

Annual Report

2023–24



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From the Chair



On behalf of the Education Services Australia (ESA) Board, I am delighted to present the Annual Report for the 2023–24 financial year.

Since starting in the role as Chair of the ESA Board on 1 March 2024, I have been grateful for the support of our stakeholders and for the talent and commitment of ESA staff. I am extremely proud of the organisation's accomplishments this financial year. ESA has strived to make a positive difference in the lives and learning of young Australians. We have continued to focus on initiatives that reduce teacher workload and contribute to student achievement and wellbeing, particularly for those students experiencing educational disadvantage.

On 28 February 2024, ESA received an updated Letter of Expectation signed by Minister Clare on behalf of the Education Ministers Meeting (EMM) forum. The Letter is the mechanism by which the EMM communicates its expectations about the organisation's strategic priorities, key tasks and stakeholder relationships.

I would like to take this opportunity to thank Education Ministers and senior officials from across the country for their continued support of ESA's work and to acknowledge the important partnerships we enjoy with our fellow education architecture agencies: Australian Institute for Teaching and School Leadership (AITSL), Australian Education Research Organisation (AERO) and Australian Curriculum, Assessment and Reporting Authority (ACARA).

I am grateful to my fellow Directors for their collective expertise and ongoing commitment to ESA and our mission. This year we thanked and farewelled outgoing Chair Ms Diane Joseph, and outgoing Directors Mr Mark Lamont and Mr Sam Spadavecchia. We welcomed new Directors Ms Jenny Johanson, Mr Tony Brennan JP and Ms Felicity Thomlinson.

The Board is proud of the company's achievements this year, and I would like to highlight some of the key areas:

- ▶ **NAPLAN:** We saw a staggering 1.2 million students across 9,411 schools and campuses complete their National Assessment Program for Literacy and Numeracy (NAPLAN) online testing. On the busiest day of the test window, more than 1 million students sat an online NAPLAN test.
- ▶ **Generative AI:** ESA has been working on responding to the National Framework for Generative AI in Schools throughout the year, with a particular focus on the evaluation of AI-equipped software products.
- ▶ **Yikan Noongar Year 4:** The Western Australian Department of Education (DoE) has engaged ESA to develop the Year 4 Yikan Noongar Language Program. This culturally responsive collaboration between ESA and the DoE builds on the Year 3 program and is designed to support schools to reinvigorate Aboriginal Languages teaching and include it as part of the Languages curriculum.

In closing, I would like to thank ESA's CEO, Andrew Smith for his inspiring leadership, invaluable knowledge of the education sector and commitment to ESA. I would also like to thank ESA's executive team and all ESA staff for their ongoing support and dedication to delivering ESA's important work in the education sector.

I very much look forward to another year of working together as we continue to create, shape and nurture solutions that support excellence and equity in education for all teachers and young Australians.

A handwritten signature in black ink that reads "Vicki Baylis".

Vicki Baylis

Chair, Education Services Australia

From the CEO



This year we embarked on the implementation of our new Strategic Plan for 2024–26, a plan developed in partnership with our Board, stakeholders and staff. The plan comprises the following five strategic pillars: empowering and supporting educators; being an essential partner; fostering equity in education; inspiring and enabling our people; and achieving operational excellence. We look forward to sharing our progress in future annual reports as we chart our successes.

As part of the 2024–25 Federal Budget, ESA will receive long-term funding for projects focused on supporting teachers and students. These commitments are a fantastic vote of confidence for our projects and will have an impact on the ways in which we make a positive difference in the lives and learning of young Australians. This funding will allow ESA to continue to support a suite of teacher resource hubs; to expand the Girls in STEM Toolkit (GiST) to incorporate a focus on diversity; to expand the English Language Learning for Indigenous Children (ELLIC) language trial from 20 to 100 schools; and to support the operation of the Online National Assessment Platform (ONAP) and ensure the continued delivery of NAPLAN. This is a notable accomplishment that will support us to achieve our ambition to be recognised as an essential partner in the delivery of safe and effective education solutions.

In 2023, we continued with our ‘Innovate’ Reconciliation Action Plan (RAP) and renewed our commitment to strengthen relationships and provide opportunities for all ESA staff to contribute to a fairer and more equitable future for Indigenous Australians through meaningful reconciliation. An initiative of which we are particularly proud is our collaboration with eight Indigenous Australians and their families to honour each of the eight individuals’ contributions to equity in education access and outcomes by naming our meeting rooms throughout the ESA office in their honour and adding a short biography of their accomplishments. Four additional rooms representing the North, East, South and West of Australia were named using local language based on the AIATSIS Map of Indigenous Australia.

In 2024, we said farewell to our outgoing Chair of seven years, Ms Diane Joseph, and we welcomed our current Chair, Ms Vicki Baylis. Vicki has seamlessly integrated into her role as Chair and she has been instrumental in the successful governing of ESA. We also welcomed three new Directors to ESA this year. I would like to take this opportunity to thank Diane, Vicki, our retiring Directors and the entire Board for their ongoing support and guidance to ESA.

I would also like to thank our committed, engaged and dedicated staff. We would not be able to make a positive difference in the lives and learning of young Australians and their teachers were it not for the part every one of our staff members played this year.

In December 2023, ESA conducted an Employee Engagement Survey and pleasingly we achieved a participation rate of 94% and outstanding positive results across several key areas, including engagement, wellbeing and connection to ESA’s purpose and values.

It has been wonderful to reflect on ESA’s accomplishments during the 2023–24 financial year and I am immensely proud of what we have achieved.

A handwritten signature in black ink, reading 'Andrew Smith'. The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Andrew Smith

CEO, Education Services Australia



About Education Services Australia

Purpose

Education Services Australia (ESA) was established to support the delivery of national priorities and initiatives in the school, training and higher education sectors.

Our role

ESA works in collaboration with all Australian jurisdictions to provide technology-based products and services for education. Focused on advancing nationally agreed education initiatives, programs and projects, ESA has been established to:

- ▶ research, test and develop innovative technologies and communication systems for use in education
- ▶ devise, develop and deliver curriculum and assessment, professional development, career and information support services
- ▶ facilitate the pooling, sharing and distribution of knowledge, resources and services to support and promote e-learning
- ▶ support national infrastructure to ensure access to quality assured systems and content and interoperability between individuals, entities and systems
- ▶ create, publish, disseminate and market curriculum and assessment materials, ICT-based solutions, products and services to support learning, teaching, leadership and administration.

Mission

ESA's mission is to combine education and technology expertise to create and deliver national solutions that further education reform in Australia and contribute to improved student outcomes, enhanced teacher impact and stronger school communities.

Our impact

In this report, we highlight some of the ways we are making a positive difference in the lives and learning of young Australians.

In 2023–24, as Australia's cross-sector education technology provider, we continued to create solutions and tools to improve student outcomes and equity through access, content and design considerations. A continued focus on student wellbeing and support for current and future teachers remained a priority throughout the year.

We applied our unique combination of education and technology expertise to take a leadership position and drive initiatives promoting the use of safe technology systems and frameworks in the education sector, as well as identifying new and emerging opportunities regarding the use of digital technologies such as artificial intelligence.

Our flexible working arrangements are now permanent, and our hybrid ways of working have empowered staff, who remain productive, effective and adaptable to organisational needs, frequently using days in the office for constructive in-person collaboration.



Supporting educators

Increasing the volume of our quality learning resources

In 2023–24, ESA continued to produce and publish freely available resources to build teacher effectiveness and reduce the burden on individual schools and teachers.

Digital Technologies Hub

The Digital Technologies Hub (DT Hub) has been providing learning resources and services for teachers, students, school leaders and parents for more than seven years. Supporting the implementation of quality Digital Technologies programs and curriculum in schools, the DT Hub has continued its growth, seeing a 1.2% increase in users in 2023–24, to more than 162,000. This year, the scope and sequence for Foundation to Year 10 was updated to support teachers to implement V9 of the Australian Curriculum. New lessons were added, including seven lessons that embed Indigenous Knowledge (IK) and culture. The library of ‘unplugged’ lessons was also enhanced, with four new resources designed to help introduce Digital Technologies to students without the need to use technology itself. The average session duration for the DT Hub grew by 58% in 2023–24, indicating that the value provided to educators is increasing.

Literacy Hub

The Literacy Hub continues to offer targeted support for schools and families, with its central hub of evidence-based resources and professional learning designed to support the literacy progress of children in their first years of schooling. To further improve the experience for educators and families, technical enhancements were introduced this year, including an upgraded search functionality and a redesigned resources page. Throughout the year, the Phonics Check has seen improved results and reporting functionality, as well as a streamlined process for importing jurisdiction data.

Scootle

The Scootle learning portal is one of the most well-known tools for educators in Australia. Scootle continues to provide teachers curated digital learning resources and now boasts an impressive 809,000+ users across Australia and 3.7+ million page views in 2023–24. With additional funding from states and territories received in February 2024, new work was delivered, including:

- ▶ curation of more than 1,300 free teaching and learning resources aligned to the Australian Curriculum V9, including lesson plans, interactive resources and videos
- ▶ updates to hosting servers and revisions to curriculum-based searches
- ▶ a refresh of Scootle blogs and communications channels
- ▶ consultation with key stakeholders and Australian cultural and professional organisations.

Student Wellbeing Hub

The Student Wellbeing Hub (SWH) continues to create and provide quality resources to help teachers support student wellbeing. Across the year 2023–24, it experienced a 35% growth in users. This year saw the SWH:

- ▶ further develop its resource library, adding more than 60 new, up-to-date and evidence-based resources for educators, parents and students
- ▶ launch a new ‘Starting school’ resource, supporting students on the autism spectrum in their first year of primary school
- ▶ upgrade the website to a fresh new format
- ▶ attend the Education Summits in Melbourne and Brisbane to engage with SWH users
- ▶ attract 932,000 page views in 2023–24, with the average session duration of 4:07 minutes, a 100% increase from 2022–23.

Supporting the use of artificial intelligence in schools

The use of artificial intelligence (AI) in schools remains topical, and the need to equip educators with practical ways to support student learning around AI is becoming more pressing. To support this, ESA has developed curriculum-aligned resources, including webinars, infographics and modules that are available on the DT Hub.

