTS



Government  
of South Australia



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Events after the reporting period	Note 25



**Note 1 About Education Standards Board**

The Education Standards Board (The Board) is an independent statutory authority responsible for regulating South Australia's early childhood services under *the Education and Care Services National Law Act 2010*; schools under the *Education and Early Childhood Services (Registration and Standards) Act 2011 (the Act)*; and student exchange organisations under the *Education and Children's Services Act 2019*.

The Board assesses applications from early childhood services, schools and student exchange organisations; monitors services and providers to ensure ongoing compliance with the law; and informs education and care providers on how to achieve continuous improvement. Our regulatory role ensures the health, safety and wellbeing of children, and enables access to high quality education and care for South Australian families.

The functions of the Board, as outlined in the Act are:

- > to regulate the provision of education services and early childhood services;
- > to approve the requirements for endorsement of registration of schools;
- > to establish and maintain the registers contemplated by the Education and Early Childhood Services (Registration and Standards) Act 2011;
- > to carry out the functions under the national law concerning early childhood services;
- > to prepare or endorse codes of conduct for registered schools;
- > to provide advice to the Minister;
- > to carry out other functions assigned to the Board by the Minister.

**Note 2 Summary of significant accounting policies**

**a) Statement of compliance**

The financial statements are general purpose financial statements. The accounts have been prepared in accordance with relevant Australian accounting standards and Treasurer's Instructions and accounting policy statements promulgated under the *Public Finance and Audit Act 1987*.

**b) Basis of preparation**

The preparation of the financial statements requires:

- the use of certain accounting estimates and requires management to exercise its judgement in the process of applying the Board's accounting policies.
- that accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events are reported;
- compliance with accounting policy statements issued pursuant to section 41 of the *Public Finance and Audit Act 1987*. In the interest of public accountability and transparency the accounting policy statements require the following note disclosures, which have been included in this financial report:
  - a) revenues, expenses, financial assets and liabilities where the counterparty/transaction is with an entity within the SA Government as at reporting date, classified according to their nature.
  - b) board/committee member and remuneration information, where a board/committee member is entitled to receive income from membership other than a direct out-of-pocket reimbursement.

The Board's Statement of Comprehensive Income, Statement of Financial Position, and Statement of Changes in Equity have been prepared on an accrual basis and are in accordance with historical cost convention.

The Statement of Cash Flows has been prepared on a cash basis.

The financial statements have been prepared based on a twelve month period and presented in Australian currency.

The financial report has been prepared on a going concern basis. The continued existence of the Board in its present form, and with its present programs is dependent upon Government policy and upon continuing Operating Grants from the State Government for the Board's administration and outputs.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2022 and the comparative information presented.

**c) Reporting entity**

The Board is a statutory authority established under the *Education and Early Childhood Services (Registrations and Standards) Act 2011* (the Act). It operates within legislative requirements of the Act and adheres to occupational health, safety, and welfare requirements, equal opportunity, and public sector principles.

The financial report includes the use of income, expenses, assets and liabilities, controlled or incurred by the Board in its own right.

The Board has no administered items.

**d) Comparative information**

The presentation and classification of items in the financial statements are consistent with prior periods except where specific accounting standards and/or accounting policy statements have required a change.

Where presentation or classification of items in the financial statements have been amended, comparative figures have been adjusted to conform to changes in presentation or classification in these financial statements unless impracticable.

Shared services revenues and expenses are recorded in the statement of comprehensive income for the year ended 30 June 2022 to conform to the current year accounting policy. Certain items in the notes to the financial statements have also been recorded to conform to the current year presentation.

**e) Rounding**

All amounts in the financial statements and accompanying notes have been rounded to the nearest dollar.

**f) Taxation**

The Board is not subject to income tax. The Board is liable for payroll tax, fringe benefits tax and goods and services tax (GST).

Income, expenses and assets are recognised net of the amount of GST except:

- when the GST incurred on a purchase of goods or services is not recoverable from the Australian Taxation Office, in which case the GST is recognised as part of the cost of acquisition of the asset or as part of the expense item applicable; and
- receivables and payables, which are stated with the amount of GST included. Accruals and prepayments are GST exclusive

The net amount of GST recoverable from, or payable to, the Australian Taxation Office is included as part of receivables or payables as applicable in the Statement of Financial Position.

