



Education
Services
Australia

Annual Report

2024–25





ESA acknowledges the Wurundjeri people of the East Kulin Nation, Traditional Custodians of the land on which our head office stands, and pays our respects to Elders past and present.

We recognise the traditional owners and custodians of Country across Australia and their continuing connection and contribution to lands, waters, communities and learning.

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Reconciliation Action Plan artwork © Keisha Leon.

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From the Chair



On behalf of the Education Services Australia (ESA) Board, I am pleased to present the Annual Report for the 2024–25 financial year.

As I reflect on my first full year as Chair, I continue to be inspired by the dedication of ESA's staff and the strength

of our partnerships across the education sector. ESA remains steadfast in its mission to support excellence and equity in education for all young Australians. This year, we have deepened our focus on key initiatives to ensure ESA is an essential partner in the delivery of safe and effective education solutions.

I would like to extend my sincere gratitude to ESA's outgoing CEO, Andrew Smith, who transitioned to a new role after eight years of dedicated service. Under his inspiring leadership, ESA has grown significantly, delivering innovative learning tools and advancing digital platforms that have enriched learning across Australia. On behalf of the Board, I thank Andrew for his remarkable contribution and the genuine partnerships he fostered.

ESA's work has been guided by the strategic priorities outlined in the Letter of Expectation from Australia's Education Ministers. Our collaboration with fellow education architecture agencies – the Australian Institute for Teaching and School Leadership (AITSL), the Australian Education Research Organisation (AERO) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) – has been instrumental in delivering impactful solutions for schools and educators nationwide.

I would like to highlight just some of ESA's many achievements throughout the year.

NAPLAN 2025 saw more than 9,000 schools participating, with over 4.5 million student test submissions. Schools Catalogue Information Service celebrated an incredible 40 years of service. The Civics and Citizenship Education Hub launched in November 2024 and is designed to foster student understanding of Australia's democratic systems and global citizenship.

The Literacy Hub developed more than 50 evidence-based phonics and morphology lessons as part of a series of more than 100 lessons for Foundation to Year 2 students. ESA partnered with Microsoft to launch a two-part professional learning series, hosted on the Digital Technologies Hub, on the safe and effective use of generative artificial intelligence.

The Board plays a vital role in ESA's governance, providing strategic oversight, which continues to strengthen ESA's capacity to respond to the evolving needs of the education system. I sincerely thank all our Board Directors, ESA's outgoing Directors, Ms Jenny Atta, Professor Liz Johnson and Mr Bret Morris, and I also warmly welcome our newly appointed Directors, Ms Meg Brighton and Professor Jessica Vanderlelie. I would also like to thank the Finance, Risk and Audit Committee and the Remunerations and Nominations Committee for their valuable contributions throughout the year. Their collective expertise and thoughtful engagement have been pivotal in guiding ESA's direction and strengthening our impact.

I extend my sincere gratitude to ESA's executive team and all ESA staff for their unwavering commitment to our shared goals.

Finally, I'd like to thank all Education Ministers and Senior Officials for their continuing confidence in ESA as a trusted and reliable partner to make a positive difference to Australian education and the outcomes of Australian students.

As we look ahead, I am confident that ESA will continue to play a vital role in creating, shaping and nurturing solutions that support excellence and equity in education.

A handwritten signature in black ink that reads "Vicki Baylis". The signature is fluid and cursive, with the first name "Vicki" and last name "Baylis" clearly distinguishable.

Vicki Baylis

Chair, Education Services Australia

From the Acting CEO



I would like to firstly acknowledge the departure of ESA's outgoing CEO, Andrew Smith, and thank Andrew for his exceptional leadership during his tenure with ESA. Working alongside Andrew was a privilege – his strategic vision, deep sectoral expertise,

and genuine commitment to collaboration have all contributed to shaping ESA in lasting ways.

Throughout the year, ESA responded to the growing potential of education technology, particularly in the field of artificial intelligence and continued to deliver initiatives that improve student outcomes, enhance teaching effectiveness and strengthen school communities.

ESA continued to evidence the strength of national education infrastructure through the delivery of NAPLAN, supporting thousands of schools and 1.23 million students. The tailored test design, featuring more than 4,000 items, enhanced the precision of student assessment. ESA ensured equitable access by continuing to provide a low-bandwidth solution for remote areas with unreliable internet access. Pleasingly the need for this solution declined significantly this year, due to increased connectivity to many rural schools and communities. The ongoing success of NAPLAN events are a result of the strong partnerships between ESA, ACARA, and all states, territories, and school sectors, and I would like to acknowledge the work of all involved to deliver a successful event for Australian students.

I would like to express my appreciation for ESA's Board Directors. The depth of experience, expertise and commitment demonstrated by current and former Board Directors, as well as our committee members, has been instrumental to ESA's success.

ESA remains focused on our role as a trusted provider of secure and reliable digital solutions for schools. ESA is proud of its roles in supporting a resilient, innovative and future-ready education system and in enabling all schools to confidently embrace digital transformation.

ESA's ability to deliver high-quality products and services continues to depend on strong, collaborative relationships with its stakeholders. I extend my sincere thanks to all of ESA's partners, with particular appreciation for the continued trust and support of the Education Ministers, their departments, and staff.

Finally, none of ESA's achievements would be possible without our amazing staff. Their dedication, professionalism and commitment to excellence continue to drive the organisation's success, supporting the delivery of meaningful outcomes for all Australian learners and their educators.

A handwritten signature in dark ink, appearing to read 'Stuart Mitchell', with a stylized, cursive script.

Stuart Mitchell

Acting CEO, Education Services Australia

About Education Services Australia

Purpose

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

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 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:

- researches, tests and develops effective and innovative digital technologies and resources for use in education
- devises, develops and delivers curriculum and assessment resources, professional development, career and education support services
- facilitates the pooling, sharing and distribution of knowledge, resources and services to support and promote learning
- supports national infrastructure to ensure access to quality-assured systems and content, and interoperability between individuals, entities and systems
- creates, curates, publishes, disseminates and markets curriculum and assessment materials, technology-based solutions, products and services to support learning, teaching, leadership and administration.

Our impact

In this report, we highlight some of the ways we are making a positive difference in creating, shaping and nurturing solutions that support excellence and equity in education.

In 2024–25, as Australia's cross-sector education technology provider, we created solutions and tools to enhance teaching and learning through digital innovation, we deepened our impact, broadened our reach and sharpened our focus on the needs of students experiencing disadvantage.

