2023
Annual Report

Australian International Academy of Education Ltd
STRATHFIELD

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Theme 1: Context

Board Chairman Message
Messages from Key School Bodies

As another school year comes to its end, we reflect on what has been a very busy year and a year with a significant change as well. After 38 years of dedication, hard work, sacrifice, and relentless efforts to advance the Islamic education in Australia and within the AIA brand; our dearest Academic Head, Mrs Mona Abdel-Fattah, has decided it is time to pursue the next chapter of life and has retired. She leaves behind a legacy that is difficult to summarize in a few lines but certainly many generations of Australian Muslims will remember her as a visionary, a strong leader, and a very passionate teacher and the Board has decided to name the Kellyville school library, Mona Abdel-Fattah library in her honour. Following the retirement of our Academy Head, the board has decided to replace the role with chief executive officer (CEO) role. The CEO overseas the financial, corporate, and business aspects of the schools (both Kellyville and Strathfield) and is the link between the school executive team, the school principals, and the board. The school has also welcomed a new Principal who is very experienced in both NESA and IB curriculum which aligns with the school's resumption of the IB Diploma (IB DP) program to complement our existing primary year program (PYP) and middle year program (MYP). The IB DP program will resume for our year 11 students in 2024 in Kellyville.

Details of our school's financials are contained within Theme 7 via the AIA Accountant.

I trust that the information contained in this Annual Report will be an informative look into our school's achievements, growth and plans ahead.

Dr Ihab El-Sokkari
Board Chairman

Theme 1: Context

Academic Head's Message (Retired 2023)
Messages from Key School Bodies

The AIA schools exist for two intertwined threads that cannot be separated: the education thread and the personal development thread. The education thread is all about knowledge, understanding, skills development and academic achievement. The personal development thread is all about character building, values, attitudes and the type of people AIA want to develop and produce. These two intertwined threads help us realise our Vision and Mission which is to "have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values." This is what AIA schools are about. Supporting our Australian Muslim children, giving them a safe space and opportunities where they can build their character, intellectually, spiritually, socially and academically so that they are prepared for the outside world.

I commenced with AIA in 1985, two years after the school opened in 1983 in Melbourne and it has been an absolute blessing, privilege and honour to have been a part of AIA's journey since then.

As I retire from my position as Academy Head at the end of 2023, I want to sincerely thank everyone who has been a part of my AIA Journey and for being a part of the growth and success of our school.

Mrs Mona Abdel-Fattah
Retired Academy Head, 2023

Theme 1: Context
Principal's Message
Messages from Key School Bodies

I am honoured and excited to introduce myself as the Principal of Australian International Academy Strathfield. With a deep commitment to education and a passion for fostering holistic development, I am thrilled to embark on this journey alongside your children.
My educational philosophy aligns perfectly with the IB principles, valuing inquiry-driven learning, global understanding, and nurturing compassionate citizens of tomorrow. As an experienced educator with a background in the IB MYP, IB DP, Mathematics and Curriculum, I am dedicated to maintaining the school's legacy of academic excellence while embracing innovation.

I strongly believe in open communication and collaboration between the school, parents, and the community. This partnership is invaluable in creating a thriving educational environment that nurtures each student's unique potential.

My vision for our school is to be a leader in Islamic education, defined by our commitment to embracing opportunities, providing dedicated service, and pursuing both academic and Islamic excellence (Advancement, Determination, and Faith).

As principal, I am proud to celebrate the remarkable growth our students have demonstrated from their early years through to their final secondary years, surpassing our expectations.

Our teachers are constantly trying to grow in their professional development through various training events, including targeted HSC result analysis workshops, subject-specific IB training, NESA workshops, and a multitude of collaborative trainings. Simultaneously, our parents have participated in workshops conducted throughout the academic terms, equipping themselves to better support their children's educational journey. These collective efforts are instrumental in shaping our institution into a community of lifelong learners and are aligned with our school's overarching mission.

Bedrieh Kheir
Principal

Theme 1: Context
Academy History
Our School

The Australian International Academy of Education Limited, Strathfield, formerly known as The Australian International Academy (AIA), was founded to cater for the needs of Muslim students in Sydney, NSW and was first established in 2006 with our Strathfield School. AIA is an equal opportunity educational institution dedicated to the provision of high-quality education for students from Kindergarten to Year 12 in Australia.

AIA's educational programme is well balanced between the Australian Curriculum and an Islamic environment. Our students are taught to be proud of their cultural identity and while the basic language of instruction for all subjects is English, the Arabic language and Religious Studies are taught at all levels, and all students are required to study a second language. The teaching and learning programmes are centrally monitored to ensure they are of the highest quality whilst being presented firmly within a culturally sensitive perspective. The Tradition of Excellence. AIA has maintained its tradition of Excellence throughout the years. AIA has been a leading Academic IB & HSC School throughout the years, despite the small classroom sizes and restrictive buildings. We look forward to continued success for the school and a bright future for its graduates.