In addition to these educator resources, ESA has also been responding to the National Framework for Generative AI in Schools throughout the year, with a particular focus on the evaluation of AI-equipped software products.

Strengthening impact with professional development

The Literacy Hub and Year 1 Phonics Check provide resources for teachers and families to support students in Foundation to Year 2 to learn to read. Over the past year, several professional learning videos have been developed and published, covering seven topics on implementing systematic synthetic phonics in the classroom and evaluating student results.

With over 172,000 users and a 207.8% growth rate this year, Maths in Schools has hosted seven Explicit Teaching in Mathematics podcasts and posted various articles to support educators with topics ranging from lesson planning through to how to cater to students' learning needs. Maths in Schools created two additional comprehensive Massive Open Online Courses (MOOCs) for teachers of students in Years 3–6 and 7–10. Maths in Schools also released 80 lesson plans and supporting materials, including 20 assessment items and an additional Year 1 Number Check option.

To supplement a range of new resources on the Student Wellbeing Hub (SWH), the SWH team worked with industry experts to provide professional development to further unpack themes across their resources. This included hosting five live webinars featuring experts on starting school, school attendance challenges and student engagement, which gained an average 750 registrations per webinar and a 36% attendance rate. The SWH also hosted a two-hour online course featuring video content with Dr Emma Goodall for primary and secondary educators.

This year, the myfuture team conducted professional learning workshops to meet increasing demand and help career practitioners and teachers support a wide range of students. A number of professional learning workshops and webinars were published on myfuture covering a range of topics, including ethical decision-making in career education, meaningful work in VET careers. Other workshops and webinars supported career education for students with disabilities, those from refugee backgrounds, Indigenous students, and students experiencing disadvantage due to socioeconomic circumstances.

Known for its high-quality records and leadership in schools cataloguing, the Schools Catalogue Information Service (SCIS) delivered seven in-person workshops and 13 webinars. As supporters of the library community, SCIS presented at seven conferences sharing insights on best practice and updates within the industry. Topics included:

- ▶ On the subject of headings (Australian Library and Information Association Victoria)
- ▶ The art of call numbers (Australian School Library Association)
- ▶ Moving forward with directed resources (EduTech Australia)
- ▶ Diverse collections: equity in action (School Library Association of Victoria)
- ▶ Championing diversity via cataloguing (Association of Independent Schools of Western Australia)
- ▶ Revitalising catalogue data and standards (Australian Library and Information Association).

In 2024, SCIS updated their professional learning strategy to make most online webinars free to users, achieving a four-fold increase in attendance numbers and an average satisfaction rating of 4.3 out of 5.



Supporting students

Embedding language in early education with ELLA

The Early Learning Languages Australia (ELLA) program continued to enable rich and inclusive language learning experiences in 2023–24. By complementing existing language teaching and learning programs, ELLA's adaptability allowed early childhood educators to seamlessly integrate language development into daily activities, using a variety of resources such as printable materials, literacy and numeracy games, and culturally relevant content.

This flexibility ensures that educators can meet the diverse needs and interests of their students, making everyday language learning inclusive, engaging and accessible. Supporting educators' practice was crucial to ELLA's impact, with the program's professional learning initiatives including the Champion Showcase Day in August 2023.



“ ELLA is not just kids playing on the iPad, [it is] extremely helpful and effective at helping the kids learn new languages.

– Faith Family Early Learning, Taree, NSW

Championing diversity in STEM with the GiST

In 2023–24, the Girls in STEM Toolkit (GiST) program saw significant growth, with a 24.3% increase in users. This reflects the rising relevance and interest in supporting diversity within the fields of science, technology, engineering and mathematics (STEM). The GiST offered a range of student-focused content designed to make STEM more accessible and engaging – including webinars on topics such as girls in game design and pathways to careers in space – that attracted strong participation from both educators and students. New career pathway maps and an interactive quiz were also launched, further promoting deeper exploration of resources by students. Educators also praised the GiST’s relevance and resources.

Supporting language skills with ELLIC

The English Language Learning for Indigenous Children (ELLIC) program has continued to play an important role in supporting the development of language skills in students, both in their home languages and in English. In 2023–24, the program was active in 20 preschools across the Northern Territory, Queensland and Western Australia.

ELLIC also recently introduced a new helpdesk service, providing preschools with customised sessions led by early learning specialists. This initiative has been well received, with participating preschools seeking to extend the program to additional campuses.

Student Wellbeing Hub’s Brain break bops

The Student Wellbeing Hub (SWH) provides resources to support the wellbeing and resilience of young people. This year, SWH released Brain break bops, which has proven to be particularly popular, gaining 15,000 users and 26,000 page views since its launch in November 2023. The five animated activities (action songs and posters) were developed in consultation with preschool teachers and experts to be inclusive for all students.

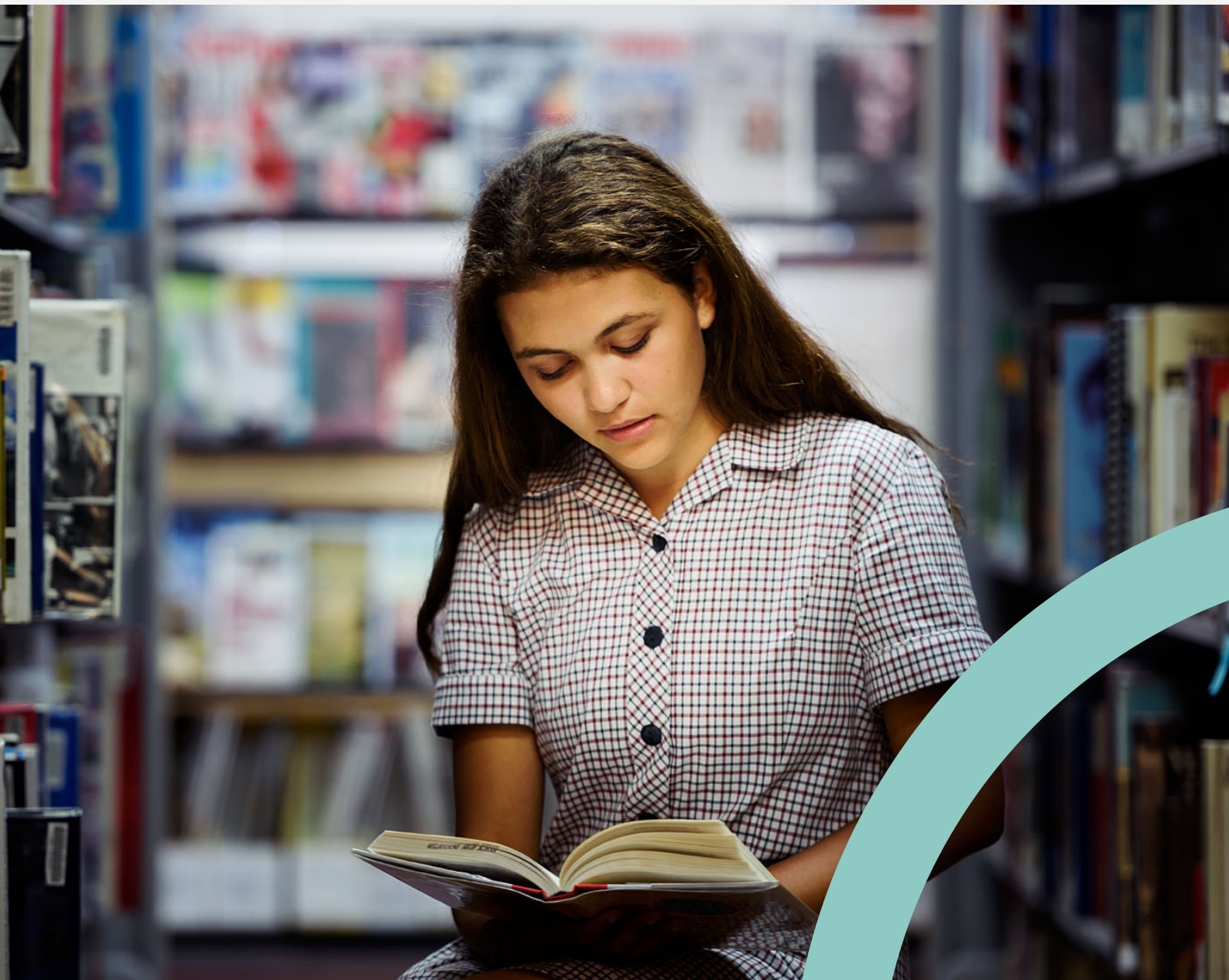
In Term 4 2023, 11 preschools and primary schools from around Australia enthusiastically piloted the resources with their students. The combined animation and song format proved to be an ideal way of encouraging children to participate in interoception activities.

“ I have obtained increased awareness and up-to-date information on some of the latest women in STEM. Having current info on who is doing what in the STEM environment is a great engagement tool for teachers and students.

- Primary school teacher

“ Thank you for developing such a detailed, research-backed program for children. I will definitely be using this with my new students next year and advocating it to others. As a parent of a child with additional needs, I really value building interoceptive skills with children and in classroom settings. I hope the program increases awareness for educators and families on the importance of this for student learning and wellbeing!

- Preschool teacher



Reinvigorating Aboriginal languages with the Yikan Noongar Language Program

The Yikan Noongar Language Program is a comprehensive initiative designed to support the teaching of the Noongar language in public schools across south-western Western Australia. In April 2024, the Department of Education Western Australia (DoE WA) engaged ESA to develop the Year 4 component of this program, marking a significant step in expanding Aboriginal language education.

This culturally responsive collaboration between ESA and the DoE WA aims to build capacity in schools to reinvigorate the teaching of Aboriginal languages and integrate it into the Languages curriculum.

Providing all the necessary teaching and learning resources, the Year 4 Yikan Noongar Language Program includes 64 hours of language learning activities, three dialect versions, student worksheets, editable word cards, voiced language texts and a teacher guide. These resources enable Noongar speakers to deliver culturally rich lessons that incorporate Noongar language learning, pedagogies, culture and respect.