Cash flows are included in the Statement of Cash Flows on a gross basis and the GST component of cash flows arising from investing and financing activities, which is recoverable from, or payable to, the Australian Taxation Office is classified as part of operating cash flows.

Unrecognised contractual commitments and contingencies are disclosed net of the amount of GST recoverable from, or payable to the Australian Taxation Office. If GST is not payable to, or recoverable from the Australian Taxation Office, the commitments and contingencies are disclosed on a gross basis.

**g) Events after the reporting period**

Adjustments are made to amounts recognised in the financial statements, where an event occurs after 30 June 2022 and before the date the financial statements are authorised for issue, where those events provides information about conditions that existed at 30 June 2022.

Disclosure is made about events between 30 June and the date the financial statements are authorised for issue where the events relate to a condition which arose after 30 June and which may have a material impact on the results of subsequent years.

**h) Income**

Income is recognised to the extent that it is probable that the flow of economic benefits to the Board will occur and can be reliably measured.

The following are specific recognition criteria:

*Fees and charges*

Revenue from fees and charges is recognised upon receipt by the Board.

*Revenues from SA Government*

Grant funding is recognised as revenue when the Board obtains control over the funding.

Control over grant funding is obtained upon receipt.

*Other revenues*

Shared Services contributions for payroll services received free of charge are recorded in the statement of comprehensive income for the year end to conform to the current year accounting policy. The non-cash based revenue is measured at fair value where this can be reliably determined and the corresponding expense is also recognised in Supplies and Services note 6.

**i) Expenses**

Expenses are recognised to the extent that it is probable that the flow of economic benefits from the Board will occur and can be reliably measured.

The notes accompanying the financial statements disclose expenses where the counterparty/transaction is with an entity within the SA Government as at the reporting date, classified according to their nature.

The following are specific recognition criteria:

*AASB 119 Employee benefits expenses*

Employee benefit expenses include all costs related to employment including wages and salaries, non-monetary benefits and leave entitlements.

*Superannuation*

The amount charged to the Statement of Comprehensive Income represents the contributions made by the Board to the superannuation plan for staff employed by the Board during the year.

**j) Current and non-current classification**

Assets and liabilities are characterised as either current or non-current in nature. Assets and liabilities that are consumed or realised as part of the normal operating cycle even when they are not expected to be realised within twelve months after the reporting date have been classified as current assets or current liabilities. All other assets and liabilities are classified as non-current.

**k) Assets**

Assets have been classified according to their nature.

The notes accompanying the financial statements disclose financial assets where the counterparty/transaction is with an entity within the SA Government as at the reporting date, classified according to their nature.

*Cash and cash equivalents*

Cash and cash equivalents in the Statement of Financial Position includes cash at bank and on hand.

For the purposes of the Statement of Cash Flows, cash at bank consist of cash held in the bank account as defined above. Cash is measured at nominal value.

*Receivables*

Receivables include amounts receivable from services, GST input tax credits recoverable, accrued revenue and other accruals.

Collectability of receivables is reviewed on an ongoing basis. An allowance for doubtful debts is raised when there is objective evidence that the board will not be able to collect the debt. Bad debts are written off when identified.

Allowance for doubtful debts are raised in accordance with AASB 9 under the simplified approach in calculating expected credit losses ("ECLs") and when there is evidence the Board will not be able to collect the debt. Bad debts are written off when identified.

**I) Liabilities**

Liabilities have been classified according to their nature.

The notes accompanying the financial statements disclose financial liabilities where the counterparty/transaction is with an entity within the SA Government as at the reporting date, classified according to their nature.

*Payables*

Payables include creditors, accrued expenses and employment on-costs.

Creditors represent the amounts owing for services received prior to the end of the reporting period that are unpaid at the end of the reporting period. Creditors include all unpaid invoices received relating to the normal operations of the Board.

Accrued expenses represent goods and services provided by other parties during the period that are unpaid at the end of the reporting period and where an invoice has not been received.

All payables are measured at their nominal amount, are unsecured and are normally settled within 30 days from the date of the invoice or date the invoice is first received.

*Employee benefits*

These benefits accrue for employees as a result of services provided up to the reporting date that remain unpaid. Long-term employee benefits are measured at present value of the estimated future cash outflows to be made by the Board and short-term employee benefits are measured at nominal amounts using the remuneration rate expected to apply at the time of settlement.