We applied our unique understanding of our stakeholders' digital opportunities and challenges, to be an essential partner in the delivery of safe and effective education solutions that support excellence and equity in education.

We supported our people to develop their skills and we invested in infrastructure, systems and processes to improve productivity and increase our positive impact.

Empower and support educators

Support educators through a suite of teacher resource hubs

During 2024–25, ESA commenced work on the Teacher Resource Hubs project, bringing together a series of Hubs designed to help teachers implement evidence-based curriculum and provide respectful learning environments to support student wellbeing. The Hubs offer a suite of quality-assured resources and professional learning opportunities. This includes materials to support the teaching of literacy and numeracy, digital technologies, languages, civics and citizenship, as well as materials to support the reduction of teacher workload and information to support student wellbeing.

Digital Technologies Hub

The Digital Technologies Hub (DT Hub) continued to provide rich and contemporary learning resources and services for teachers, students, school leaders and parents, including the implementation of quality digital technologies programs and curriculum in schools.

With the increased use of artificial intelligence (AI) and generative artificial intelligence (GenAI), ESA partnered with Microsoft to develop a two-part professional learning series, which is hosted on the DT Hub, supporting educators to understand and navigate AI and GenAI. The first module aims to build foundational knowledge, while the second module aims to guide students on the safe and ethical use GenAI tools. The first module, launched in May 2025, received an average user rating of 9.3 out of 10.

‘The first module serves as an excellent preparation resource, in anticipation of the next module. For those new to the concept of GenAI, it provides a strong starting point. The use of examples and the breakdown of prompts are well executed.’

Rebecca Weber, digital education expert, South Australia Department for Education



Image: Pixabay AI-generated image

Literacy Hub

The Literacy Hub continued to provide teachers with valuable literacy-focused professional learning and teaching resources. Key new resources on this site are phonics and morphology lessons for early primary. The lessons follow the Literacy Hub's phonics progression, which outlines the skills and knowledge students require when learning to read and spell. The lesson packs – which include more than 100 editable classroom slide sets for teachers and printable student sheets – have been well received by educators.



**‘Love your resources online.
Just wondering if you had an
ETA of when the next phase of
resources is coming out?’**



Speech language pathologist, Queensland

Year 1 Phonics Check

Implementation of the Year 1 Phonics Check has continued to grow throughout 2024–25, with many more jurisdictions and sectors across Australia now recommending or mandating that their teachers use Phonics Check. ESA has assisted jurisdictions and sectors with data uploads and system-wide reporting. This saves educators' time and assists with analysis of student results and planning for next steps. In addition, several technical enhancements have been implemented, improving user experience.

Student Wellbeing Hub

The Student Wellbeing Hub continued to create and provide quality resources to help teachers enhance student wellbeing. Five webinars were hosted for schools and educators and were attended by more than 1,400 attendees. Webinar topics ranged from art and wellbeing, to sleep and the developing brain.



Civics and Citizenship Hub

The Civics and Citizenship Education Hub (CCE Hub) went live in November 2024, with the aim of deepening student understanding of Australia's system of government and democratic values. The CCE Hub supports students to be active and informed citizens who contribute to Australia's democracy and engage globally, and includes a collection of more than 200 quality-assured civics and citizenship education resources, programs and events.

Early Learning Languages Australia

Early Learning Languages Australia (ELLA) continued to drive a genuine interest among preschool students and their educators in learning a new language. In 2026, ELLA will be expanding into Foundation to Year 2 schools nationwide. Applying to join ELLA will become more self-directed, which will improve access. ESA has been working on an expansion of language resource offerings for schools, including publicly releasing a trove of existing content previously reserved for ELLA participants only.

Mathematics Hub: Explicit Teaching in Maths

The Mathematics Hub collaborated with Dr Katherin Cartwright and the Australian Association of Mathematics Teachers to develop the sixth module in the Explicit Teaching in Maths series, 'Explicitly connecting known strategies to flexible mental strategies'. To accompany the module, the team also created a conversational-style podcast introducing the course.



Scootle

Scootle supports Australian educators by providing secure access to trusted quality digital teaching and learning resources aligned to the Australian Curriculum. In 2024–25, more than 5,800 resource records were added or updated across all learning areas of the Australian Curriculum. Scootle resource records provided direct access to more than 14,000 free teaching and learning resources. Hundreds of thousands of educators across Australia and around the globe continue to access Scootle, with 3.1 million page views in 2024–25. Recent enhancements to the Scootle portal include:

- enhanced capacity enabling teachers to browse all subjects in the Australian Curriculum (V9.0)
- curation of freely available professional learning courses aligned to AITSL's Australian Professional Standards for Teachers.

Disability Standards for Education

The Disability Standards for Education (DSE) supports student equity by ensuring those with disability can access and participate in education on the same basis as their peers. Across 2024–26, ESA is redeveloping the current DSE modules, hosted on the Nationally Consistent Collection of Data on School Students with Disability portal, with the ambition of improving educators' and schools' understanding of their legal obligations under the DSE and to support them to meet compliance obligations and, more importantly, deliver effective inclusive teaching.



myfuture

myfuture provided educators with accurate and current resources to enhance their delivery of career education and encourage usage.

Throughout 2024–25, myfuture continued to engage with the career education community. myfuture hosted 20 webinars focused on supporting teachers and career practitioners, covering topics including:

- Quality career education in schools: an introduction to key principles and practice
- The many ingredients of employability: the Employability Capital Growth Model
- Getting started with demotivated students

When asked to rate the quality and usefulness of each webinar, on average, attendees rated both areas 4.6 out of 5.

Supporting families through myfuture webinars

myfuture delivered five webinars in 2024–25 to support parents, carers and families. Topics included career exploration, making confident career choices and navigating post-school plans.

‘It’s a really great resource for both me and my child. It is very engaging. I think it offers realistic advice and takes into account the various wants and needs of children.’

Parent, 2025 survey response

‘Always topical, informative, useful, thought-provoking ... I came away from today’s webinar feeling energised to read, learn, explore and continue to contribute to the field of career development in my work to the best of my ability.’

myfuture webinar attendee



**Build excellence and
equity for students**



Get into STEM

To further cater to diverse, under-represented groups in science, technology, engineering and mathematics (STEM), the Girls in STEM Toolkit will be rebranded as Get into STEM in 2025–26. Work is underway to broaden the reach of resources and encourage even more students to pursue STEM. At this year's Science Alive! Exhibition in Adelaide, thousands of students engaged in STEM activities, and ESA's project team provided students with the opportunity to explore air vortex cannons and STEM career resources.