Expanding career education with myfuture

In 2023–24, myfuture played a pivotal role in guiding students through critical career planning and education, particularly during key transition periods. Webinars focused on areas such as supporting First Nations students with tailored career guidance, exploring emerging fields such as clean energy, and enhancing vocational education and training (VET) to meet future workforce needs.

myfuture continues to add new material to the platform regularly. In 2023–24, it introduced 29 new career videos and four career stories showcasing diverse roles, including a space medicine researcher and a lead game designer. It also launched new school-to-work pathway infographics, covering careers such as outdoor educator and civil engineer.

The Work Experience Industry Toolkit continued to support students, with more than 3,000 downloads across 2023–24. The toolkit provides essential resources to enhance work experience placements, ensuring both students and employers gain the most from these opportunities. An offline version of 'My career profile' was also launched, supporting greater access for all students.

In the past year, myfuture developed a new three-year roadmap, which has secured jurisdiction support. The roadmap focuses on further development of resources for primary school students, parents and carers, and provides further support for VET pathways and particular underrepresented cohorts.



Supporting schools and systems

Enhancing trust and recognition through edu.au domains

Since 2010, ESA has served as the registrar for the edu.au domain, a trusted and valuable digital identity for the Australian education and training sector. In 2023–24, the number of registered edu.au domain names increased to 17,440, with the majority belonging to Australian schools. Remarkably, only 4.8% of Australian schools do not currently have a registered edu.au domain name. Following their introduction in 2022, 1,054 edu.au customers complemented their existing domain with a .au domain name, reflecting a 3.4% annual increase.

The 2023 customer satisfaction survey highlighted the reasons customers value their edu.au domain names, including factors such as reputation and prestige, compliance with government requirements, and the integrity of a regulated domain space. Customers described the service as universally recognised, easy to renew, and essential for building a unique and trusted online presence, all supported by excellent customer service.

Building trust in school technology with ST4S

Celebrating its third anniversary, Safer Technologies 4 Schools (ST4S) is a collaboration between the Australian state, territory and Commonwealth governments and provides a standardised approach to evaluating the digital products and services used by schools. As the initiative continues to gain strong support from jurisdictions, suppliers and schools across Australia and New Zealand, the positive impact of ST4S on the education community is evident in its ability to deliver clear and consistent safety information that empowers schools to make informed decisions when selecting compliant digital products and services.

Nationwide achievement with NAPLAN online

This year has marked a significant achievement for NAPLAN, with all schools across Australia successfully completing their 2024 tests online. More than 1.2 million students from 9,411 schools and campuses participated, a slight increase from 2023, with over 4.48 million online tests submitted. On the busiest day of the testing period, more than 1 million students sat an online NAPLAN test, matching the highest number ever achieved in Australia.

This year's assessments featured more than 3,800 test items across the domains of Reading, Conventions of Language, and Numeracy. The tailored test design provided more precise measurements of student achievement, ensuring that the assessments effectively evaluated student skills and knowledge.

Significantly, to ensure equitable access for all students, the 'low- or no-bandwidth' solution was implemented in 13 schools and campuses across three states, enabling 813 tests to be submitted despite challenging conditions with connectivity. Additionally, 639 students enrolled in distance education or home-school programs were able to complete their NAPLAN tests online remotely. These solutions ensured that all students, regardless of their location, could complete the same test under uniform conditions.

“ We are very pleased to hold our edu.au domain. Our experience has been hassle-free from day one, and we’re delighted with the reliable management of our domain. Thank you for your exceptional service!

- edu.au survey respondent

SCIS: a cornerstone for school libraries

The Schools Catalogue Information Service (SCIS) continued to advocate for and support school libraries and their staff across Australia. In 2023–24, 78% of schools relied on SCIS to create more than 40,000 new catalogue records, including 11,000 direct requests from schools. These records, along with others from the SCIS database, were downloaded 32 million times, significantly reducing the workload for school librarians, teacher librarians and other library staff.

In the 2024 annual customer survey, SCIS users reported a 95% satisfaction rating, resulting in an impressive Net Promoter Score (NPS) of 63.1. Respondents consistently praised SCIS for its accuracy, organisation and the time it saves, allowing users to focus on other important tasks within their libraries.

Saving teachers time with integrated Year 1 phonics data

A critical tool in assessing early literacy skills, the Year 1 Phonics Check helps identify students who may need additional support in their reading development. In 2023–24, with a focus on enhancing the efficiency and effectiveness of phonics assessments in schools, the program secured several new agreements with jurisdictions including: Catholic Education Tasmania, SA, WA and NT; the ACT and NT Governments; and the Department of Education, Children and Young People Tasmania. These agreements enable ESA to directly upload school data into the Phonics Check system, allowing teachers to better focus on instruction rather than administration. Additionally, student results can now be shared with jurisdictions, empowering them to identify areas for improvement and provide targeted support to their schools.

Laying the groundwork for evaluating generative artificial intelligence in education

Following the release of the National Framework for Generative AI in Schools, ESA was tasked by Australian Education Ministers with developing approaches for evaluating AI-equipped software products across three key streams: privacy, ethical considerations, and educational effectiveness.

The privacy and information security stream involved updating the Safer Technologies 4 Schools (ST4S) evaluation program to include AI-specific controls for cybersecurity and privacy.

The ethical considerations stream explored the responsible use of AI, focusing on explainability, non-discrimination and contestability. By consulting widely with experts and reviewing emerging approaches to regulation and risk management, ESA is working towards a roadmap for an Australian evaluation program.

The educational impact stream, undertaken in collaboration with the Australian Educational Research Organisation (AERO), is examining how to evaluate the educational effectiveness of AI-equipped software. AERO is reviewing international examples and defining the scope for these assessments in Australia, addressing a critical gap in the evaluation of AI for education.

“ I love the fact that I can save time, that your service is 99% accurate and wonderfully organised. We couldn’t do our jobs without your service as well as we do.

- NSW school librarian

Supporting Australian authors through the Educational Lending Right Survey

For 24 years, ESA has partnered with the Australian Government to deliver the Educational Lending Right (ELR) School Library Survey. The strength of this relationship was evident in 2023 when the Office for the Arts (within the Department of Infrastructure, Transport, Regional Development, Communications and the Arts) committed to a new three-year agreement to continue the survey in partnership with ESA.

The Lending Right Schemes ensure that Australian book creators are compensated for the free use of their books in public and educational libraries. ESA plays a key role by surveying a sample of school libraries to estimate the total number of specified Australian book titles available. Notably, in 2023, the scope of the survey expanded for the first time in 24 years to include ebook and audiobook titles.

To ease the process for school staff, ESA worked with library management system (LMS) vendors to streamline the title download process, reducing the task to just five minutes. In the 2023 survey, data was collected from 4,286 schools, encompassing 73,000 titles, including 51,000 print book titles, 12,000 ebook titles and 10,000 audiobook titles. It is estimated that 21.3 million copies of these titles are currently in use across Australian schools, with 19.6 million in print, 1.6 million in ebook format and 150,000 as audiobooks.

“ The instructions were great and made the task very simple. Thank you!

- ELR survey respondent



**Supporting parents,
carers and families**

Support for key school transitions

The Starting School resources for families hosted on the Student Wellbeing Hub (SWH) provide practical resources to support parents of children with autism as they begin their primary school journey. Co-designed by stakeholders with lived experience of this important year of school, the resources support families and schools to engage in positive dialogue and establish enduring working partnerships.

Additionally, the SWH translated 38 interoception activity videos into 11 languages to support families and carers within culturally and linguistically diverse communities to share interoception activities with their children in the home setting.

myfuture hosted four webinars to support parents, carers and families, which were attended by more than 1,400 parents and carers. Topics included: The role of emotion in career education; Managing career uncertainty and anxiety; The power of career conversations; and Career conversations at results time.

“ The first year of school is going to be the foundation of what the rest of school is going to be like. A lot of that little kid’s ideas of what school is going to be like can actually be formed in that [first year of schooling]. They’re experiencing a lot of new things and I think for all kids ... especially neurodivergent kids, the first experience of something is really formative. It gets ingrained. It’s what you then base every experience from.

- An autistic adult reflecting on the first year of school



Contributing to the Australian education landscape

Artificial Intelligence thought leadership articles

In 2023–24, ESA published two website articles, as well as a report related to artificial intelligence (AI) in education.

1. [Ethical and effective AI in education: a policymaker's roadmap](#)
2. [Education Services Australia receives investment to guide generative AI technology in schools](#)
3. [AI in Australian education snapshot: Principles, policy and practice](#) (downloadable via a link in our 'roadmap' website article)

Additional articles on our AI work, attributed to our CEO Andrew Smith, were published in [Education Australia](#) and [Education Matters](#).

Publishing *Insights* papers

myfuture *Insights* papers continue to contribute to discussion around important themes within the Australian education landscape. This year, the team has developed and published four *Insights* papers in partnership with subject matter experts:

- ▶ How emotions influence career development learning
- ▶ Thinking in a joined-up way: the importance of the careers information ecology
- ▶ How is First Nations success shaped? Tips on providing culturally appropriate career advice
- ▶ Transformative career development education: enabling equal access to decent work

These papers were downloaded more than 1,200 times across the period.

Webinars supported the publication of each *Insights* paper, for greater synthesis of each topic.

Media publications and exposure

During 2023–24, ESA was mentioned in various publications, covering topics such as career development, emotional wellbeing, artificial intelligence in education, culturally appropriate career advice, effective teaching methods and inclusive education.

SCIS continued to publish its quarterly school library magazine *Connections*, with print copies sent to all schools in Australia. *Connections'* articles help school library staff keep up to date with the latest in school library trends and information. The most popular articles published over the last year were:

- ▶ [Empowering school library staff to navigate the AI frontier](#)
- ▶ [Unheard voices: transforming library spine labels for Aboriginal and Torres Strait Islander representation](#)
- ▶ [Diversity audits and catalogue records.](#)



**Fostering strong
relationships**

auDA and eAC

ESA is the sole edu.au domain registrar and as such works closely with .au Domain Administration Limited (auDA), the governing body of the internet in Australia.

Monthly Registrar briefings ensure that customers are provided with up-to-date information on the domain space in Australia, and quarterly discussions directly with auDA allow for reviews of compliance issues and concerns which may need to be shared with the edu.au Advisory Committee (eAC).