*Salaries and wages, annual leave, skills and experience retention leave and sick leave*

The liability for salary and wages is measured as the amount unpaid at the reporting date at remuneration rates current at reporting date.

The annual leave liability and the skills and experience retention leave liability is expected to be payable within twelve months and is measured at the undiscounted amount expected to be paid.

No provision has been made for sick leave as all sick leave is non-vesting and the average sick leave taken in future years by employees is estimated to be less than the annual entitlement for sick leave reporting period on government bonds with durations that match, as closely as possible, the estimated future cash outflows.

Employment on-costs include payroll tax and superannuation contributions in respect to outstanding liabilities for salaries and wages, long service leave, annual leave and skills and experience retention leave.

*Long service leave*

The liability for long service leave is measured as the present value of expected future payments to be made in respect of services provided by employees up to the end of the reporting period using the projected unit credit method.

The estimated liability for long service leave is based on actuarial assumptions over expected future salary and wage levels, experience of employee departures and periods of service. These assumptions are based on employee data for the government education sector.

Expected future payments are discounted using market yields at the end of the reporting period on government bonds with durations that match, as closely as possible, the estimated future cash outflows.

The unconditional portion of the long service leave provision is classified as current as the Board does not have an unconditional right to defer settlement of the liability for at least 12 months after reporting date. The unconditional portion of long service leave relates to an unconditional legal entitlement to payment arising after ten years of service.

*Motor vehicle leases*

The Board has three motor vehicle leases with the South Australian Government Financing Authority (SAFA). Motor vehicle leases are non-cancellable, with rental payments monthly in arrears. Motor vehicle lease terms can range from 3 years (60,000km) up to 5 years (100,000km).

**m) Provisions**

The Board is a self-insured entity and is responsible for the payment of workers compensation claims.

The workers compensation provision is an estimated liability based upon a percentage of payroll and historical evidence of claims history.

**n) Unrecognised contractual commitments and contingent assets and liabilities**

Commitments include operating, capital and outsourcing arrangements arising from contractual or statutory sources and are disclosed at their nominal value.

Contingent assets and contingent liabilities are not recognised in the Statement of Financial Position, but are disclosed by way of a note and, if quantifiable, are measured at nominal value.

Unrecognised contractual commitments and contingencies are disclosed net of the amount of GST recoverable from, or payable to the Australian Taxation Office. If GST is not payable to, or recoverable from the Australian Taxation Office, the commitments and contingencies are disclosed on a gross basis.

**Note 3 New and revised accounting standards and policies**

The Board did not voluntarily change any of its accounting policies during 2021-2022.

The Australian accounting standards and interpretations that have recently been issued or amended but are not yet effective, have been assessed by the Board. The adoption of these standards is not expected to have a material impact on the financial statements.

**Education Standards Board**

**Note 4 Board fees**

<b>4.1 Board and Committee fees</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Board and Committee fees	20,572	21,618
<b>Total Board fees expenses</b>	<b>20,572</b>	<b>21,618</b>

**4.2 Key management personnel**

Key management personnel of the Education Standards Board include the Minister, the Chief Executive and Board members.

Total compensation for the Board's key management personnel was \$323,951 (2021: \$247,204).

The compensation disclosed in this note excludes salaries and other benefits the Minister for Education receives. The Minister's remuneration and allowances are set by the Parliamentary Remuneration Act 1990 and the Remuneration Tribunal of SA respectively and are payable from the Consolidated Account (via the Department of Treasury and Finance) under section 6 the Parliamentary Remuneration Act 1990.

The Board has not identified any material transactions with key management personnel and other related parties during 2021-2022.

**Note 5 Employee benefits expenses**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Salaries and wages	3,430,328	3,285,972
Parental leave	105,704	-
Workers Compensation expense	200,050	-
Annual leave	30,903	25,764
Long service leave	19,295	(31,958)
Retention leave	6,849	(8,952)
Employment on-costs	833,145	702,054
<b>Total employee benefits expenses</b>	<b>4,626,274</b>	<b>3,972,880</b>

**Education Standards Board**

**Note 6 Supplies and services**

	<b>2022</b>	<b>2021</b>
	\$	\$
Accommodation – fit out	13,556	353,639
General administration and consumables	126,946	82,147
Legal expenses	5,554	7,931
Motor vehicle expenses	29,915	31,518
Service Level Agreement – rent & utilities	333,465	328,733
Service Level Agreement – others	97,501	97,642
Staff training and development	20,051	72,505
Staff travel expenses	20,132	19,231
WH&S and employee relations	50,803	39,600
Minor equipment	10,394	199,022
Telecommunications and website	37,351	31,460
Information technology and infrastructure	302,803	163,032
<b>Total supplies and services</b>	<b>1,048,471</b>	<b>1,426,460</b>

**6.1 Accommodation**

The Board's accommodation is provided by the Department of Infrastructure and Transport under a Memorandum of Administrative Arrangement (MoAA) issued in accordance with Government-wide accommodation policies. The MoAA does not meet the definition of a lease set out in AASB 16.