AIA is an IB World school offering the International Baccalaureate Primary Years Programme (IBPYP) for Kindergarten to Year 6, the Middle Years Program (IB MYP) for Junior High School students Years 7 to 10, as well as offering the HSC. The IB programme is a student-centred approach enabling students to develop important attributes and skills necessary for success at all levels of education, while its focus on internationalism and community service allows students to prepare themselves to be active, thinking, caring and involved World citizens.

AIA students come from at least 24 different ethnic backgrounds, with the majority having been born in Australia. Although they are first- and second-generation Australian Muslims, the majority of our students are from backgrounds where English is a second language and/or where English is not spoken in the home.

Students attending the School are from 60 plus different suburbs around Sydney. AIA's population is made up of students from a wide range of ethnic and cultural backgrounds including Arab, Turkish, Indian, Pakistani, Bangladeshi, Indonesian, Malaysian, Somali, European, South African and others.

AIA staff is likewise composed of a rich international mixture which includes Muslim and non-Muslim staff, and AIA enjoys a high Staff retention rate.

AIA vision and aim is to offer a broad and well-balanced contemporary curriculum with global perspectives within a caring and supporting learning environment. The school Chaplain often has stated that Chaplaincy Services is an essential part of the character and values education at Australian International Academy of Education. Having someone in-house makes it easier for AIA school community to access these services.

Theme 1: Context
Values Education
Our School

Students at AIA learn about values through living them continually in situation after situation and through the School's curriculum, which places emphasis on character building and a value driven life. AIA provides a structure and programs, which allow for ample expression of a set of core values, which are fundamental to the well-being of the individual and of humanity as a whole. By living and practicing the values we hope that they become central character traits within the lives of the students.

Values such as cooperation, honesty, humility, peace, responsibility, respect for human dignity, respect for the law and a commitment to ethical behaviour are inculcated in students through participation and engagement in numerous learning experiences and opportunities. Values education at AIA aims to develop students' ability to clearly understand, appreciate and articulate their Islamic beliefs and values, listen to and respect other cultures and beliefs and realise that there is a set of core values which form a common bedrock on which to build our lives.

Student Welfare

Throughout all levels of the school students are encouraged to participate in a wide variety of programmes that enhance their wellbeing, self-confidence and independence. All teachers take a special interest in student welfare and are dedicated to providing them with care and support. Form teachers, religious education staff and counsellors provide guidance and counselling to assist students' personal growth and academic progress.

Co-Curricular Programme

AIA provides a wide range of co-curricular activities that extend and complement the core curriculum, enrich their lives, and develop their skills. Such activities include interfaith gatherings, environmental projects, sport, debating, oration, competitions, school productions and publications, leadership training, Community and service and chess.

AIA Board

AIA is a company limited by guarantee and is governed by a highly professional and dedicated Board. The Board is responsible for the financial and property management side and also sets the strategic direction of AIA and its schools (Kellyville and Strathfield). The Board is also responsible for overseeing the management and financial operation of its Schools, the safety and welfare of students and staff, and the education programs and policies.
The Operational matters of the school are delegated to the Principal and CEO, assisted by the Deputy Principal and a Senior Executive Team.

Theme 1: Context

Priority areas for improvement:
The Tradition of Excellence.

AIA has maintained its tradition of Excellence throughout the years.
AIA tried to achieve this through three big ideas:

1. A culture of collaboration
2. Learning at high levels for all students
3. A focus on results

AIA is an IB World school offering the International Baccalaureate Primary Years Programme (IBPYP), the Middle Years Program (IB MYP) for Junior High School students and the New South Wales HSC for years 11 and 12 and the IB Diploma from year 11 2025. The IB programmes are a student-centred approach enabling students to develop important attributes and skills necessary for success at all levels of education, while its focus on internationalism and community service allows students to prepare themselves to be active, thinking, caring and involved world citizens.

Vision and Mission

Our aim is to provide quality education in a caring and supportive Islamic faith environment. We encourage our students to aim for personal excellence and to develop skills for independent learning and critical thinking. We utilise a variety of programs to promote self-esteem, self-discipline, responsibility and leadership. We aim to foster in our graduates, an awareness of interdependence as members of a multicultural community and the world, and to develop in them a sense of service as well as a commitment to act with justice and compassion.

Our Academy's Vision and Mission statement can be found here.

Theme 2: Outcome and Results
| HSC Results 2023

The school had 38 students in Year 12 HSC in 2023. The HSC subjects offered were as follows: Arabic Continuers, Biology, Business Studies, Chemistry, English Standard, Information Processes and Technology, Legal Studies, Mathematics Advanced, Mathematics Extension I and Mathematics Extension II, Mathematics Standard, PDHPE, Physics, Society and Culture, Studies of Religion II, and Visual Arts.