Yikan Noongar Year 4 language program

ESA continues its collaboration with the Western Australian Department of Education to support the renewal of Noongar language in communities on Noongar lands in south-west Western Australia.

The Noongar language program is designed to enable Noongar language educators, with the support of classroom educators, to integrate Noongar language as part of the languages curriculum, and is published in three regional dialects, which are reflective of the rich linguistic tapestry of Aboriginal languages. The program adheres to cultural principles of learning, following the theme of caring for Country, and is supported by explicit teacher guides, language texts and student resources. With Year 3 now complete, the project team is developing the program for Year 4 students.

myfuture

With more than 170,000 new users registering in 2024–25, myfuture continues to be a vital platform for delivering career education to students, offering a rich blend of engaging content and professional learning opportunities. New content produced for students included:

- career stories focused on languages, auto industry trades and apprenticeships
- school-to-work pathway infographics for careers in cyber security and UX design
- career articles focused on technology, artificial intelligence and primary healthcare.

In 2024–25, myfuture delivered 22 professional learning workshops across Australia, to support career educators. Topics included strategies for designing integrated

career service delivery, and practices of quality career development programs. Additionally, myfuture hosted two student-focused webinars – one on making confident career choices at results time, and another on navigating post-school plans with confidence.

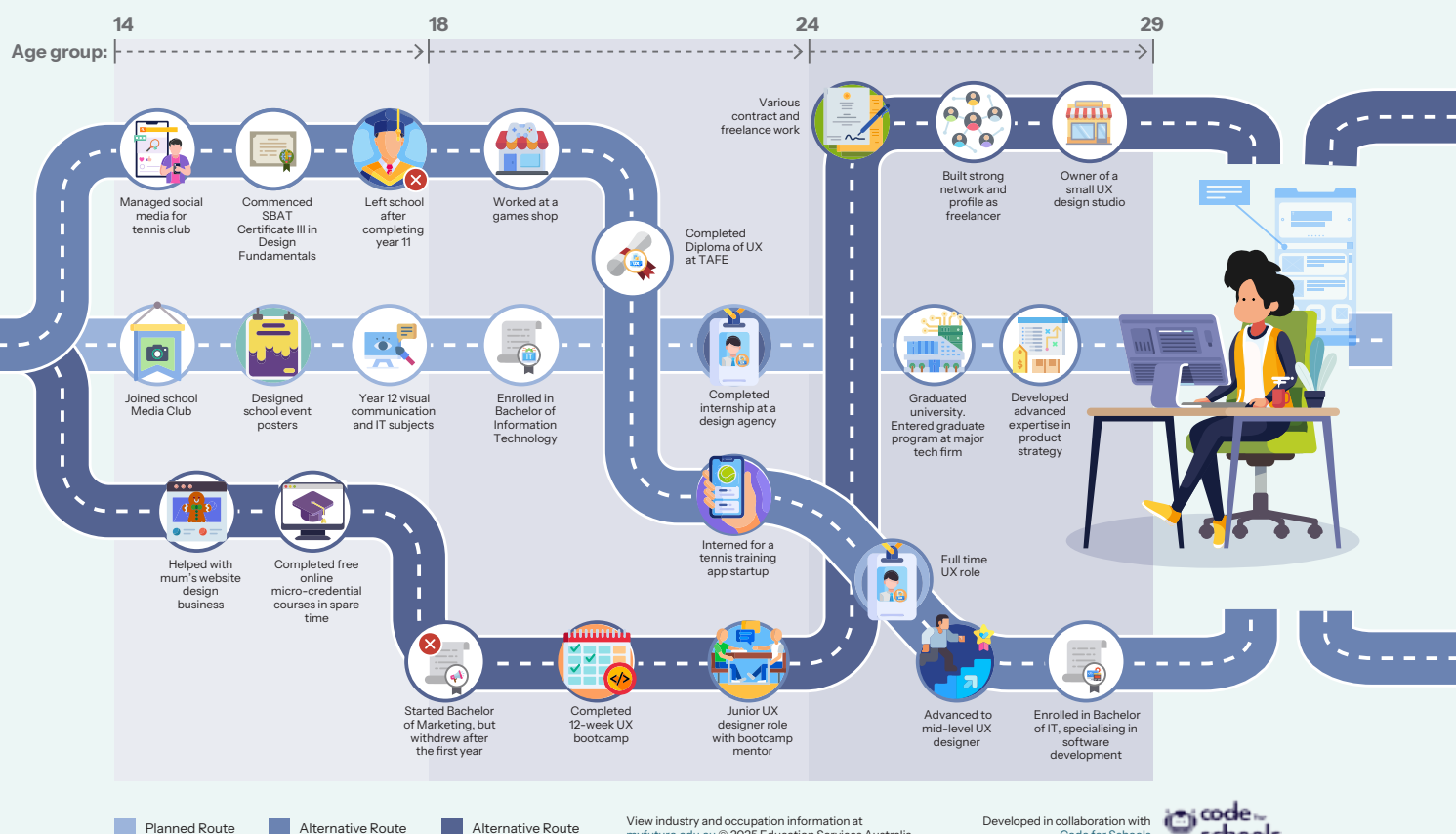
‘myfuture is highly valuable because it has helped me a lot to find something I would like to do when I’m older. I’ve had ideas, but I never really stuck to them. Using myfuture has helped find jobs I never would have known existed.’

Student, 2025 survey response

School to Work Pathways

User Experience (UX) Designer

Professional, scientific and technical services





English Language Learning for Indigenous Children

The English Language Learning for Indigenous Children (ELLIC) trial continues supporting active preschools across the Northern Territory, Queensland and Western Australia. This year the Australian Government Department of Education invested in the expansion of the ELLIC trial to include primary schools (Foundation to Year 3) across the Northern Territory, Queensland and Western Australia, starting in late 2025.

Bringing epilepsy awareness to the classroom

In collaboration with the Epilepsy Foundation, ESA created a suite of student resources built around a large-format digital storybook titled *And down went Poss*. One in 200 Australian children live with epilepsy, and this book and supporting resources explore the impact of epilepsy. To support effective classroom use, a video and accompanying lesson plans were developed to guide teachers in raising awareness and understanding of epilepsy.

Fostering global connections

ESA collaborated with the Asia Education Foundation to support their delivery of the Emerging Leaders Forum and the Global Leaders Forum. ESA created a series of pre- and post-forum learning packs designed to support shared learning and engagement between Australian and international student participants.