**6.2 Consultants**

The number of consultancies and the dollar amount paid/payable (included in supplies and services expenses) to consultants that fell within the following bands:

	<b>No</b>	<b>2022</b>	<b>No</b>	<b>2021</b>
		\$		\$
Below \$10 000	5	14,196	1	14,429
\$10 000 or above	2	22,651	1	54,250
<b>Total consultants</b>	<b>7</b>	<b>36,847</b>	<b>2</b>	<b>68,679</b>



**Education Standards Board**

**Note 7 Auditor's remuneration**

	<b>2022</b>	<b>2021</b>
	\$	\$
Audit fees paid / payable	22,975	22,635
<b>Total auditor's remuneration</b>	<b>22,975</b>	<b>22,635</b>

**Note 8 Depreciation and amortisation expenses**

	<b>2022</b>	<b>2021</b>
	\$	\$
Motor vehicles – leased	7,669	11,064
Interest costs - lease vehicles	111	294
<b>Total depreciation and amortisation expenses</b>	<b>7,780</b>	<b>11,358</b>

On adoption of AASB 16 Leases, depreciation on the right-of-use assets for motor vehicles was included. All non-current assets, with a limited useful life, are systematically depreciated or amortised over their useful lives in a manner that reflects the consumption for their service potential.

**Note 9 Revenues from fees and charges**

	<b>2022</b>	<b>2021</b>
	\$	\$
Regulatory fees	516,553	512,190
<b>Total revenues from fees and charges</b>	<b>516,553</b>	<b>512,190</b>

The Board charges regulatory fees under the;

- *Education and Care Services National Regulations 2011*
- *Education and Early Childhood Services (Registration and Standards) Regulations 2011 (SA)*
- *Education Services for Overseas Students Regulations 2001 (ESOS Regulations)*

The Education and Care Services National Regulations set the fees for children's education and care services under the National Quality Framework which are indexed annually. Fees fall into two categories:

- the annual service fee, which applies to all approved services
- transaction fees, mainly associated with application fees for provider, service or waiver approvals.

Education Standards Board

**Note 10 Interest revenue**

	<b>2022</b>	<b>2021</b>
	\$	\$
Interest on bank accounts	18,725	18,039
<b>Total interest revenue</b>	<b>18,725</b>	<b>18,039</b>

**Note 11 Other revenues**

	<b>2022</b>	<b>2021</b>
	\$	\$
Resources received free of charge - Shared Services SA	22,138	20,323
Other revenues	233	167
<b>Total other revenues</b>	<b>22,371</b>	<b>20,490</b>

**Note 12 Revenue from SA Government**

	<b>2022</b>	<b>2021</b>
	\$	\$
Operating grant	5,188,000	5,320,000
<b>Total revenue from SA Government</b>	<b>5,188,000</b>	<b>5,320,000</b>

**Education Standards Board**

**Note 13 Cash and cash equivalents**

	<b>2022</b>	<b>2021</b>
	\$	\$
Cash and cash equivalents	4,337,598	4,268,025
<b>Total cash and cash equivalents</b>	<b>4,337,598</b>	<b>4,268,025</b>

**Interest rate risk**

Cash and cash equivalents is non-interest bearing. Deposits at call and with the Treasurer earn a floating interest rate, based on daily bank deposit rates. The carrying amount of cash and cash equivalents represents fair value.

**Note 14 Receivables**

	<b>2022</b>	<b>2021</b>
	\$	\$
Receivables	30,120	98,191
Australian Taxation Office receivables	-	73,218
Prepayment	28,141	-
Accrued revenues	3,521	1,141
<b>Total receivables</b>	<b>61,782</b>	<b>172,550</b>

**Interest rate risk**

Receivables, prepayments and accrued revenues are non-interest bearing.