All students successfully completed their HSC requirements and received their HSC credentials and Australian Tertiary Admissions Ranking (ATAR) in 2023, except for two students. One was an international student who did not apply for an ATAR, and the other opted to work with his father and complete an apprenticeship at TAFE. All students received an HSC Certificate for completing Year 12. Almost 20% of students achieved ATAR results of 80 or higher, with the highest ATAR being 99.55. Congratulations to all 38 students who have been offered university admission.

Below is the table showing Year 12 HSC 2023 School Group Statistics:

Name	Course	Students Included	Students Omitted	M.A. Mean	M.A. S.D.	Ass Mean	Ass S.D.	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School/State Variation	Z-score
Arabic Continuers 2 unit	15510	5		77.00	4.50	86.80	7.68	76.36	4.66	80.79	9.31	-4.43	-.48
Biology 2 unit	15030	14		74.30	11.24	74.07	10.61	72.83	8.06	73.30	11.57	-.47	-.04
Business Studies 2 unit	15040	25		77.06	9.11	63.88	15.67	76.86	7.69	73.77	12.39	3.09	.25
Chemistry 2 unit	15050	6		78.30	8.70	71.50	11.80	77.73	9.05	74.13	12.85	3.60	.28
English Standard 2 unit	15130	38		76.65	6.31	63.95	11.50	76.50	5.66	70.12	9.21	6.38	.69
Information Processes and Technology 2 u	15210	15		78.23	8.70	70.00	13.32	78.25	8.36	70.71	14.50	7.54	.52
Legal Studies 2 unit	15220	11		77.09	11.36	69.27	17.63	76.96	9.59	75.27	12.77	1.69	.13
Mathematics Advanced 2 unit	15255	9		78.00	7.85	71.56	6.02	72.38	7.91	78.04	12.80	-5.66	-.44
Mathematics Extension 1 2 unit	15250	3		66.67	19.74	81.33	8.99	66.67	19.74	77.78	15.96	-11.11	-.70
Mathematics Standard 2 2 unit	15236	24		71.06	7.30	63.71	10.10	70.12	8.02	71.76	13.51	-1.64	-.12
Personal Development, Health and Physica	15320	15		69.37	5.03	72.00	12.17	68.68	5.67	72.98	11.02	-4.30	-.39
Physics 2 unit	15330	4		67.85	1.15	78.00	5.10	67.80	1.21	74.81	12.14	-7.01	-.58
Society and Culture 2 unit	15350	3		76.60	4.04	52.33	9.84	76.47	4.11	77.05	10.75	-.58	-.05
Studies of Religion II 2 unit	15380	7		76.14	4.60	65.71	9.74	76.06	4.78	77.37	10.42	-1.31	-.13
Visual Arts 2 unit	15400	12		79.05	3.61	74.92	12.56	79.03	3.88	81.49	8.73	-2.46	-.28