The ESA Registrar team reports quarterly to the eAC, providing insights and updates on the status of the edu.au domain space. It is also an opportunity to present any concerns or potential issues for the committee to review and provide guidance on.

ESA continues to strengthen relationships with eAC members, which include representatives from the Schools Policy Group of the Australian Education Senior Officials Committee, National Catholic Education Commission, Independent Schools Council of Australia, Universities Australia, Australian Industry and Skills Committee, and Australian Children's Education and Care Quality Authority.

myfuture Strategic Reference Group (SRG) and our industry networks

myfuture continues to grow and strengthen partnerships with industry bodies, including the Primary Industries Education Foundation Australia, the National Centre for Vocational Education Research and state-based associations. myfuture's SRG is made up of career education representatives across every state and territory. The relationships built through ongoing engagement, including quarterly meetings, have led to the support of all states and territories, and resulted in renewal of funding for the next three years.



Building a positive work culture

Employee Engagement Survey

In December 2023, ESA conducted the Employee Engagement Survey, which is carried out every two years. This survey provides staff with the opportunity to give feedback about the quality of current work practices at ESA and enables measurement of employee engagement, employee wellbeing and organisational progress. An impressive 94% of staff completed the survey.

Key findings indicate that staff continue to have a high level of overall engagement (80%), the level of wellbeing is moderate to high (78%), and the perception of organisational progress is also moderate to high (74%). All ratings measure above industry benchmarks for similar organisations.

Results also suggests staff have a strong connection to our purpose and direction (Values, 95% and Vision, 87%) and hold each other in very high regard, seeing colleagues as motivated, talented and working well as a team (Teamwork, 95%).

Survey results were shared across the organisation and employees participated in a series of workshops to ensure staff were actively involved in the translation of results into tangible objectives for change and improvement. These improvements, be it at the organisational or business unit level, were then incorporated into ESA's Strategic Plan 2024-26.

Workplace wellbeing

Creating a culture and environment that positively contributes to an employee's physical and mental health continues to be a priority at ESA and our wellbeing program is intended to encourage staff to make meaningful changes. We understand that wellbeing is multifaceted, and that's why we offer an array of programs, activities and tools, both in-office and online, to help create long-lasting wellbeing for our employees.

Internships and student placements

In 2023-24, SCIS hosted a student intern from the Master of Information Studies course at Charles Sturt University. This course requires students complete a 10-day professional placement, and our intern was supported to spend time with the team learning about cataloguing for school libraries.

Supporting our people





Building our future

Developing ESA's Strategic Plan 2024–26

An important activity for this year was to undertake our strategic planning for future years 2024–26. Using a collaborative approach, feedback from the Board, Executive Team, staff and stakeholders was collated to inform the strategy. A working group was established to guide the process, resulting in a strategy that aligns with the Letter of Expectation from Australia's Education Ministers. Our purpose and strategy statement were refined and an implementation plan was established including focus area leads and working groups to assist with driving outcomes.

The full strategy can be found on [ESA's website](#).



Our purpose

To create, shape and nurture solutions that support excellence and equity in education.

Strategy statement

To be recognised as an essential partner in the delivery of safe and effective education solutions informed by our unique understanding of our stakeholders' digital opportunities and challenges.

The five key pillars of the strategy are:

Empower and support educators

Our work will enhance teaching and learning through digital innovation.

Be an essential partner

We will deepen our impact and broaden our reach as a preferred partner for education solutions.

Inspire and enable our people

We will support and develop our people to make an impact.

Achieve operational excellence

We will invest in infrastructure, systems and processes that facilitate impact and productivity.

Foster equity in education

Our work will address the unique needs of students experiencing disadvantage.



Social responsibility

ESA honours Indigenous Australians who have made an impact within education

As part of the ongoing commitment to our Reconciliation Action Plan, eight meeting rooms at ESA's offices have been renamed in honour of prominent Indigenous Australians who have made significant contributions to education and advocacy. These include Professor Jeannie Herbert AM, Cathy Freeman, Japanangka errol West, Adam Goodes, Dr Bronwyn Bancroft, Dr Lowitja O'Donoghue AC CBE DSG, Dr Anita Heiss and Professor Marcia Langton AO. We also renamed four meeting rooms to represent Indigenous nations from the North, East, South and West of Australia, based on the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Map of Indigenous Australia.

Each room features a vibrant authentic design by Aboriginal artist, Keisha Leon, and provides a brief biography highlighting the impact of the individuals honoured, enabling staff and visitors to engage with these important cultural acknowledgements in their daily workspaces.

To celebrate the launch of the new room names, ESA staff were joined by Dr Anita Heiss, a leading Aboriginal writer and advocate for Indigenous literature, and Japanangka errol West's daughter, Jillian West, who continues to be a great support in ESA's reconciliation journey.



Contributing to reconciliation through ESA's 'Innovate' Reconciliation Action Plan

ESA's Reconciliation Action Plan (RAP) focuses on raising awareness of, and engaging with, reconciliation by building an environment based on mutual respect and trust between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples to benefit all Australians.

Key activities in 2023–24:

- ▶ celebrated NAIDOC Week 2023 with a number of activities for staff, including webinars and educational articles to read
- ▶ RAP Book Club hosted a book swap event to raise money for Indigenous Literacy Foundation
- ▶ 'Acknowledge This!' and 'Acknowledge That!' training with Rhys Paddick was presented to ESA staff on practices to connect with Country, the use of language to connect to culture and the value of connecting personally with First Nations peoples before having professional conversations
- ▶ informed staff on key points within the Voice to Parliament and 14 October 2023 Referendum, including having open discussions, as well as sharing articles and learning resources
- ▶ continued our annual Aboriginal Heritage Walks in Melbourne (Birrarung Wilam Walk and Royal Botanic Gardens)
- ▶ celebrated William Barak and Wurundjeri Week.



International Women's Day

International Women's Day is a key event for ESA – a day to come together to celebrate women while also raising awareness about discrimination. Each year, ESA invites one staff member and one guest speaker to share their personal stories with the rest of the organisation. The keynote speaker this year was Vicki Baylis, ESA's incoming Board Chair. Vicki shared her incredible journey with more than 70 staff, who also heard from fellow colleagues Amanda Shay and Liz Heynes. After the discussion, staff were invited to a morning tea to socialise and celebrate the day.

Improving resources to include First Nations culture

The Mathematics Hub team collaborated with the Stronger Smarter Institute (SSI) to create a series of resources to help educators explore the connections between mathematics and the histories and cultures of First Nations peoples. The Digital Technologies Hub and Mathematics Hub teams engaged subject matter experts including the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA), proud Kurna, Narrunga and Ngadjuri woman Tania Taylor, and educator Kim Martin to create lessons for embedding Indigenous Knowledges (IK) and cultures.

The SCIS team continued to include Aboriginal and Torres Strait Islander language codes within their cataloguing. They added AustLang codes compiled by AIATSIS to their SCIS metadata to allow users to find items in specific Australian Indigenous languages.

The project supports ESA's RAP deliverable to 'Enhance SCIS Data to cultivate respectful, culturally appropriate subject headings, descriptive cataloguing and presentation of data'. The work the team has been doing also aligns directly with the cross-curriculum priority of the Australian Curriculum, Version 9: Aboriginal and Torres Strait Islander histories and cultures.

SCIS has also relaunched curated collections of high-quality digital resources available to schools at no cost. Many of the collections have been provided by not-for-profit organisations like Reading Australia and the National Library of New Zealand, while others have been thoughtfully created by SCIS staff or companies that provide education resources at no cost.

In addition to enhancing the SCIS product, two great book swap and book sale events were organised to support the Indigenous Literacy Foundation, providing books (including those in First Languages) and learning resources to children and families living in remote communities across Australia.

Weaving connections between Indigenous Knowledges and mathematics

Experts share knowledge on each of the six themes in the Indigenous Knowledges column, and the examples in the column to help mathematics educators to add their local knowledge and community.

You can use these examples as a guide to weave connections between Indigenous Knowledges and mathematics aligned to the Australian Curriculum Version 9: Mathematics.

Connections to Country/Place

Connections to Country and Place include rich and deep knowledge of the landscape and environment, including the history, culture, and identity of the people who live there. This knowledge is passed on from generation to generation, and is a key part of the Indigenous world view.

Connections to Country and Place are a key part of the Indigenous world view, and are a key part of the Indigenous curriculum. This knowledge is passed on from generation to generation, and is a key part of the Indigenous world view.

Traditional pathways

- Distance travelled or control
- Time of the year to travel (season)
- Direction of travel (north, south, east, west)
- Mode of travel (on foot, on horse, on water, on land)
- Time of day (morning, afternoon, evening)
- Weather conditions (hot, cold, wet, dry)
- Landmarks (mountains, rivers, lakes, etc.)
- People (Indigenous, non-Indigenous)
- Animals (birds, fish, etc.)
- Plants (trees, shrubs, etc.)
- Weather (hot, cold, wet, dry)
- Landmarks (mountains, rivers, lakes, etc.)
- People (Indigenous, non-Indigenous)
- Animals (birds, fish, etc.)
- Plants (trees, shrubs, etc.)

Seasonal changes

- Seasonal changes within the natural environment (including the movement of animals, the growth of plants, the changing of the weather, etc.)
- Observation of changes in Country (including changes in plant growth, the movement of animals, etc.)
- Recording of changes in the environment (including land, sea, and sky) recorded through rock paintings and on ancient tools.
- Using a pattern and code for each part (the pattern and code used for the story).
- Using a pattern and code for each part (the pattern and code used for the story).
- Using a pattern and code for each part (the pattern and code used for the story).

Land management

- Only taking the number of resources (resources taken, land, etc.)
- Using a pattern and code for each part (the pattern and code used for the story).
- Using a pattern and code for each part (the pattern and code used for the story).
- Using a pattern and code for each part (the pattern and code used for the story).

Supporting equity beyond Australia's borders

SCIS, in partnership with SoftLink, All Barcodes Australia and Storybox Library, supported the Cambodia Children's Fund (CCF) by providing a complimentary SCIS subscription to help establish a library in its school.