**Be an essential partner
for education solutions**



NAPLAN

This year's NAPLAN testing saw a total of 9,465 schools participate, with 1.23 million individual students submitting 4.54 million tests. To ensure equitable access for all students, the 'low- or no-bandwidth' solution was made available for schools with limited internet connectivity. The need for this solution across Australia continues to decline, with only one school and 46 students in the Northern Territory requiring it during NAPLAN 2025. As a contingency for potential disruptions caused by Cyclone Alfred in Queensland and New South Wales, the NAPLAN testing window was extended.

The tailored test design across Reading, Conventions of Language, and Numeracy continues to provide a better assessment experience for students and more precise measurement of student achievement.

Strengthening digital identity in education

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 2024–25, edu.au domain name registrations grew to 18,365, with the majority belonging to Australian schools.

The 2024 customer satisfaction survey highlighted a number of key reasons customers value their edu.au domain names, including: reputation and prestige; the integrity of a regulated domain space; and requirement of relevant government body/authority. Customers described the service as a unique and trusted namespace for Australian education and training providers, which is universally recognised.

25 years of supporting Australian book creators through Educational Lending Right

For 25 years, ESA has partnered with the Australian Government to deliver the Educational Lending Right (ELR) School Library Survey. ELR schemes ensure that Australian book creators are compensated for the free use of their books in Australian public and educational libraries. ESA plays a crucial role by surveying a sample of school libraries to estimate the total number of specified Australian book titles available. To ease the process for school staff, ESA worked with library management system providers to streamline the title download process, reducing the task to just five minutes. In the 2024 survey, data was collected from 5,182 schools, covering 70,000 Australian book titles. It is estimated that 12.72 million copies of these titles are currently in use across Australian schools, with 12.39 million in print, 286,500 thousand in ebook format and 42,400 as audiobooks.



'I am the only staff member of a growing school library and SCIS saves me time every week. It is invaluable to me and our library.'



SCIS user, May 2025 survey response

Celebrating 40 years of SCIS

In 2024, the Schools Catalogue Information Service (SCIS) marked 40 years of supporting schools to provide high-quality library and information services. SCIS is used by 79% of Australian schools and more than 2,000 international schools, and in 2024–25, it created 42,000 new catalogue records, 14,000 of which were directly requested by schools. These records, along with others from the SCIS database, were downloaded 26 million times. By saving libraries an average of 750 administrative hours annually, SCIS enables library staff to focus more of their attention on educational outcomes for students. In its 2024 annual customer survey, SCIS earned a 93% satisfaction rating and a Net Promoter Score of 65.3.



SCIS staff at work, 1985



SCIS staff at work, 2025

ST4S gains strong traction across the education sector

Support for the Safer Technologies 4 Schools (ST4S) initiative continues to grow across jurisdictions, sectors, schools and suppliers. ST4S provides a standardised framework for evaluating digital products and services used in schools throughout Australia and New Zealand. The ST4S initiative provides clear and consistent safety information, enabling schools to choose compliant digital products and services. In 2024–25, 168 products signed up to the ST4S Product Badge Program, 238 full assessments were initiated, and 627 Readiness Checks were completed. The ST4S Readiness Check is a simple self-assessment which provides software suppliers with valuable advice and feedback in advance of a full assessment.

Setting the standard for responsible AI in schools

A Responsible Artificial Intelligence (RAI) standard has been developed to assess AI-enabled educational technologies (EdTech) against key principles including human and social wellbeing, transparency, accountability and fairness. This work responds to emerging risks posed by artificial intelligence (AI) to students, teachers and the broader school community. The RAI standard builds on the Safer Technologies 4 Schools (ST4S) AI module, which was released in 2024, covering AI-related privacy, information security and safety risks. The RAI standard is backed by extensive research and has been developed in collaboration with federal, state and territory education departments, Catholic and Independent school sectors, the EdTech industry and academic experts. Using the ST4S infrastructure, the RAI standard is tailored to meet the needs of the F–12 education sector.



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 namespace 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 report quarterly to 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.

Partnering for impact: myfuture Strategic Reference Group

myfuture continues to expand its network of partnerships with key industry bodies, including Primary Industries Education Foundation Australia, Career Development Association Australia, National Centre for Vocational Education Research, The Smith Family and various state-based career associations. myfuture's Strategic Reference Group (SRG) brings together career education representatives across each state and territory. The relationships, built through ongoing engagement and quarterly meetings, have maintained the strong support myfuture values from all jurisdictions.

Empowering school libraries through webinars

Known for its commitment to high-quality records and leadership in schools cataloguing, Schools Catalogue Information Service (SCIS) continues to be a vital support for school libraries across Australia, and internationally. During 2024-25, SCIS delivered 12 engaging webinars, designed to enhance both product training and professional learning topics.

**Promote ideas and
innovate**



ESA publications and exposure

During 2024–25, ESA published the following website articles.

The Literacy Hub's free lesson packs were shared in [Education Matters](#) magazine. ESA was mentioned in various publications, covering topics such as artificial intelligence in education, curriculum support, cyber safety and digital technologies, bullying and student wellbeing, and STEM careers and education.

SCIS *Connections*

The Schools Catalogue Information Service (SCIS) continued to publish its quarterly school library magazine *Connections*, with print copies sent to all schools in Australia. The magazine's 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, shown below, covered a broad range of topics.



Additional articles on the 40th anniversary of SCIS were published via SLANZA and Education Australia.

Publishing *Insights* papers

myfuture *Insights* papers contribute to discussions on important themes in Australia's career and post-school study landscape. This year, the team has developed and published four *Insights* papers in partnership with subject matter experts.

These papers were downloaded more than 3,300 times across the period.

**Inspire and enable
our people**

Building a positive work culture that values diverse perspectives and fosters collaboration

Workplace wellbeing

People and culture are the heart of ESA's impactful project delivery. ESA's commitment to making a positive difference starts with supporting staff and teams to grow – in every aspect. ESA embraces diversity, promotes ethical and respectful engagement, and supports career and life choices.



Gender Equality Strategy

ESA released its inaugural Gender Equality Strategy, which sets out clear actions to reduce its gender pay gap, support career progression for women and all employees, and create a more inclusive workplace.

ESA Gender Equality Strategy Workforce, Career & Culture Statistics

At ESA, we strive for equality, inclusivity, and ongoing career development for all employees.

Workforce

At ESA,
55%
of all employees are women.



Career Progression

At ESA,
62% of women hold managerial responsibilities.