Theme 2: Outcome and Results
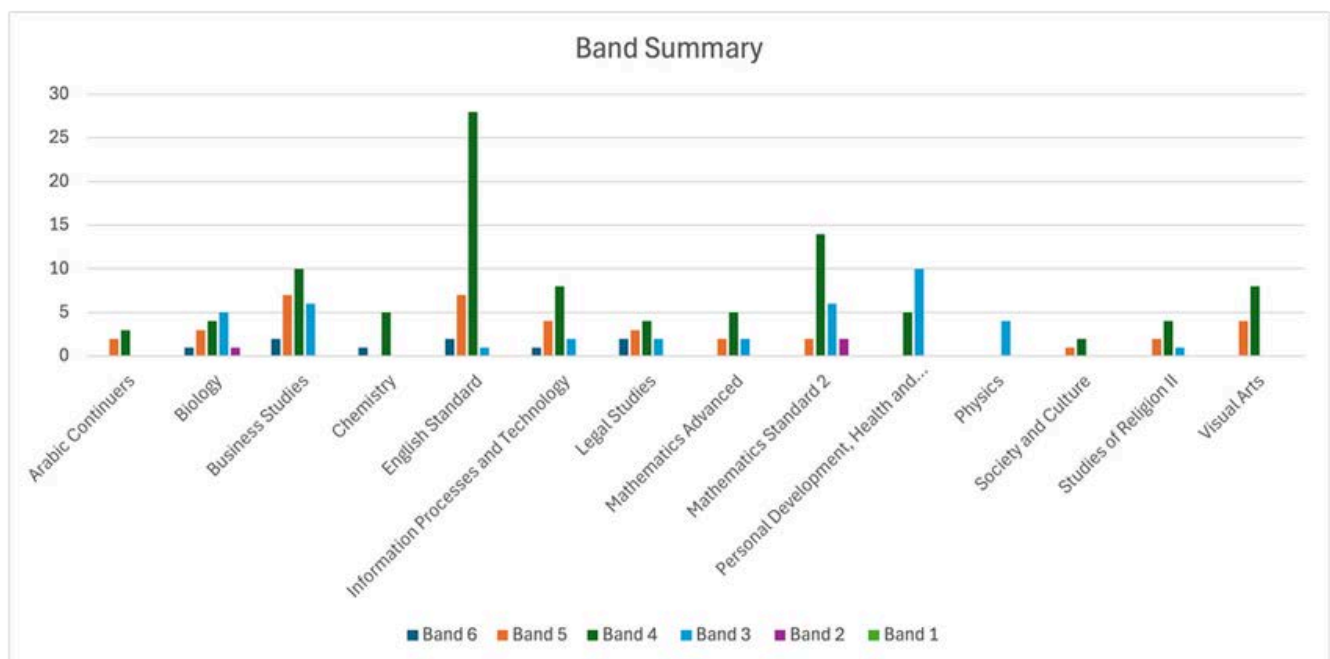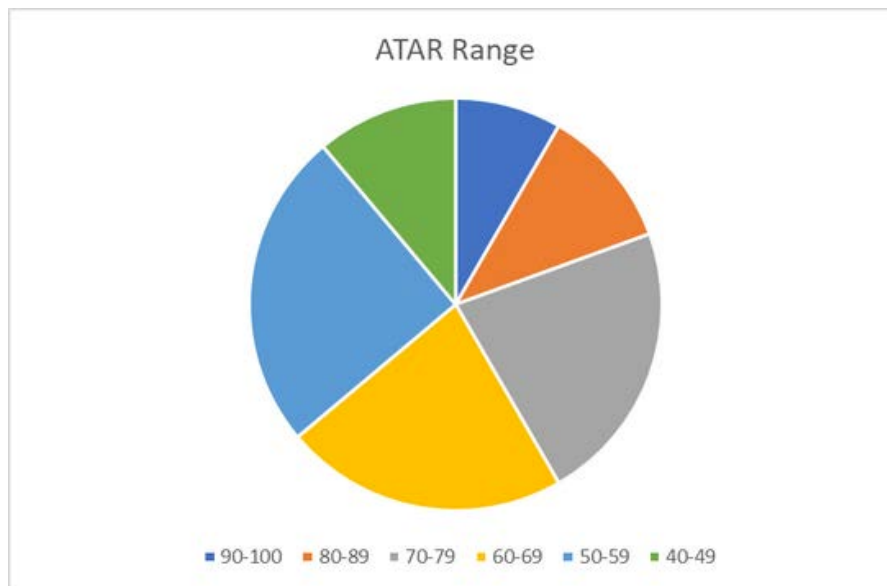## | HSC Results 2023

All 36 students received offers from various universities. The table below shows courses and universities students received offers from and are currently enrolled in:

University	Course(s)
Western Sydney University	Bachelor of Speech Pathology
Macquarie University	Bachelor of Arts Pathway to Primary Education
Macquarie University	Bachelor of Primary Education/ Bachelor of Psychology
Western Sydney University	Bachelor of Nursing
University of Technology of Sydney	Bachelor of Cybersecurity
Western Sydney University	Bachelor of Cybersecurity and Behaviour
Western Sydney University	Bachelor of Business
Sydney University	Bachelor of Engineering
Macquarie University	Bachelor of Laws
Macquarie University	Bachelor of Cybersecurity
University of Technology	Bachelor of Computing Science
Sydney University	Bachelor of Pharmacy Management
Macquarie University	Bachelor of Psychology
Western Sydney University	Bachelor of Construction Management
Western Sydney University	Bachelor of Health Science (Sports & Exercise science)
Western Sydney University	Bachelor of Engineering (Civil) (Honours)
Torrens University	Bachelor of Business (Hospitality Management)
University of New South Wales	Bachelor of Medical Science
Western Sydney University	Bachelor Criminology

Theme 2: Outcome and Results
| HSC Results 2023

Distribution of ATAR Range 2023:

ATAR Range

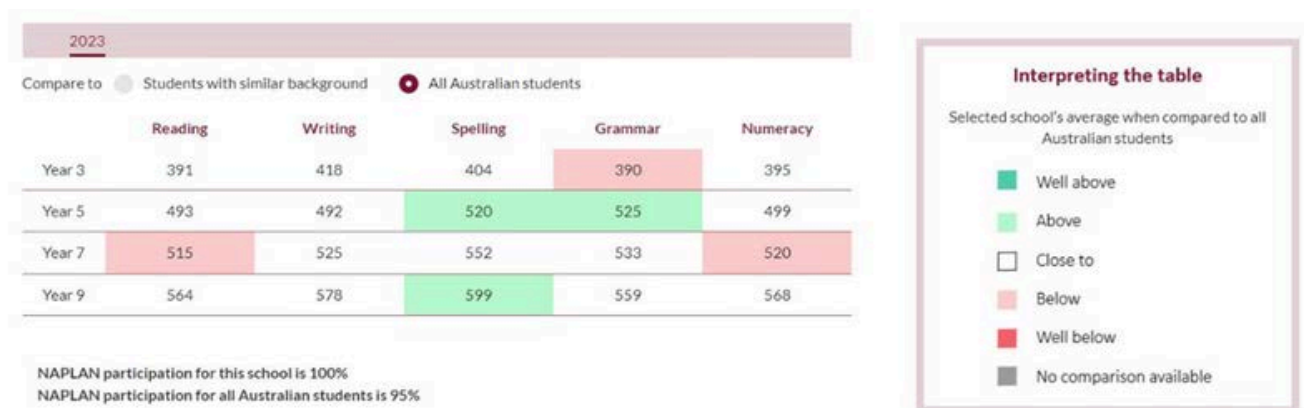■ 90-100 ■ 80-89 ▥ 70-79 ■ 60-69 ■ 50-59 ■ 40-49