In mid-2023, SCIS was approached by a partner library management system (LMS) vendor, SoftLink, with an opportunity to contribute to the work of the CCF in a practical way. CCF was establishing a school library in Phnom Penh and wanted it to be adequately resourced to ensure students gain the greatest benefit from it.

SoftLink were donating their Oliver v5 LMS and asked if SCIS could provide access to SCIS Data. Using an LMS integrated with SCIS Data automates the otherwise slow manual task of catalogue record creation. Automation of cataloguing saves library staff time and frees them to focus on student and teacher support. The CCF is a worthwhile cause and aligns with ESA's Strategic objective: 'Supporting excellence and equity in education'.

At a recent celebration of the CCF's 20th anniversary, the Cambodian Prime Minister's wife and the King of Cambodia paid tribute to the charity and the thousands of lives that have been transformed out of poverty. SCIS, along with SoftLink, will continue to support the CCF with free access to SCIS products.



Climate Active certification

During 2023–24, ESA conducted a significant exercise to rebaseline its environmental reporting processes, in line with best practice. ESA once again worked with Climate Active and achieved carbon neutral status for the 11th consecutive year. During the rebaselining process, ESA enhanced its environmental policy and developed and published an environmental strategy with emission reduction targets.

When reporting for Climate Active status during the previous financial year, ESA's target for 2022–23 was to maintain emissions per FTE at the levels for 2021–22. However, actual emissions were 1,157 CO₂-e (tonnes) higher than in previous years, due in large part to the one-off construction and fit-out emissions related to the office relocation.





Directors' Report & Financial Statements

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Directors' Report

The Directors of Education Services Australia Limited (ESA) present their report, together with the financial statements of the company for the financial year ended 30 June 2024 and the auditor's report.

Governance and corporate structure

Formed in 2010, ESA is a not-for-profit company limited by guarantee. It is registered with the Australian Charities and Not-for-profits Commission (ACNC).

ESA is owned by all Australian Government Education Ministers. The Education Ministers provide ESA with a Letter of Expectation that sets out high-level performance expectations, strategic priorities and accountability requirements. ESA reports its progress and performance to Company Members at its Annual General Meeting and at Education Ministers' Meetings and its advisory committees.

The Company operates under its own Constitution and is governed by a Board of Directors responsible for setting ESA's strategic direction, governing its operations and performance in accordance with the Company Objects, the Letter of Expectation, the ACNC Governance Standards and the *Corporations Act 2001*.

The Board comprises an independent Chair, five independent expert members and four members nominated by each of the Australian Government, the Australian Education Senior Officials Committee (AESOC), the non-government school sector and Universities Australia.

The Board of Directors has established two committees with agreed terms of reference:

- ▶ the Finance, Risk and Audit Committee assists the Board of Directors to fulfil its responsibilities for the oversight and accountability of the company and provides independent assurance and advice on finance, risk management and compliance
- ▶ the Remuneration and Nominations Committee advises the Board of Directors on the salary, conditions and performance of the Chief Executive Officer and on the selection of nominees for appointment as independent Directors on the Board.

The Board retains the responsibility for the company's performance and decisions and receives regular reports from its committees.

ESA's operations are led by its Chief Executive Officer, who works with the Board to determine the company's strategic direction and is responsible for ongoing management and leadership within the strategic direction set by the Board.

Funding

ESA operates as a not-for-profit organisation, generating sufficient income from commissioned projects and services to remain sustainable. ESA receives no core funding from its government owners.

Directors as at 30 June 2024

Directors' qualifications and experience

Ms Vicki Baylis

BEd, DipED, EMPA

Director: 15 December 2022 – current

Board Chair; Remuneration and Nominations Committee Chair

Vicki Baylis started her career as a classroom teacher and school principal in North Queensland, Australia. Vicki then became Executive Director within the Queensland Department of Education, responsible for all government schools in the North Queensland Region. In 2010, Vicki transitioned to the Northern Territory Department of Education, where from 2016 she was Chief Executive. Vicki has also served on the governing body of James Cook University; was chair of the Australian Education Senior Officials Committee (AESOC); and chair of the Aboriginal Torres Strait Islander Education Advisory Group to AESOC. Vicki's expertise includes the practical and pragmatic implementation of evidence-based approaches at scale.

Ms Jenny Atta PSM

BASc, MPP

Director: 1 December 2021 – current

Remuneration and Nominations Committee Member

Jenny Atta has been Secretary of the Victorian Department of Education since March 2019. Prior to this appointment, Jenny held a variety of senior leadership roles across the public sector, including with the Department of Treasury and Finance. As Secretary, Jenny leads the Department's implementation of Victorian Government policy on early childhood and school education services. Jenny was awarded a Public Service Medal in June 2021 for outstanding public service to strategic social policy reform and delivery in Victoria.

Mr Tony Brennan JP

LLB

Director: 1 March 2024 – current

Tony Brennan is an experienced education and governance professional with demonstrated capability and 20+ years' experience in Chairman and Independent Director roles across listed, unlisted, government and not-for-profit boards. In 2015, Tony co-founded Australia's education technology and innovation industry peak body which connects educators, education providers, government representatives, consultants, investors, and EdTech entrepreneurs, serving also as Director and Chair. Tony is also a former Adjunct Professor of Law at Murdoch University and corporate lawyer with Clayton Utz.

Mr Tony Crehan

BEd, Dip Corp Mgt, Post Grad Cert Public Policy

Director: 1 December 2022 – current

Finance, Risk and Audit Committee Member

Tony Crehan has been an Executive Director of Independent Schools Tasmania for over 20 years and is also a Director of Independent Schools Australia. Tony has extensive business experience as management consultant and Chief Executive Officer, Director, and Chairman of public and private companies.

Ms Lynn Davie

BEd, Masters of School Leadership

Director: 18 December 2018 – current

Remuneration and Nominations Committee Member

Lynn Davie has extensive experience supporting and driving innovation and educational reform as a teacher, school leader and senior public servant. Lynn is a highly regarded educator, who has been recognised locally and internationally for her work in learning and teaching and how to embed digital technologies to add value.

Directors as at 30 June 2024

Directors' qualifications and experience

Ms Jenny Johanson

B Com, GAICD, CAANZ, CISA

Director: 1 March 2024 – current

Finance, Risk and Audit Committee Chair

Jenny Johanson is a commercially astute Non-Executive Director with two decades of experience as a Committee member and Audit & Risk Chair, until recently combining these with executive roles. Jenny brings contemporary expertise in cyber security, business development, risk management and digital transformation. With a track record of delivering strategic outcomes while implementing robust governance and reporting models, Jenny works collaboratively with peers to improve organisational outcomes and impact. Jenny has delivered strategic solutions and managed risks in commercial, highly regulated environments for over 30 years in professional services, communications and financial services.

Professor Liz Johnson

B-AGR (Hons), PhD Plant Biochemistry, GradCertEd

Director: 1 March 2021 – current

Professor Liz Johnson is the Deputy Vice-Chancellor Education at Deakin University leading the education mission of the university. Liz trained as a research biochemist and has over 30 years' experience as a university educator and leader. Liz is an Australian National Teaching Fellow and a Principal Fellow of Advance HE (UK) and has led national projects supporting science curriculum development, work-integrated learning and outreach to schools.

Emeritus Professor Linda Kristjanson AO

BN MN PhD FTSE FAICD

Director: 9 March 2023 – current

Remuneration and Nominations Committee Member

Professor Linda Kristjanson is Non-Executive Director of Seek Ltd., President of the National Stroke Foundation, Education Australia Ltd., MinEx CRC Ltd., and trustee of the Bethlehem Griffith Research Foundation. Linda is a Fellow of the Australian Institute of Company Directors and Fellow of the Australian Academy of Technology and Engineering. Linda served as Vice-Chancellor and President of Swinburne University of Technology from 2011-2020, and upon her retirement, was awarded an Emeritus Professorship. Linda was made an Officer of the Order of Australia in 2017, acknowledged for her distinguished service to tertiary education through leadership and governance roles, strategic and innovative university reforms, and contributions to cancer research, palliative care and to women.

Mr Bret Morris

BA Accounting, Business/Management

Director: 28 November 2019 – current

Finance, Risk and Audit Committee Member

Bret Morris has extensive corporate governance and digital strategy experience. Bret is currently employed as the Chief Digital Health Officer for the South Australian Department for Health and Wellbeing. Bret is a co-founder and Director of Gyre Digital, a consultancy company that focuses on organisational digital transformation. Prior to this, Bret's roles have included Chief Information Officer for the South Australian Government and Executive Director in the South Australian Department of Premier and Cabinet.

Directors as at 30 June 2024

Directors' qualifications and experience

Ms Felicity Thomlinson

BNurs, DipFinServ

Director: 1 March 2024 – current

Felicity Thomlinson is an experienced multi-disciplinary executive with a track record of starting and growing successful and award-winning businesses and channels in the digital space. Felicity is currently Head of Growth at Typsy and has been involved in strategy, product development, training, marketing, and sales of many online products and services for over 20 years. Felicity joined the founder shortly after launch of an ed-tech platform and has contributed to building a successful learning experience platform for the hospitality industry that has been named by Statista and TIME in the Top 50 EdTech companies and ranked 11 in their Rising Stars ranking (in 2024) to spotlight organisations that had the highest revenue growth rates over the last three years.

Ms Kylie Maher

CPA

Independent Committee Member: 1 March 2024 – current

Finance, Risk and Audit Committee Member

Kylie Maher is an experienced governance, risk and compliance professional with 25 years' experience in providing governance and assurance services across the education, health and government sectors. Kylie is a qualified accountant and has held senior financial management roles across many sectors including education. She has also held executive roles at Peninsula Grammar, St Kevin's and Xavier College, and was the Governance and Assurance Partner at Moore Australia as well as the Director, Internal Audit and Risk Assurance at KPMG. Kylie has extensive expertise as a member of audit and risk committees and currently holds numerous positions.