26 women were promoted last year, which made up...
53% of all promotions at ESA in 2024



79%
of women are high performers, exceeding KPI targets



63%
of women say they are developing skills for career progression




51%
of women believe there are enough opportunities to progress

Culture

The 2023 Employee Engagement Survey results showed that...


56%
of women are satisfied with career opportunities (vs 43% of men)



96%
of women maintain a good work-life balance (vs 71% of men)



91%
of women feel more confident in risk reporting



Wellbeing

All staff, and women in particular believe:

96% Staff treat each other respectfully.



96% Discrimination is not tolerated at ESA.



92% Bullying and abusive behaviour is not tolerated at ESA.



ESA Gender Pay Gap Report

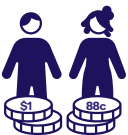
At ESA, we strive for equality, inclusivity, and ongoing career development for all employees.

The Pay Gap

At ESA,
55%
of all employees are women.
(As at 1 Jan 2025)



ESA's Gender Pay Gap is
11.7%
(based on average of TRP)



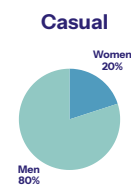
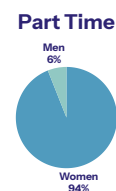
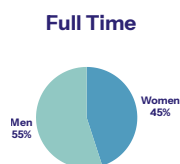
For every \$1 on average a man makes, women at ESA earn 88c.

Employee Status

At ESA,
37%
of all women are part-time.



Employment Status



Management Type

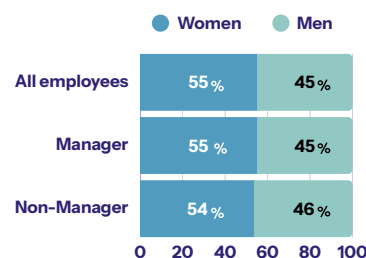
62%
of management positions are filled by women.



23% of management roles are part time,
100% of which are filled by women.



Overall Composition



Celebrating pride month: a step forward in equality and allyship

To celebrate Pride Month, ESA hosted its inaugural Pride Breakfast, featuring compelling speakers who shared personal stories with courage and grace. The speakers reflected on the journey toward equality and the importance of continuous LGBTQIA+ allyship.



Promotions and appointments

Promotions



Women

16



Men

15



Total

31

New appointments



Women

13



Men

13



Total

26

Empowering conversations at ESA

International Women's Day (IWD) is a key event on ESA's calendar. This year's inspiring panel, led by keynote speaker Jenny Johanson, shared powerful personal stories that highlighted the importance of inclusion. IWD is a reminder of our ongoing commitment to building a more inclusive workplace and its benefits to society more broadly.

Leanne Robertson, IWD panel member (pictured)



Social responsibility

ESA's ongoing commitment to reconciliation

Over the past four years, ESA has committed to advancing reconciliation in Australia by delivering culturally inclusive and accessible solutions, and engaging stakeholders, delivery partners and staff in opportunities to deepen their understanding and respect for Aboriginal and Torres Strait Islander peoples, histories and cultures.

Key activities in 2024–25 included:

- Jillian West, a proud Bunurong woman, presented on the eight core sub-paradigms from her father Japanangka errol West's thesis
- ESA participated in Reconciliation Australia's Barometer Survey to assess progress and identify areas for growth
- Scootle added 150 new First Nations' resources from providers nationwide
- ESA staff attended the Reconciliation Victoria breakfast during National Reconciliation Week 2025, featuring speakers on reconciliation challenges and government initiatives
- ESA staff joined the final stage of the historic Walk for Truth, organised by the Yoorrook Justice Commission.

ESA maintains carbon neutral status for 12th consecutive year

ESA once again achieved carbon neutral certification, through Climate Active, marking 12 consecutive years of commitment to environmental sustainability. ESA aims to reduce carbon emissions by 10% by FY27, based on a FY23 baseline of 1,157 tonnes of CO₂-e. In FY24, ESA recorded gross emissions of 706 tonnes of CO₂-e, a significant reduction. These emissions have been fully offset using Australian Carbon Credit Units and Verified Carbon Units.

SCIS enhances data to support cultural respect and reconciliation

The Schools Catalogue Information Service (SCIS) is committed to fostering cultural respect through inclusive and appropriate language. Guided by ESA's Innovate Reconciliation Action Plan, SCIS is reviewing and refining its cataloguing practices to better reflect the principles of reconciliation. This includes updating subject headings, descriptive cataloguing and data presentation to ensure respectful representation of Aboriginal and Torres Strait Islander cultures. Reconciliation is a journey of small, deliberate steps. Each decision we make reflects a commitment to using language with care, honouring the histories, identities and cultures behind every record.

Operational excellence

Investing in foundations to drive impact and enable productivity

ESA continued to invest in infrastructure, systems and processes that enhance impact and productivity, with a strong focus on strengthening its information security posture in response to evolving cyber threats and regulatory requirements. As part of a broader program to improve the security, stability and modernisation of the ICT environment, ESA implemented a new incident response framework and improved information security

risk management. Cyber security awareness was uplifted through targeted training. Key ICT upgrades included a refreshed audio-visual set-up and rollout of new laptops, reducing staff downtime. The launch of ESA's first Azure-hosted website marked a milestone in cloud adoption, while the upgrade to a next-generation office firewall, further strengthened network security and reliability.

Directors' Report & Financial Statements



Contents

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 2025 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; and
- 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 2025

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 until her retirement in 2020. Since then, Vicki has undertaken time limited, focused national and state led project consultancy. Vicki has also served on the governing body of James Cook University and the Batchelor Institute of Indigenous Tertiary Education. Vicki's expertise includes the practical and pragmatic implementation of evidence-based approaches at scale.

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.

Ms Meg Brighton

BArts – Tourism (Public Relations), MCom (Law)

Director: 1 December 2024 – current

Remuneration and Nominations Committee Member

Meg Brighton is the Deputy Secretary, Schools with the Department of Education. Prior to joining the Department, Meg's previous roles include Head of the Parliamentary Workplace Support Service (PWSS), Deputy Director-General in ACT Health, Deputy Director-General and Acting Director-General of the ACT Education Directorate. Meg has more than 30 years' experience across economic and social policy portfolios, regulation, corporate services and service delivery in the Commonwealth ACT, NSW and Canadian public sectors. She has also held a number of non-executive director roles in the non-government and not for profit sectors and has served the Boards of ACARA and the ACT Teacher Quality Institute.