Band Summary

■ Band 6 ■ Band 5 ■ Band 4 ■ Band 3 ■ Band 2 ■ Band 1

Year 12 Qualification/Certificate	Percentage of Students
2023 HSC	95%
2023 Vocational Certificate	0%

Theme 2: Outcome and Results
| NAPLAN Results 2023

In 2023 the students in Year 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). This testing was introduced by the federal government in 2008 so that parents have an indication of how their child is performing nationally in these crucial areas of education. Performance in NAPLAN is documented on the myschool website www.myschool.edu.au

2023
Compare to ⚪ Students with similar background 🔴 All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	391	418	404	390	395
Year 5	493	492	520	525	499
Year 7	515	525	552	533	520
Year 9	564	578	599	559	568

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all Australian students

🟩	Well above
🟩	Above
⬜	Close to
🟥	Below
🟥	Well below
⬛	No comparison available

The NAPLAN results provide the school with a wealth of data showing strengths and weaknesses of students across the different components of Reading, Writing, Spelling, Grammar and Numeracy. In 2023 the NAPLAN exam was brought forward to be conducted in March. This meant that results were available to schools earlier in the year to inform school and system teaching and learning programs. The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- Exceeding: the student's result exceeds expectations at the time of testing.
- Strong: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.

Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily

Theme 2: Outcome and Results
| NAPLAN Results 2023

YEAR 3 – 36 students	STATE MEAN	AIAE MEAN
Reading	374	391
Writing	420	417
Spelling	394	404
Grammar & Punctuation	389	389
Numeracy	388	395
YEAR 5 – 25 students	**STATE MEAN**	**AIAE MEAN**
Reading	486	493
Writing	506	491
Spelling	520	520
Grammar & Punctuation	517	524
Numeracy	506	499
YEAR 7 – 44 Students	**STATE MEAN**	**AIAE MEAN**
Reading	528	515
Writing	534	525
Spelling	555	551
Grammar & Punctuation	530	533
Numeracy	525	520
YEAR 9 – 38 Students	**STATE MEAN**	**AIA MEAN**
Reading	573	563
Writing	579	578
Spelling	610	599
Grammar & Punctuation	567	558
Numeracy	569	568

Theme 3: Staffing
| Accreditation and Workforce Composition

At our school, we embrace staff from all different backgrounds and our staff are a diverse blend of a variety of ethnicities and faiths. Whilst we currently do not have any staff members who identify as Aboriginal or Torres Strait Islander, we encourage such applications.

We frequently encourage staff to participate in professional development workshops through the network, AIS, NESA and IBO. We also provide support and encouragement for staff to gain higher levels of accreditation.

Teacher Accreditation	
Level of Accreditation	Number of Staff
Conditional	8
Provisional	5
Proficient	27
Experienced	0
Non-Accredited – Islamic Studies & Junior School Arabic Studies Teachers (non-NESA subjects)	4