Resignations and Cessations

The Board would like to acknowledge the significant contributions of the following Directors who resigned during 2023-24:

Ms Diane Joseph

Director
Board Chair; Remuneration Committee Chair
Resigned 29 February 2024

Mr Mark Lamont

Director
Finance, Risk and Audit Committee Member
Resigned 29 February 2024

Mr Sam Spadavecchia

Director
Finance, Risk and Audit Committee Chair
Resigned 29 February 2024

Meeting attendance

The Board met four times from 1 July 2023 to 30 June 2024. The number of meetings attended by Directors is shown in the table below.

Directors	Board meetings		Finance, Risk and Audit Committee meetings		Remuneration and Nominations Committee meetings	
	Number eligible to attend	Number attended	Number eligible to attend	Number attended	Number eligible to attend	Number attended
Ms Vicki Baylis	4	3	2	2 ¹	1	1
Ms Jenny Atta	4	3	-	-	3	1
Mr Tony Brennan Joined 1 March 2024	3	3 ³	-	-	-	-
Mr Tony Crehan	4	3	2	1	-	-
Ms Lynn Davie	4	4	-	-	1	1
Ms Jenny Johanson Joined 1 March 2024	3	3 ³	4	4 ²	-	-
Prof Liz Johnson	4	4	-	-	-	-
Prof Linda Kristjanson	4	3	1	1 ¹	1	1
Mr Bret Morris	4	4	4	4	-	-
Ms Felicity Thomlinson Joined 1 March 2024	3	3 ³	-	-	-	-
Ms Diane Joseph Resigned 29 February 2024	2	2	2	2 ¹	2	2
Mr Mark Lamont Resigned 29 February 2024	2	2	2	2	-	-
Mr Sam Spadavecchia Resigned 29 February 2024	2	2	2	2	2	2
Ms Kylie Maher Independent Committee Member Joined 1 March 2024	-	-	2	2	-	-

¹ Ms Baylis, Ms Joseph and Prof Kristjanson attended Finance, Risk and Audit Committee meetings as observers.

² Ms Johanson attended two Finance, Risk and Audit Committee meetings in the capacity of an Independent Member.

³ Ms Johanson, Mr Brennan and Ms Thomlinson attended the December 2023 Board meeting for one agenda item, as incoming Directors.

Directors have been paid fees for their services, providing they were not prohibited from receiving remuneration as a result of their employment conditions. Directors also received reimbursement for reasonable out-of-pocket expenses. Disclosure relating to Directors' remuneration is included in Note 14 of the Financial Statements.

The Company paid insurance premiums to indemnify its Directors and Officers for the professional risks associated with their responsibilities and roles as Directors or Officers.

Reporting

The Education Ministers are the Members of the organisation, ESA is regularly provided with a Letter of Expectation from the Ministers and reports back on progress of these expectations to Ministers annually.

ESA reported the 2022-23 Annual Report to its Members at the AGM held on 22 November 2023.

Progress against the ESA Strategic Plan and the financial budget were reported to meetings of the Board. Performance against the financial strategy, budget and organisational risks was also monitored by the Finance, Risk and Audit Committee.

As part of reporting obligations, ESA lodges its Annual Information Statement and Annual Report with the Australian Charities and Not-for-profits Commission.

Proceedings on behalf of the company

No person has applied for leave of Court to bring proceedings on behalf of the company or intervene in any proceedings to which the company is a party for the purpose of taking responsibility on behalf of the company for all or any part of those proceedings.

The company was not a party to any such proceedings during the year.

Changes in state of affairs

There were no significant changes in the state of affairs during the financial year 2023-24.

Operating result

The Company reported an operating surplus of \$1,601,000 for 2023-24 (surplus of \$492,000 for 2022-23).

The Statement of Comprehensive income in the Financial Statements provides further information on the operating result.

Events subsequent to the end of the financial year

No other matters or circumstances have arisen since the end of the financial year that significantly affected or may significantly affect the operations of the company and the results of those operations.

Auditor's independence declaration

The auditor's independence declaration for the year ended 30 June 2024 was received and is included at page 9.

Signed in accordance with a resolution of the Board of Directors



Vicki Baylis

Chair of the Board of Directors

Dated this 10th day of October 2024

Auditor's Independence Declaration to the Directors of Education Services Australia Limited

In relation to our audit of the financial report of Education Services Australia Limited for the financial year ended 30 June 2024, I declare to the best of my knowledge and belief, there have been:

- (a) no contraventions of the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012*; and
- (b) no contraventions of any applicable code of professional conduct.



PKF
Melbourne, 10 October 2024



Kenneth Weldin
Partner

Financial statements for the year ended 30 June 2024

Statement of surplus or deficit and other comprehensive income for the year ended 30 June 2024

	Note	2024 \$'000	2023 \$'000
Project income		25,354	28,776
Revenue from subscriptions and services		7,021	6,947
Other income		1,565	1,437
Total revenue	2(a)	33,940	37,160
Project expenses		(10,139)	(13,534)
Subscription expenses		(864)	(979)
Employee benefit expenses		(16,458)	(17,319)
Depreciation and amortisation expenses		(1,116)	(1,390)
Other expenses		(3,762)	(3,446)
Total expenditure	2(c)	(32,339)	(36,668)
Surplus / (Deficit)		1,601	492
Other comprehensive income		–	–
Total comprehensive income / (loss)		1,601	492

The accompanying notes on pages 14 to 31 form part of these financial statements.

Statement of financial position as at 30 June 2024

	Note	2024 \$'000	2023 \$'000
Current assets			
Cash and cash equivalents	3	19,460	20,157
Trade and other receivables	4	4,973	3,364
Financial assets	5	18,772	18,772
Other assets	6	1,408	2,676
Total current assets		44,613	44,969
Non-current assets			
Property, plant and equipment	7	4,247	5,048
Intangible assets	8	254	373
Total non-current assets		4,501	5,421
Total assets		49,114	50,390
Current liabilities			
Trade and other payables	9	2,905	3,215
Other liabilities	10	19,689	21,043
Provisions	11	2,237	2,597
Lease liability	12	756	780
Total current liabilities		25,587	27,635
Non-current liabilities			
Provisions	11	353	426
Lease liability	12	2,823	3,579
Total non-current liabilities		3,176	4,005
Total liabilities		28,763	31,640
Net assets		20,351	18,750
Equity			
Retained earnings		20,351	18,750
Total equity		20,351	18,750

The accompanying notes on pages 14 to 31 form part of these financial statements

Statement of changes in equity for the year ended 30 June 2024

	Retained earnings \$'000	Capital reserve \$'000	Total \$'000
Balance 30 June 2022	13,158	5,100	18,258
Surplus	492	-	492
Transfer to Retained Earnings	5,100	(5,100)	-
Balance 30 June 2023	18,750	-	18,750
Surplus	1,601	-	1,601
Balance 30 June 2024	20,351	-	20,351

The accompanying notes on pages 14 to 31 form part of these financial statements.

Statement of cash flows for the year ended 30 June 2024

	Note	2024 \$'000	2023 \$'000
Cash flows from operating activities			
Receipts from operating activities		31,622	34,038
Payments to suppliers and employees		(30,156)	(36,455)
Goods and Services Tax recovered from the ATO		3,558	4,404
Goods and Services Tax paid to the ATO		(5,705)	(5,438)
Net cash provided by / (used in) operating activities		(681)	(3,451)
Cash flows from investing activities			
Payments for investments		-	(72)
Payment for property, plant and equipment and intangibles		(232)	(979)
Interest received from investments		1,020	340
Net cash provided by / (used in) investing activities		788	(711)
Cash flows from financing activities			
Principal repayment of leases		(804)	(709)
Lease incentive received		-	474
Net cash provided by/ (used in) financing activities		(804)	(235)
Net movement in cash held		(697)	(4,397)
Cash and cash equivalents at the beginning of the financial year		20,157	24,554
Cash and cash equivalents at the end of the financial year	3	19,460	20,157

The accompanying notes on pages 14 to 31 form part of these financial statements.

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

Notes to the financial statements for the financial year ended 30 June 2024

1	Summary of accounting policies
2	Results from operations
3	Cash and cash equivalents
4	Trade and other receivables
5	Financial assets
6	Other assets
7	Property, plant and equipment
8	Intangible assets
9	Trade and other payables
10	Other liabilities

11	Provisions
12	Lease liability
13	Members' guarantee
14	Remuneration of Directors and executives
15	Remuneration of auditors
16	Subsequent events
17	Related party transactions
18	Contingent liabilities
19	Financial instruments
20	Company details

1. Summary of accounting policies

The material accounting policies adopted in the preparation of the financial statements are set out below. Unless otherwise stated, the accounting policies adopted are consistent with those of the previous year.

Basis of preparation of the financial report

These general purpose financial statements have been prepared in accordance with Australian Accounting Standards – Simplified Disclosures, including Australian Accounting Interpretations, other authoritative pronouncements of the Australian Accounting Standards Board and the Australian Charities and Not-for-profits Commission Act 2012.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2024; the comparative information presented in these financial statements is for the year ended 30 June 2023.

Rounding of amounts

Amounts in the financial statements have been rounded to the nearest one thousand dollars, unless otherwise specified.

Accounting policies

1(a) Comparative figures

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

1(b) Income tax

The Company has received endorsement as an income-tax-exempt charity under Subdivision 50-B of the *Income Tax Assessment Act 1997*, and accordingly no income tax has been paid or provided for in these accounts.

2. Results from operations

2(a) Revenue

	2024	2023
	\$'000	\$'000
Project income	25,354	28,776
Subtotal – project income	25,354	28,776
Schools Cataloguing Information Service subscriptions	4,003	3,789
Other subscriptions and services	3,018	3,158
Subtotal – revenue from subscriptions and services	7,021	6,947
Interest	1,107	741
Other	458	696
Subtotal – other income	1,565	1,437
Total revenue	33,940	37,160

2(b) Revenue accounting policies

The material accounting policies adopted in the recognition of revenue are set out below.

Project income

Project income is recognised as revenue when the Company satisfies its performance obligations outlined in the relevant contracts. In most of the Company's projects, the performance obligations are satisfied over time, using input methods. The contract durations vary depending on the scope of work, ranging from smaller projects that can be completed in a matter of days to larger, longer-term contracts spanning several years. The Company primarily engages in contracts with government customers, and fees are generally paid in advance.