It is not anticipated that counterparties will fail to discharge their obligations. The carrying amount of receivables approximates net fair value due to being receivable on demand. There is no concentration of credit risk.

The carrying amounts of all receivables mature within one year.

Refer to Note 24 for information as to the categorisation of financial instruments and risk exposure.

**Note 15 Right of use assets**

	<b>2022</b>	<b>2021</b>
	\$	\$
Right of use assets – motor vehicles	2,667	10,585
<b>Total right of use assets</b>	<b>2,667</b>	<b>10,585</b>

Expenses related to right of use assets recognised, including depreciation and interest expenses, are disclosed in note 8.

**Education Standards Board**

**Note 16 Payables**

	<b>2022</b>	<b>2021</b>
	\$	\$
<b>Current</b>		
Unearned fees and charges	181,922	173,029
Accrued expenses	62,846	109,107
<b>Total payables</b>	<b>244,768</b>	<b>282,136</b>

**Interest rate and credit risk**

Creditors and accruals are raised for all amounts billed but unpaid. Sundry creditors are normally settled within 30 days. Employment on-costs are settled when the respective employee benefit that they relate to is discharged. All payables are non-interest bearing. The carrying amount of payables represents fair value due to the amounts being payable on demand.

Refer to Note 24 for information as to the categorisation of financial instruments and risk exposure.

**Note 17 Employee benefits**

	<b>2022</b>	<b>2021</b>
	\$	\$
<b>Current</b>		
Accrued salaries and wages	19,498	145,883
Parental leave payable	4,723	-
Annual leave	317,522	280,379
Long service leave	300,847	366,656
Skills and experience retention leave	11,178	3,953
<b>Total current employee benefits</b>	<b>653,768</b>	<b>796,871</b>
<b>Expected to be settled more than 12 months after reporting date</b>		
Long service leave	489,861	450,024
<b>Total non-current employee benefits</b>	<b>489,861</b>	<b>450,024</b>
<b>Total employee benefits</b>	<b>1,143,629</b>	<b>1,246,895</b>

**Note 18 Workers compensation provision**

	<b>2022</b>	<b>2021</b>
	\$	\$
Provision for workers compensation	200,000	120,000
<b>Total provision for workers compensation</b>	<b>200,000</b>	<b>120,000</b>

**Education Standards Board**

**Note 19 Office accommodation provision**

	<b>2022</b>	<b>2021</b>
	\$	\$
Provision for office accommodation	40,000	40,000
<b>Total provision for office accommodation</b>	<b>40,000</b>	<b>40,000</b>

This provision is based on an estimate for the make good provision costs, with the building lease ending in 7 years.

**Note 20 Lease liabilities**

	<b>2022</b>	<b>2021</b>
	\$	\$
Lease Liabilities – vehicles	2,724	10,780
<b>Total lease liabilities</b>	<b>2,724</b>	<b>10,780</b>

The right-of-use assets related to the lease liabilities are disclosed in note 15.

**Note 21 Unrecognised contractual commitments**

	<b>2022</b>	<b>2021</b>
	\$	\$
<b>Executive remuneration commitment</b>		
Commitment for the payment of salaries and other remuneration under fixed-term employment contracts in existence at the reporting date but not recognised as liabilities are payable as follows:		
Within one year	254,904	252,865
Later than one year but not longer than five years	366,901	11,084
<b>Total Executive remuneration commitment</b>	<b>621,805</b>	<b>263,949</b>
Amounts disclosed include commitments arising from contracts between the Board and executives until July 2022.		
<b>Lease commitments</b>		
Commitments for the payment of lease agreement in existence at the reporting date but not recognised as liabilities are payable as follows:		
Within one year	330,079	315,371
Later than one year but not longer than five years	1,477,177	1,413,412
<b>Total lease commitments</b>	<b>1,807,256</b>	<b>2,122,626</b>
<b>Total unrecognised contractual commitments</b>	<b>2,429,061</b>	<b>2,386,575</b>

The Board's lease commitments are for agreements for memorandum of administrative arrangements (MoAA) with the Department of Infrastructure and Transport for accommodation. The MoAA expires June 2027. These arrangements are not leases as defined under AASB 16.

**Note 22 Contingent assets and liabilities**

The Board is not aware of any contingent assets and liabilities.