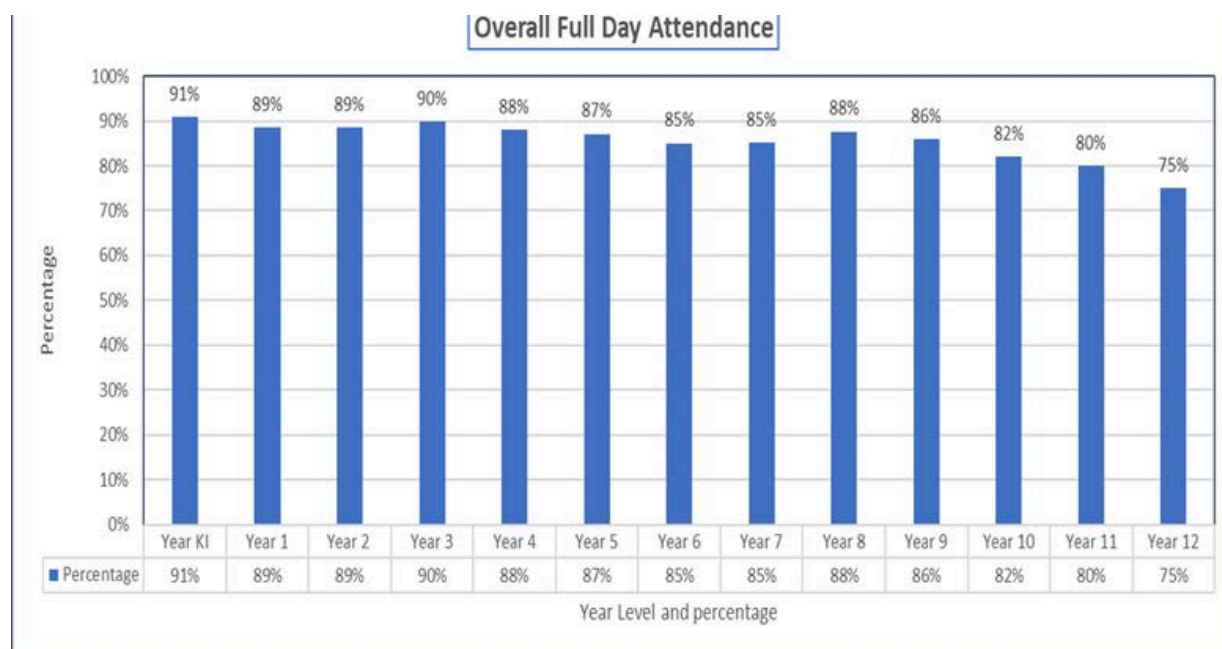| Full Time Equivalent Workforce	
Position	Number of Staff
Full-Time Equivalent Teaching staff	44
Full-Time Equivalent Non-Teaching Staff	19
Female Staff	41
Male Staff	22

Theme 4: Attendance

Attendance Results and Management of Student Non-Attendance

Introduction:

At Australian International Academy of Education Limited, Strathfield, we employ specific processes to maximise learning opportunities by ensuring absenteeism of students is kept to a minimum.Procedures for managing absenteeism within the School are managed by the Head of School and the Student Registrar.The relevant Policy is the Student Attendance Policy and Procedure.

2023 Overall Full-Day Attendance Rate	
Year Level	Percentage
Year KI	91%
Year 1	89%
Year 2	89%
Year 3	90%
Year 4	88%
Year 5	87%
Year 6	85%
Year 7	85%
Year 8	88%
Year 9	86%
Year 10	82%
Year 11	80%
Year 12	75%
Overall Attendance Average	86%

Sector	Year 2023
Primary	88%
Secondary	83%

Overall Full Day Attendance

	Year KI	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Percentage	91%	89%	89%	90%	88%	87%	85%	85%	88%	86%	82%	80%	75%

Year Level and percentage

Theme 4: Attendance
| Daily Attendance Register

The School keeps a register of daily attendance of all students at the School. Attendance Registers are in a form approved by the Minister for Education and record daily attendance or absence, reason for absences and evidence to support the reason for absences.

Monitoring Student Attendance

Where a student is unsatisfactorily absent from school, the School will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school. Where parents repeatedly fail to inform the School of absences, they will be contacted directly seeking an explanation and to remind them of their obligation to report absences.

Specific processes are detailed below:

- Where a reason for absence has not been provided within 2 days, the Student Registrar will contact the parent of the absence to seek a reason and request that they complete a Notice of Absence Form which attaches an Absence Record for the parent to complete and return.

- Where an absence has continued for more than 2 consecutive days without any notification to the School, the Student is issued a Written Warning which is sent to the student's parent and the student's Form Teacher is informed via email by the Student Registrar who in turn updates the School Management System.

- If there are any underlying concerns associated with the absence, the student is referred to the School Counsellor and the Principal and Form Teacher is informed.

- All short-term, long-term and overseas travel absences require prior written approval via the Principal before taking that absence. All such absences are recorded via the Student Management System.

Theme 5: School Policies
| Policies and Procedures

At AIA, we manage student safety and duty of care through a combination of policies, staff learning, assurance and reporting. These processes and procedures are adopted to meet our Student Duty of Care obligations, including defining roles and responsibilities.

Policy	Details	Access
Student Enrolment Policy and Procedures	Admissions and enrolments of students from Kindergarten to Year 12 are governed by this Policy.	Student Enrolment Policy and Procedures
Child Safe Program	All children and young people who come to AIA have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people.	Statement of Commitment to Child Safety Child Safety Code of Conduct Procedures for Managing Child Safety Incidents or Concerns – Parents and Students
Anti-Bullying	AIA is committed to meeting its student duty of care obligations.	Bullying Prevention and Intervention Policy and Procedures
Complaints Handling Program	School leadership are committed to handling complaints effectively and efficiently through its established Complaints Handling Program and online Complaint Form process.	Parent and Student Complaints Handling Policy and Guide
Student Discipline	AIA has student discipline policies in place that are based on principles of procedural fairness and that do not permit corporal punishment of students and based on Student Code of Conduct.	Student Management and Discipline Policy Student Code of Conduct

Theme 6: Stakeholder Satisfaction

Here are some insights into the feedback we've gathered from our school stakeholders, which highlights the overall satisfaction at various levels within our community.