In cases where fees are paid in advance, the amount received is recognised as a liability and categorised as a contract liability (referred to as "project funds in advance"). Subsequently, revenue is recognised over the duration of the contract period, based on the input method which most accurately reflects the satisfaction of the performance obligations.

Where the satisfaction of the performance obligations occurs unevenly throughout the contract period, the input cost method is used to recognise revenue, as this most closely represents the profile of work required to satisfy the contractual requirements. The prices charged by ESA are intended to be a close approximation of the actual, fully absorbed costs incurred to complete the work. The Company uses timesheets to capture the work effort of its employees on individual projects and a projects ledger to capture project-specific costs. Each month, where the relevant contract allows it, an allocation is also made to projects of an approximation of indirect costs in direct proportion to the costs incurred. As a result, the input cost is a reasonable approximation of the percentage of completion of the work required under a fixed price contract. Under some contracts, ESA is obliged to return any un-spent funding, and such un-spent funding remains as liabilities in project funds in advance until the customer determines their appropriate use.

2. Results from operations (cont'd)

2(b) Revenue accounting policies (cont'd)

Each individual contract is reviewed, and the revenue recognition method is matched with each performance obligation, depending on its profile. This can mean that revenue is recognised using the input cost method for contracts which include multiple performance obligations.

For contracts where fees are paid in arrears, either based on milestones or for time-and-materials-based arrangements, revenue is recognised using the same method depending on the profile of the satisfaction of performance obligations. In such instances, an asset is recognised each month and classified as a contract asset. Contract assets are regularly assessed for impairment, and provisions are made for any likely non recovery.

Revenue from subscriptions and services

Subscription and services revenue is recognised evenly across the period of the subscription or service in line with contractual arrangements with customers.

Subscription and services fees are generally invoiced and paid in advance with the payment of such fees recorded as a contract liability (referred to as “subscriptions in advance”). Revenue is recognised evenly through the subscription period. Most subscriptions are non-refundable. Revenue is only recognised after a subscription invoice has been paid. Where invoices are not paid, the service is discontinued.

Other income

Income from the sale of goods and the disposal of other assets is recognised at the point in time when the customer obtains control of the goods/asset, which is generally at the time of delivery.

2(c) Expenditure

The net result has been arrived at after charging the following items:

	2024	2023
	\$'000	\$'000
Project expenses	(10,139)	(13,534)
Subscription expenses	(864)	(979)
Employee benefit expenses	(16,458)	(17,319)
Depreciation and amortisation expenses	(1,116)	(1,390)
Administration	(1,313)	(1,417)
Finance expenses	(37)	(32)
Occupancy expenses	(518)	(598)
IT maintenance and services expenses	(1,858)	(1,242)
Loss on Disposal of property, plant and equipment	(36)	(157)
Total expenditure	(32,339)	(36,668)
Surplus / (Deficit) from operations	1,601	492

3. Cash and cash equivalents

	2024 \$'000	2023 \$'000
Cash at bank	19,460	20,157
Total cash and cash equivalents	19,460	20,157

4. Trade and other receivables

	2024 \$'000	2023 \$'000
Current		
Project receivables	3,252	2,252
Other receivables	1,730	1,133
Allowance for expected credit losses	(9)	(21)
Total trade and other receivables	4,973	3,364
Allowance for expected credit losses movement		
Balance at beginning of the financial year	(21)	(25)
Reduction / (increase) in allowance	12	3
Bad debts written off	-	1
Balance at end of the financial year	(9)	(21)

Trade receivables are generally due for settlement within 30 days.

5. Financial assets

	2024 \$'000	2023 \$'000
Current		
Term Deposits - amortised	18,772	18,772
Total current financial assets	18,772	18,772

In accordance with its Reserves and Investment Policy, the Company invests funds not required to meet short-term operating commitments in Term Deposits with major Australian banks. At 30 June 2024, \$8,772,368 of these Term Deposits were due to mature within three months, at which point they will be rolled over for a further period.

6. Other assets

	2024 \$'000	2023 \$'000
Current		
Prepayments	863	2,216
Accrued revenue	545	460
Total other assets	1,408	2,676

The movement in prepayments from the prior year relates to timing of payments to key ESA suppliers for its Online National Assessment Program where the prepayments represent the remaining benefit of quarterly licence and support costs.

7. Property, plant and equipment

	2024 \$'000	2023 \$'000
Leasehold improvements at cost	745	745
Accumulated depreciation and amortisation	(198)	(79)
Total	547	666
Fixtures and fittings at cost	-	226
Accumulated depreciation	-	(225)
Total	-	1
Right of Use Assets at cost	4,695	4,695
Accumulated depreciation	(1,342)	(610)
Total	3,353	4,085
Plant and equipment at cost	742	4,492
Accumulated depreciation	(395)	(4,196)
Total	347	296
Total property, plant and equipment	4,247	5,048

Property, plant and equipment is measured at cost less depreciation and impairment losses.

ESA updated its threshold for Property, plant and equipment from \$1,000 to \$3,000 and during 2023-24 completed a review of historical plant and equipment, and furniture and fittings. These actions resulted in a number of assets with a nil written down value being removed from the asset register.

7. Property, plant and equipment (con't)

Movement in carrying amounts

	Leasehold improvements \$'000	Fixtures and fittings \$'000	Right of Use Asset \$'000	Plant and equipment \$'000	Total \$'000
Depreciation policy	*	10 years	**	3 years	
Carrying amount at end of year 30 June 2022	-	72	52	516	640
Additions	745	-	4,695	100	5,540
Work in progress	-	-	-	134	134
Depreciation expense	(79)	(12)	(662)	(306)	(1,059)
Disposal of assets	-	(59)	-	(148)	(207)
Carrying amount at end of year 30 June 2023	666	1	4,085	296	5,048
Additions	-	-	-	232	232
Depreciation expense	(119)	(1)	(732)	(150)	(1,002)
Disposal of assets	-	-	-	(31)	(31)
Carrying amount at end of year 30 June 2024	547	-	3,353	347	4,247

Depreciation is calculated on a straight-line basis so as to write off the net cost of each asset over its expected useful life to its estimated residual value.

* Leasehold improvements are depreciated over the period of the lease or estimated useful life, whichever is the shorter, using the straight-line method. The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period.

** The right-of-use asset is measured at cost. Right-of-use assets are depreciated on a straight-line basis over the unexpired period of the lease or the estimated useful life of the asset, whichever is the shorter.

The total cash outflow for leases in 2024 was \$804,067 and in 2023 was \$708,514.

8. Intangible assets

	2024 \$'000	2023 \$'000
Intangible assets at cost	4,538	5,421
Accumulated amortisation	(4,284)	(5,048)
Total intangible assets	254	373

Movement in carrying amounts

Balance at beginning of the financial year	373	712
Disposal of assets	(5)	(8)
Amortisation expense	(114)	(331)
Carrying amount at the end of the financial year	254	373

Intangible assets are carried at cost less accumulated amortisation. Amortisation is recognised on a straight-line basis over their estimated useful life of 5 years.

9. Trade and other payables

	2024 \$'000	2023 \$'000
Current		
Trade payables	2,065	2,003
Other payables	840	1,212
Total trade and other payables	2,905	3,215

Trade payables are generally due for settlement within 30 days.

10. Other liabilities

	2024 \$'000	2023 \$'000
Current		
Project funds in advance	14,741	16,692
Subscriptions received in advance	4,443	3,928
Employee Benefits	505	423
Total other liabilities	19,689	21,043

Contract liabilities

ESA invoices in advance of project work and recognises associated revenue as the performance obligations under the relevant contracts are satisfied. ESA invoices in advance for subscriptions to products and services over a period and associated revenue is recognised evenly over the period to which the subscription relates.

At 30 June 2024 amounts shown as contract liabilities represent the unrecognised revenue for projects invoiced or received in advance (Project funds in advance) and for future subscription activities (Subscriptions received in advance). It is possible that on completion of project work, balances that have not been fully expended could be returned to clients dependent on the particulars of the specific client contracts.

11. Provisions

	2024 \$'000	2023 \$'000
Current		
Employee benefits – annual leave	1,152	1,229
Employee benefits – long service leave	1,013	900
Other	72	468
Total current provisions	2,237	2,597
Non-current		
Employee benefits – long service leave	136	222
Make good on premises	217	204
Total non-current provisions	353	426
Total provisions	2,590	3,023

Provisions made in respect of employee benefits that are not expected to be settled within 12 months are measured at the present value of the estimated future cash outflows to be made by ESA in respect of services provided by employees up to reporting date.

12. Lease liability

	2024 \$'000	2023 \$'000
Current		
Lease liability	756	780
Non-current		
Lease liability	2,823	3,579
Total Lease liabilities	3,579	4,359

On 1 September 2022, the Company commenced a lease agreement for its office premises being level 22, 180 Lonsdale Street, Melbourne. The lease is for a period of 6 and a half years. The lease contract includes lease incentives being monthly lease rental rebates and a fit-out contribution. These incentives are included in the calculation of the right of use asset and lease liability.

ESA has elected not to recognise a right-of-use asset and corresponding lease liability for short-term leases with terms of 12 months or less and leases of low-value assets. Lease payments on these assets are expensed to profit or loss as incurred.

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

	< 1 year	1 – 5 years	> 5 years	Total undiscounted lease liability
2024				
Lease liability	826	3,144	-	3,970
2023				
Lease liability	804	3,424	546	4,774

13. Members' guarantee

The Company is limited by guarantee, with only one class of member, and nine members. Each member undertakes to contribute to Company assets in the event of the Company being wound up while the person is a member, or within one year of the person ceasing to be a member. Amounts may be required not exceeding one hundred dollars (\$100) per member.

14. Remuneration of Directors and Executives

Directors are remunerated for their services providing the Directors are not prohibited from receiving such remuneration as a result of employment conditions with their own employers (not Education Services Australia Limited).

	2024 \$'000	2023 \$'000
Remuneration		
Short-term employee benefits – executives	1,855	1,982
Directors' remuneration	175	175
Total remuneration of Directors and Executives	2,030	2,157

15. Remuneration of auditors

	2024 \$'000	2023 \$'000
Remuneration		
Audit of the financial report	46	46
Other assurance services – acquittal reports	22	22
Total auditor remuneration	68	68

16. Subsequent events

No other matters or circumstances have arisen since the end of the financial year that significantly affected or may significantly affect the operations of the company and the results of those operations.