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, Honorary University of Melbourne – Faculty of Education, Melbourne Metrics

Director: 18 December 2018 – current

Remuneration and Nominations Committee Member

Lynn Davie has extensive experience supporting and driving innovation and educational reform to broaden educational opportunities 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 amplify and transform learning, teaching and assessment.

Directors as at 30 June 2025

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.

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.

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.

Professor Jessica Vanderlelie

BBiomedSc, BBiomedSc (Hon), PhD Griffith University, GradCertEd (HighED), GAICD

Director: 15 April 2025 – current

Professor Jessica Vanderlelie is the Deputy Vice-Chancellor Academic at Deakin University, where she provides strategic leadership of the Education and Employability Plan and institutional programs that deliver an outstanding experience for students and foster a culture of academic educational excellence. Jessica is the co-chair of Universities Australia Women and is a passionate advocate for improving institutional and sector wide approaches to supporting diversity and inclusion. Jessica has demonstrated sustained leadership in learning and teaching in Australian Higher Education, she is an Australian Learning and Teaching Fellow and has been recognised nationally through receipt of an Australian Award for University Teaching and AFR Awards for her leadership.

Directors as at 30 June 2025

Directors’ qualifications and experience

Ms Kylie Maher

CPA, GAICD

Independent Member: 1 March 2024 – current

Finance, Risk and Audit Committee Member

Kylie Maher is an experienced governance, risk, and compliance professional with over 30 years’ experience delivering governance and assurance services across the education, health, and government sectors. A qualified accountant, Kylie has held senior financial management roles in various industries, including education, and has served in executive leadership positions at Peninsula Grammar, St Kevin’s College, and Xavier College. Her career also includes key advisory roles, such as Governance and Assurance Partner at Moore Australia and Director of Internal Audit and Risk Assurance at KPMG. Kylie now provides consulting services within the education and health sectors and brings extensive expertise as a non-executive director and as a member of audit and risk committees, including Council Member at RMIT and Chair of Finance, Audit and Risk Committee at RMIT.

Resignations and Cessations

The Board would like to acknowledge the significant contributions of the following Directors who resigned during 2024 – 25:

Ms Jenny Atta PSM

Director
Remuneration and Nominations Committee Member
Resigned 30 November 2024

Professor Liz Johnson

Director
Resigned 28 February 2025

Mr Bret Morris

Director
Finance, Risk and Audit Committee Member
Resigned 6 June 2025

Meeting attendance

The Board met four times from 1 July 2024 to 30 June 2025. 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 ¹	4	4	4	4 ¹	3	3
Mr Tony Brennan	4	3	-	-	-	-
Ms Meg Brighton Joined 1 December 2024	3	3	-	-	2	2
Mr Tony Crehan	4	4	4	4	-	-
Ms Lynn Davie	4	4	-	-	3	3
Ms Jenny Johanson	4	4	4	4	-	-
Prof Linda Kristjanson	4	4	-	-	3	3
Ms Felicity Thomlinson	4	4	-	-	-	-
Prof Jessica Vanderlelie Joined 15 April 2025	1	1	-	-	-	-
Ms Jenny Atta Resigned 30 November 2024	1	1	-	-	1	1
Prof Liz Johnson Resigned 28 February 2025	2	2	-	-	-	-
Mr Bret Morris Resigned 6 June 2025	3	2	4	4	-	-
Ms Kylie Maher Independent Committee Member	-	-	4	4	-	-

¹ Ms Baylis attended Finance, Risk and Audit Committee meetings as an observer.

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 2023-24 Annual Report to its Members at the AGM held on 27 November 2024.

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

In May 2025, the ESA Chief Executive Officer resigned. Following the year end and prior to the signing of these financial statements, a new Chief Executive Officer was appointed. This has been disclosed in the "Events Subsequent to the End of the Financial Year" section, as it is considered material to users of the financial report.

There were no other significant changes in the state of affairs during the financial year ended 30 June 2025.

Operating result

The Company reported an operating surplus of \$1,358,000 for 2024-25 (surplus of \$1,601,000 for 2023-24).

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

As reported in "Changes in state of affairs", during May 2025, the ESA Chief Executive Officer resigned. Following the year end and prior to the signing of these financial statements, a new Chief Executive Officer, Stuart Mitchell was appointed on 2 October 2025.

On 9 September 2025, the Commonwealth Minister for Education announced an intent to seek preliminary support from the Education Ministers Meeting to explore the potential consolidation of several national education bodies, including ESA, into a single organisation. At the date of this report, no formal decisions have been made, and the proposal remains subject to further consultation and consideration by the Education Ministers Meeting.

The potential implications of this proposal on the future operations and structure of the entity are currently uncertain. Management will continue to monitor developments and assess any future financial reporting impacts as more information becomes available.

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 2025 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 2nd day of October 2025

Auditor's independence declaration



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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 2025, 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.

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

PKF
Melbourne, 2 October 2025

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

Kenneth Weldin
Partner

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Financial statements for the year ended 30 June 2025

Statement of surplus or deficit and other comprehensive income for the year ended 30 June 2025

	Note	2025 \$'000	2024 \$'000
Project income		29,739	25,354
Revenue from subscriptions and services		7,284	7,021
Other income		1,749	1,565
Total revenue	2(a)	38,772	33,940
Project expenses		(12,526)	(10,139)
Subscription expenses		(878)	(864)
Employee benefit expenses		(19,096)	(16,458)
Depreciation and amortisation expenses		(1,131)	(1,116)
Other expenses		(3,783)	(3,762)
Total expenditure	2(b)	(37,414)	(32,339)
Surplus / (Deficit)		1,358	1,601
Other comprehensive income		–	–
Total comprehensive income / (loss)		1,358	1,601

The accompanying notes on pages 14 to 32 form part of these financial statements.

Statement of financial position as at 30 June 2025

	Note	2025 \$'000	2024 \$'000
Current assets			
Cash and cash equivalents	3	22,774	19,460
Trade and other receivables	4	5,015	4,973
Financial assets	5	18,854	18,772
Other assets	6	1,287	1,408
Total current assets		47,930	44,613
Non-current assets			
Property, plant and equipment	7	3,519	4,247
Intangible assets	8	143	254
Total non-current assets		3,662	4,501
Total assets		51,592	49,114
Current liabilities			
Trade and other payables	9	2,596	2,905
Other liabilities	10	21,732	19,689
Provisions	11	2,257	2,237
Lease liability	12	679	756
Total current liabilities		27,264	25,587
Non-current liabilities			
Provisions	11	472	353
Lease liability	12	2,147	2,823
Total non-current liabilities		2,619	3,176
Total liabilities		29,883	28,763
Net assets		21,709	20,351
Equity			
Retained earnings		21,709	20,351
Total equity		21,709	20,351

The accompanying notes on pages 14 to 32 form part of these financial statements.