We have received positive feedback from both parents and staff members. We have been able to gather valuable insights that reflect a strong sense of satisfaction and support for our school's initiatives and direction. Many parents have commended the quality of education, the dedication of our teachers, and the inclusive environment we strive to maintain. Similarly, our staff have expressed appreciation for the professional development opportunities, the collaborative atmosphere, and the supportive leadership.

In addition to this, we have gathered feedback from our students. The results have been positive, with students expressing a high level of satisfaction with the academic programs, extracurricular activities, and the overall school environment. Many students highlighted their appreciation for the engaging and supportive teaching methods, as well as the sense of community and belonging they feel at AIA.
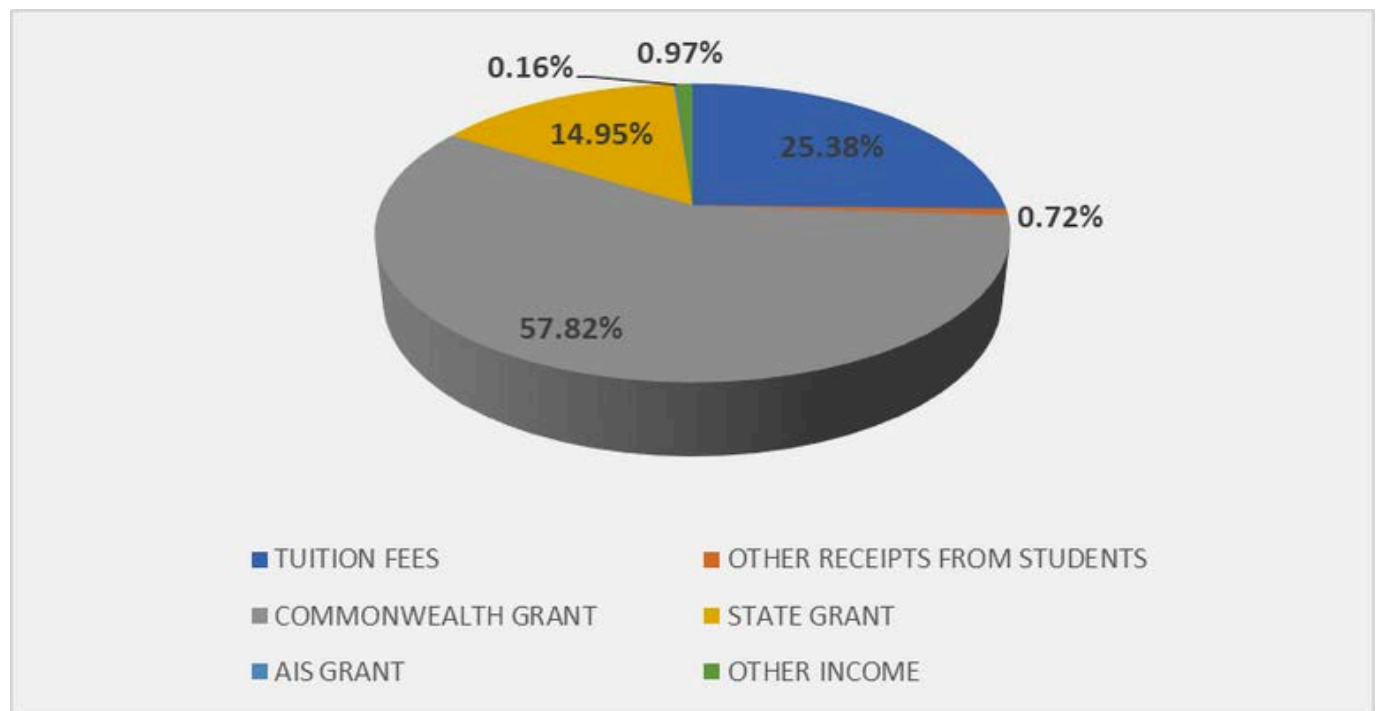
These responses from our parents, staff, and students are instrumental in helping us understand what we are doing well and where we can continue to improve. We are committed to fostering a community of lifelong learners and ensuring that every member of our school feels valued and supported.