The financial report was authorised for issue by the Board of Directors on the 10th day of October 2024.

17. Related party transactions

The Australian Government education department and every state and territory government education department, through the single Australian Education Senior Officials Committee (AESOC) nominee, are represented on the Company’s Board. These governments can therefore exert significant influence over the Company. Of the Company’s total revenue, 89 per cent (2023: 86 per cent) was earned from government departments. Apart from any fees or reimbursements, no Director has benefited, directly or indirectly, from any transaction between ESA or any entities related to the Director.

In addition, the Australian Government education minister is one of nine members of ESA, including the state and territory ministers, and is also the sole member of the Australian Assessment and Reporting Authority (ACARA), Australian Education Research Organisation Limited (AERO) and the Australian Institute for Teaching and Schools Leadership (AITSL).

Of the Company’s total revenue, 3.0 per cent (2023: 2.2 per cent) was earned from ACARA, AERO and AITSL combined.

18. Contingent liabilities

The Company provided a registered bank guarantee in respect of security on the leasehold property at Level 22, 180 Lonsdale Street, Melbourne.

	2024	2023
	\$'000	\$'000
Bank guarantee – tenancy lease Lonsdale St, Melbourne	407	772
Total contingent liabilities	407	772

The movement in bank guarantees relates to the updated lease for Level 22 / 180 Lonsdale Street, as required by the lease contract.

19. Financial instruments

19(a) Material accounting policies

Financial instruments are initially measured at cost on trade date, which includes transaction costs, when the related contractual rights or obligations exist. Subsequent to initial recognition these instruments are measured as set out below.

Financial assets

Financial assets are de-recognised when the rights to receive cash flows have expired or have been transferred and the entity has transferred substantially all the risks and rewards of ownership. When there is no reasonable expectation of recovering part or all of a financial asset, its carrying value is written off.

Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. They are carried at amortised cost using the effective interest rate method. Gains and losses are recognised in profit or loss when the asset is de-recognised or impaired.

Financial assets at amortised cost

A financial asset is measured at amortised cost only if both of the following conditions are met: (i) it is held within a business model whose objective is to hold assets in order to collect contractual cash flows; and (ii) the contractual terms of the financial asset represent contractual cash flows that are solely payments of principal and interest.

Financial liabilities

Non-derivative financial liabilities are recognised at amortised cost, comprising original debt less principal payments and amortisation.

19. Financial instruments (cont'd)

19(b) Categorisation of financial instruments

	Note	Category	Carrying amount 2024 \$'000	Carrying amount 2023 \$'000
Financial assets				
Receivables	4	Receivables (at amortised cost)	4,973	3,364
Financial assets	5	Term Deposits (at amortised cost)	18,772	18,772
Financial liabilities				
Payables	9	Trade and other payables (at amortised cost)	2,905	3,215
Lease Liabilities	12	Trade and other payables (at amortised cost)	3,579	4,359

19(c) Credit risk

Credit risk arises from the financial assets of the Company, which comprise cash and cash equivalents, trade and other receivables, and Term Deposits. The Company's exposure to credit risk arises from the potential default of a counter party on their contractual obligations resulting in financial loss to the Company. Credit risk is measured at fair value and is monitored on a regular basis.

Credit risk associated with the Company's financial assets is minimal because the main debtors are government instrumentalities.

For debtors other than government, it is the Company's policy to request payment in advance of services being provided.

Provision of impairment for financial assets is calculated based on past experience, and current and expected changes in client credit ratings.

The carrying amount of financial assets recorded in the financial statements net of any allowances for losses represents the Company's maximum exposure to credit risk.

19. Financial instruments (cont'd)

19(d) Financial assets that are either past due or impaired

Currently, the Company does not hold any collateral as security or credit enhancements relating to any of its financial assets.

As at the reporting date, the Company had an allowance for expected credit losses amounting to \$8,885 (2023: \$21,275). All other receivables are expected to be collected in full.

There are no financial assets that have had their terms renegotiated so as to prevent them from being past due or impaired, and they are stated at the carrying amounts as indicated. The following tables disclose the ageing of financial assets that are past due.

Ageing analysis of financial assets

	Not past due and not impaired \$'000	Past due but not impaired \$'000			Impaired financial assets \$'000	Total \$'000
		less than 1 month	1-3 months	3-12 months		
2024						
Receivables						
Project receivables	2,152	764	-	336	-	3,252
Other receivables	1,622	47	52	-	9	1,730
Term Deposits	18,772	-	-	-	-	18,772
Total	22,546	811	52	336	9	23,754
2023						
Receivables						
Project receivables	1,617	-	474	161	-	2,252
Other receivables	1,097	6	9	-	21	1,133
Other financial assets						
Term Deposits	18,772	-	-	-	-	18,772
Total	21,486	6	483	161	21	22,157

19. Financial instruments (cont'd)

19(e) Liquidity risk

Liquidity risk arises when the Company is unable to meet its financial obligations as they fall due. The Company operates under a policy of settling financial obligations within 30 days and, in the event of a dispute, makes payment within 30 days from the date of resolution. The Company has a policy of retaining funds equivalent to six months of fixed operating cost plus working capital.

The Company's exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk. Cash for unexpected events is generally sourced from the liquidation of Term Deposits.

Maximum exposure to liquidity risk is the carrying amounts of financial liabilities. The following table discloses the ageing of financial liabilities that are past due.

Maturity analysis of financial liabilities

	Maturity Dates				Total \$'000
	Not past due	less than 1 month	less than 12 months	greater than 12 months	
2024					
Financial liabilities					
Payables	954	1,585	366	-	2,905
Lease liability	3,579	-	-	-	3,579
Total	4,533	1,585	366	-	6,484
2023					
Financial liabilities					
Payables	3,196	5	4	10	3,215
Lease liability	4,359	-	-	-	4,359
Total	7,555	5	4	10	7,574

19. Financial instruments (cont'd)

19(f) Interest rate risk

Exposure to interest rate risk arises on financial assets and financial liabilities recognised at reporting date whereby a future change in interest rates will affect the future cash flows or the fair values of the fixed-rate financial instruments. The Company's exposure to interest rate risk and effective weighted-average interest rate by maturity is set out in the following tables.

Interest rate exposure analysis of financial assets

	Interest rate* %	Carrying amount \$'000	Interest rate exposure \$'000		
			Fixed interest rate	Variable interest rate	Non-interest bearing
2024					
Cash					
Cash and cash equivalents	1.59	19,460	-	19,460	-
Receivables					
Project receivables		3,252	-	-	3,252
Other receivables		1,721	-	-	1,721
Other financial assets					
Term Deposits	5.02	18,772	18,772	-	-
Total		43,205	18,772	19,460	4,973
2023					
Cash					
Cash and cash equivalents	1.25	20,157	-	20,157	-
Receivables					
Project receivables		2,252	-	-	2,252
Other receivables		1,133	-	-	1,133
Other financial assets					
Term Deposits	2.93	18,772	18,772	-	-
Total		42,314	18,772	20,157	3,385

* Weighted-average effective interest rate.

19. Financial instruments (cont'd)

19(f) Interest rate risk (cont'd)

The following table sets out the Company's sensitivity to interest rate change and market changes, holding all other variables constant. A sensitivity of 200 basis points has been selected as the interest rate change that is reasonable given the current level of both short-term and long-term Australian interest rates.

Market risk exposure

Interest rate risk					
	Carrying amount	-2.00% (200 basis points)		2.00% (200 basis points)	
	\$'000	Net result	Equity	Net result	Equity
2024					
Financial assets					
Cash and cash equivalents	19,460	(389)	(389)	389	389
Total increase/ (decrease)		(389)	(389)	389	389
2023					
Financial assets					
Cash and cash equivalents	20,157	(403)	(403)	403	403
Total increase/ (decrease)		(403)	(403)	403	403

20. Company details

The Company's registered office is Level 22, 180 Lonsdale Street, Melbourne. The Company operates its business from Level 22, 180 Lonsdale Street, Melbourne.

Directors' Declaration

The Directors declare that:

1. The financial statements and notes for Education Services Australia Limited as set out in pages 10 to 31 of the 2023-24 *Directors' Report and Financial Statements* have been prepared in accordance with the *Australian Charities and Not-for-profits Commission Act 2012*, including:
 - a. giving a true and fair view of the Company's financial position as at 30 June 2024 and of its performance for the financial year ended on that date; and
 - b. complying with the Australian Accounting Standards – Simplified Disclosures (Including Australian Accounting Interpretations) and the *Australian Charities and Not-for-profits Commission Regulation 2013*.
2. In the Directors' opinion there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable.

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



Vicki Baylis

Chair of the Board of Directors

Dated this 10th day of October 2024

Independent Auditor's Report to the Members of Education Services Australia Limited

Auditor's Opinion

We have audited the financial report of Education Services Australia Limited (the Company), which comprises the statement of financial position and statement of changes in equity as at 30 June 2024, the statements of surplus or deficit and other comprehensive income, and cash flows for the year then ended, and notes to the financial statements, including material accounting policy information, and the Director's Declaration.

In our opinion, the financial report has been prepared in accordance with the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (a) giving a true and fair view of the Company's financial position as at 30 June 2024 and of its financial performance for the year then ended; and
- (b) b) complying with Australian Accounting Standards – Simplified Disclosures and the *Australian Charities and Not-for-profits Commission Regulations 2022*.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report.

We are independent of the Company in accordance with the 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.

Directors' Responsibilities for the Financial Report

The Directors of the Company are responsible for determining that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the *Australian Charities and Not-for-profits Commission Act 2012* and the needs of the members, and for preparing the financial report that gives a true and fair view in accordance with the basis of preparation and those requirements.

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

Auditor's Responsibilities for the Audit of the Financial Report

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

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

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



Auditor's Responsibilities for the Audit of the Financial Report (Continued)

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

A handwritten signature in black ink that reads 'PKF'.

PKF

Melbourne, 10 October 2024

A handwritten signature in black ink that reads 'Ken Weldin'.

Kenneth Weldin

Partner



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