Statement of changes in equity for the year ended 30 June 2025

	Retained earnings \$'000	Total \$'000
Balance 30 June 2023	18,750	18,750
Surplus	1,601	1,601
Balance 30 June 2024	20,351	20,351
Surplus	1,358	1,358
Balance 30 June 2025	21,709	21,709

The accompanying notes on pages 14 to 32 form part of these financial statements.

Statement of cash flows for the year ended 30 June 2025

	Note	2025 \$'000	2024 \$'000
Cash flows from operating activities			
Receipts from operating activities		41,783	31,622
Payments to suppliers and employees		(36,567)	(30,156)
Goods and Services Tax recovered from the ATO		2,970	3,558
Goods and Services Tax paid to the ATO		(5,049)	(5,705)
Net cash provided by / (used in) operating activities		3,137	(681)
Cash flows from investing activities			
Payments for investments		(81)	-
Payment for property, plant and equipment and intangibles		(303)	(232)
Interest received from investments		1,384	1,020
Net cash provided by / (used in) investing activities		1,000	788
Cash flows from financing activities			
Principal repayment of leases		(823)	(804)
Net cash provided by / (used in) financing activities		(823)	(804)
Net movement in cash held		3,314	(697)
Cash and cash equivalents at the beginning of the financial year		19,460	20,157
Cash and cash equivalents at the end of the financial year	3	22,774	19,460

The accompanying notes on pages 14 to 32 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 2025

1	Summary of accounting policies	11	Provisions
2	Results from operations	12	Lease liability
3	Cash and cash equivalents	13	Members' guarantee
4	Trade and other receivables	14	Remuneration of Directors and executives
5	Financial assets	15	Remuneration of auditors
6	Other assets	16	Subsequent events
7	Property, plant and equipment	17	Related party transactions
8	Intangible assets	18	Contingent liabilities
9	Trade and other payables	19	Financial instruments
10	Other liabilities	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*.

ESA acts as the legal entity for the Education Ministers Meeting (EMM). The EMM is a forum for collaboration and decision-making on early childhood education and care, school education, higher education and international education. ESA holds and administers funds on behalf of the EMM. Balances included in the financial statements that relate to the administration of these funds have been separately disclosed in each relevant note.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2025; the comparative information presented in these financial statements is for the year ended 30 June 2024.

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

	2025	2024
	\$'000	\$'000
Project income	29,739	25,354
Subtotal – project income	29,739	25,354
Schools Cataloguing Information Service subscriptions	4,267	4,003
Other subscriptions and services	3,017	3,018
Subtotal – revenue from subscriptions and services	7,284	7,021
Interest	1,289	1,107
Other	460	458
Subtotal – other income	1,749	1,565
Total revenue	38,772	33,940

Project income has increased in the current financial year as a result of government funded education initiatives announced in the May 2024 Federal Budget. These initiatives include the expansion of digital education platforms such as Teacher Resource Hubs, Diversity in STEM and English Language Learning for Indigenous Children (ELLIC). These initiatives commenced during the current financial year and are expected to be delivered progressively over the next two to four years.

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. 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.

2. Results from operations (cont'd)

Revenue accounting policies (cont'd)

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.

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. Results from operations (cont'd)

2(b) Expenditure

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

	2025 \$'000	2024 \$'000
Project expenses	(12,526)	(10,139)
Subscription expenses	(878)	(864)
Employee benefit expenses	(19,096)	(16,458)
Depreciation and amortisation expenses	(1,131)	(1,116)
Administration	(967)	(1,313)
Finance expenses	(83)	(37)
Occupancy expenses	(510)	(518)
IT maintenance and services expenses	(2,212)	(1,858)
Loss on Disposal of property, plant and equipment	(11)	(36)
Total expenditure	(37,414)	(32,339)
Surplus / (Deficit) from operations	1,358	1,601

Project expenses and Employee benefit expenses have both increased in 2025 as a result of the additional project work discussed in note 2(a). The increase in Employee benefit expenses also reflects the impact of salary increases during the year.

3. Cash and cash equivalents

	2025 \$'000	2024 \$'000
Cash at bank*	22,774	19,460
Total cash and cash equivalents	22,774	19,460

Cash at bank has increased in 2025 as a result of funding received in advance for the additional project work discussed in note 2(a).

* Included in Cash at bank is \$6,763,830 (2024: \$6,917,502) relating to the administration of EMM funds.

4. Trade and other receivables

	2025 \$'000	2024 \$'000
Current		
Project receivables*	3,239	3,252
Other receivables	1,777	1,730
Allowance for expected credit losses	(1)	(9)
Total trade and other receivables	5,015	4,973
Allowance for expected credit losses movement		
Balance at beginning of the financial year	(9)	(21)
Reduction / (increase) in allowance	8	12
Balance at end of the financial year	(1)	(9)

Trade receivables are generally due for settlement within 30 days.

* Included in Project receivables is \$655,958 (2024: \$2,476,834) relating to the administration of EMM funds.

5. Financial assets

	2025 \$'000	2024 \$'000
Current		
Term Deposits – amortised	18,854	18,772
Total current financial assets	18,854	18,772

In accordance with its Reserves and Investment Policy, the Company invests funds not required to meet short term commitments in Term Deposits with major Australian banks. At 30 June 2025, \$4,853,586 of these funds were due to mature within three months, at which point they will be rolled over for a further period.

6. Other assets

	2025 \$'000	2024 \$'000
Current		
Prepayments	836	863
Accrued revenue	451	545
Total other assets	1,287	1,408

7. Property, plant and equipment

	2025 \$'000	2024 \$'000
Leasehold improvements at cost	750	745
Accumulated depreciation and amortization	(318)	(198)
Total	432	547
Right of Use Assets at cost	4,695	4,695
Accumulated depreciation	(2,074)	(1,342)
Total	2,621	3,353
Plant and equipment at cost	1,023	742
Accumulated depreciation	(557)	(395)
Total	466	347
Total property, plant and equipment	3,519	4,247

7. Property, plant and equipment (cont'd)

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 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
Additions	-	-	-	111	111
Work in progress	4	-	-	188	192
Depreciation expense	(119)	-	(732)	(169)	(1,020)
Disposal of assets	-	-	-	(11)	(11)
Carrying amount at end of year 30 June 2025	432	-	2,621	466	3,519

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 Work in Progress assets are not depreciated until ready for use.