## Education Standards Board

### Note 23 Remuneration of board and committee members

Board members during 2022 financial year were:

#### Ongoing board members

Ann Doolette – Presiding Member  
Greg Hayes - Deputy Presiding Member (appointed 1 July 2021)  
Mandy Richardson\* (Board remuneration ceased in January 2022)  
Caroline Croser-Barlow\* (resigned 6 April 2022)  
Peta Smith\*  
Christos Tsonis  
Noel Mifsud  
Trevor Fletcher (resigned 15 March 2022)  
Anna Standish  
Elizabeth Worrell^  
Susan Young^  
Christopher Prance^ (appointed 1 July 2021)  
John Mula^ (appointed 1 July 2021)

#### Deputy board members

Adam Moller  
Andrew Wells\*  
Laura Paulus  
Ian Lamb\* (term ended when Caroline Croser-Barlow resigned effective 6 April 2022)  
Kerry Mahony  
Melissa Symonds^  
Suzanne Kennedy-Branford^  
Julie Tarzia^ (appointed 1 July 2021)  
John Favretto^ (appointed 1 July 2021)

The number of members whose remuneration received or receivable falls within the following bands:	2022	2021
\$1 - \$9 999	12	14
<b>Total number of members</b>	<b>12</b>	<b>14</b>

Remuneration of members reflects all costs of performing board/committee member duties including sitting fees. The total remuneration received or receivable by members was \$20,572 (See Note 4).

\*In accordance with the Department of Premier and Cabinet Circular No. 016, Government employees did not receive any remuneration for board/committee duties during the financial year.

^Remuneration of members is paid to their nominating organisation.

## Education Standards Board

No transactions were conducted with Board members or their deputies on more favourable terms and conditions than would have been adopted if dealing with an arm's length transactions in the same circumstances.

In addition, our Board is supported by two committees that report directly to the Board as follows:

### **Internal Review of Decisions Committee**

Responsible for conducting internal reviews of its regulatory decisions, and encompasses both early childhood services and schools.

### **Schools Disciplinary Committee**

Responsible for considering serious grievances made against schools and where appropriate the handling of disciplinary matters concerning complaints under the Act.

**Note 24 Financial instruments/financial risk management**

**24.1 Categorisation of financial instruments**

Details of the significant accounting policies and methods adopted including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised with respect to each class of financial asset, financial liability and equity instrument are disclosed in Note 2 Summary of significant accounting policies.

Category of financial asset and financial liabilities	Statement of Financial Position line item	Note	Carrying amount 2022 \$	Fair value 2022 \$	Carrying amount 2021 \$	Fair value 2021 \$
<b>Financial assets</b>						
Cash and cash equivalents	Cash and cash equivalents	13	4,337,598	4,337,598	4,268,025	4,268,025
Receivables	Receivables	14	61,782	61,782	172,550	172,550
<b>Total financial assets</b>			4,399,380	4,399,380	4,440,575	4,440,575
<b>Financial liabilities</b>						
Financial liabilities	Payables	16	(244,768)	(244,768)	(282,136)	(282,136)
<b>Total financial liabilities</b>			(244,768)	(244,768)	(191,243)	(282,136)

**24.2 Credit risk**

Credit risk arises when there is the possibility of the Board's debtors defaulting on their contractual obligations resulting in financial loss to the Board. The Board measures credit risk on a fair value basis and monitors risk on a regular basis.

The Board has minimal concentration of credit risk. The Board has policies and procedures in place to ensure that transactions occur with customers with appropriate credit history. The Board does not engage in high risk hedging for its financial assets.

**24.3 Liquidity risk**

Liquidity risk arises where the Board is unable to meet its financial obligations as they are due to be settled. The Board is funded principally from an Operating Grant from the SA Government through SA Government budgetary processes to meet the expected cash flows. The Board settles undisputed accounts within 30 days from the date the invoice is first received. In the event of a dispute, payment is made 30 days from resolution.

The Board exposure to liquidity risk is insignificant based on past experience and current assessment of risk. The Board's exposure to liquidity relates to Payables in the ordinary course of business.

**24.4 Market risk**

The Board is not exposed to any market risk.

**24.5 Sensitivity disclosure analysis**

A sensitivity analysis has not been undertaken for the interest rate risk of the Board as it has been determined that the possible impact on profit and loss or total equity from fluctuations in interest rates is immaterial.

**Note 25 Events after the reporting period**

There were no events after balance date which will materially impact on the financial report.