The total cash outflow for leases in 2025 was \$823,427 (2024: \$804,067).

8. Intangible assets

	2025	2024
	\$'000	\$'000
Intangible assets at cost	4,538	4,538
Accumulated amortisation	(4,395)	(4,284)
Total intangible assets	143	254

Movement in carrying amounts

Balance at beginning of the financial year	254	373
Disposal of assets	-	(5)
Amortisation expense	(111)	(114)
Carrying amount at the end of the financial year	143	254

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

	2025	2024
	\$'000	\$'000
Current		
Trade payables	303	2,065
Other payables	2,293	840
Total trade and other payables*	2,596	2,905

Trade payables are generally due for settlement within 30 days.

The decrease in Trade payables reflects differences in payment timing and purchasing patterns associated with larger projects, as well as varying delivery requirements relative to the prior year. A portion of this decline is represented by a corresponding increase in Other payables, specifically accruals. This increase also reflects the nature and timing of project work undertaken during the current year.

* Included in Trade and other payables is \$300,000 (2024: \$204,060) relating to the administration of EMM funds.

10. Other liabilities

	2025 \$'000	2024 \$'000
Current		
Project funds in advance*	16,940	14,741
Subscriptions received in advance	4,394	4,443
Employee benefits	398	505
Total other liabilities	21,732	19,689

Project funds in advance has increased in 2025 as a result of funding received in advance for the additional project work discussed in note 2(a).

* Included in project funds in advance is \$7,428,900 (2024: \$8,018,345) relating to the administration of EMM funds.

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 2025 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

	2025 \$'000	2024 \$'000
Current		
Employee benefits – annual leave	1,221	1,152
Employee benefits – long service leave	1,036	1,013
Other	-	72
Total current provisions	2,257	2,237
Non-current		
Employee benefits – long service leave	242	136
Make good on premises	230	217
Total non-current provisions	472	353
Total provisions	2,729	2,590

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

	2025 \$'000	2024 \$'000
Current		
Lease liability	679	756
Non-current		
Lease liability	2,147	2,823
Total Lease liabilities	2,826	3,579

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 six 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.

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

12. Lease liability (cont'd)

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
2025				
Lease liability	683	2,251	-	2,934
2024				
Lease liability	826	3,144	-	3,970

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).

	2025 \$'000	2024 \$'000
Remuneration		
Short-term employee benefits – executives	1,742	1,855
Directors' remuneration	157	175
Total remuneration of Directors and Executives	1,899	2,030

15. Remuneration of auditors

	2025 \$'000	2024 \$'000
Remuneration		
Audit of the financial report	46	46
Other assurance services – acquittal reports	35	22
Total auditor remuneration	81	68

16. Subsequent events

As reported in “Changes in state of affairs”, during May 2025, the ESA Chief Executive Officer resigned. Following the year end and prior to the signing of these financial statements, a new Chief Executive Officer, Stuart Mitchell was appointed on 2 October 2025.

On 9 September 2025, the Commonwealth Minister for Education announced an intent to seek preliminary support from the Education Ministers Meeting to explore the potential consolidation of several national education bodies, including ESA, into a single organisation. At the date of this report, no formal decisions have been made, and the proposal remains subject to further consultation and consideration by the Education Ministers Meeting.

The potential implications of this proposal on the future operations and structure of the entity are currently uncertain. Management will continue to monitor developments and assess any future financial reporting impacts as more information becomes available.

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 2nd day of October 2025.

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, 93 per cent (2024: 89 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, 1.2 per cent (2024: 3.0 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.

	2025	2024
	\$'000	\$'000
Bank guarantee – tenancy lease Lonsdale St, Melbourne	854	407
Total contingent liabilities	854	407

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 2025 \$'000	Carrying amount 2024 \$'000
Financial assets				
Receivables	4	Receivables (at amortised cost)	5,015	4,973
Financial assets	5	Term Deposits (at amortised cost)	18,854	18,772
Financial liabilities				
Payables	9	Trade and other payables (at amortised cost)	2,596	2,905
Lease Liabilities	12	Trade and other payables (at amortised cost)	2,826	3,579

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 \$977 (2024: \$8,885).

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		
2025						
Receivables						
Project receivables	3,197	-	42	-	-	3,239
Other receivables	1,712	42	21	-	1	1,776
Term Deposits	18,854	-	-	-	-	18,854
Total	23,763	42	63	-	1	23,869
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

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	
2025					
Financial liabilities					
Payables	2,596	-	-	-	2,596
Lease liability	2,826	-	-	-	2,826
Total	5,422	-	-	-	5,422
2024					
Financial liabilities					
Payables	954	1,585	366	-	2,905
Lease liability	3,579	-	-	-	3,579
Total	4,533	1,585	366	-	6,484

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
2025					
Cash					
Cash and cash equivalents	3.75	22,774	-	22,774	-
Receivables					
Project receivables		3,239	-	-	3,239
Other receivables		1,776	-	-	1,776
Other financial assets					
Term Deposits	5.10	18,854	18,854	-	-
Total		46,643	18,854	22,774	5,015
2024					
Cash					
Cash and cash equivalents**	3.66	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

* Weighted-average effective interest rate.

** The 2024 weighted-average interest rate for cash and cash equivalents has been restated to include the interest on the operating accounts.

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						
			-2.00% (200 basis points)		2.00% (200 basis points)	
	Carrying amount \$'000	Net result	Equity	Net result	Equity	
2025						
Financial assets						
Cash and cash equivalents	22,274	(445)	(445)	445	445	
Total increase/(decrease)		(445)	(445)	445	445	
2024						
Financial assets						
Cash and cash equivalents	19,460	(389)	(389)	389	389	
Total increase/(decrease)		(389)	(389)	389	389	

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 32 of the *2024-25 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 2025 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 2022*.
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.



Ms Vicki Baylis

Chair of the Board of Directors

Dated this 2nd day of October 2025

Auditor's report



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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 2025, 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 2025 and of its financial performance for the year then ended; and
- (b) complying with Australian Accounting Standards 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.

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

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.

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.

We also provide the Directors with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, actions taken to eliminate threats or safeguards applied.

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

PKF

Melbourne, 2 October 2025

A handwritten signature in black ink that reads "K Weldin".

Kenneth Weldin

Partner



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