Together, we will continue to strive for excellence and make our school an even better place for everyone.
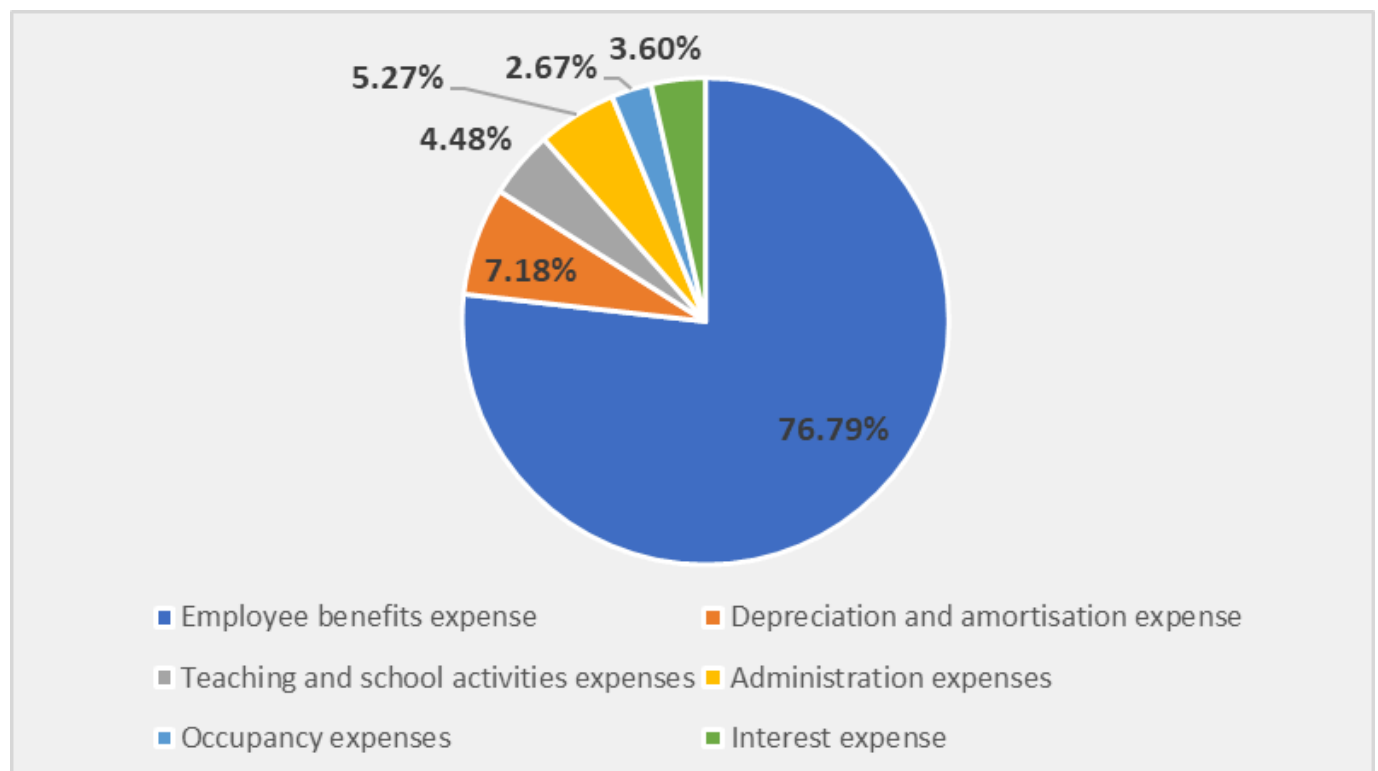
Theme 7: Summary Financial Information

The 2023 Academic year brought many challenges as well as opportunities for learning and growth for the school. The below financial analysis shows how AIA is progressing and developing as a school and outlines what it has achieved.

2023 SOURCES OF FUND

Pie chart: 2023 Sources of Fund
- 0.16%
- 0.97%
- 14.95%
- 25.38%
- 57.82%
- 0.72%

Legend:
- TUITION FEES
- OTHER RECEIPTS FROM STUDENTS
- COMMONWEALTH GRANT
- STATE GRANT
- AIS GRANT
- OTHER INCOME

2023 APPLICATION OF FUND

Pie chart: 2023 Application of Fund
- 5.27%
- 2.67%
- 3.60%
- 4.48%
- 7.18%
- 76.79%

Legend:
- Employee benefits expense
- Depreciation and amortisation expense
- Teaching and school activities expenses
- Administration expenses
- Occupancy expenses
- Interest expense

Theme 7: Summary Financial Information

Capital Expenditure comprises:
- $ 69k Computers and IT Equipment
- $ 17k Furniture & equipment
- $507k Building improvements

Currently, AIA operates two schools in Sydney; Kellyville School and Strathfield School. Each School operates independently and is responsible for the school's financial budget and performance. Each school has independent income, expenditure, budgets and targets. The income that each school receives from tuition fees, private income and government grants is used entirely for the operations of the school. There is a School Board which along with the CEO, principals and accountant, control the financial accounts at each School. Each year, the financial accounts are audited by external auditors in accordance with the Australian Accounting Standards and they present their independent report on the internal and financial controls.

The following is 2023 Audited Financial Statement for Strathfield Campus

Strathfield School Statement of Profit or Loss and Other Comprehensive Income	2023	2022
Revenue and other income		
Gross tuition fees	2,372,153	2,225,322
Commonwealth grants	5,404,582	4,997,062
State government grants and other grants	1,397,353	1,277,298
AIS Grant	15,053	15,053
Other receipts from students	67,388	47,734
Other income	91,116	30,198
Total income	9,347,645	8,592,667
Expenses		
Employee benefits expense	6,667,364	6,355,498
Depreciation and amortisation expense	623,492	557,615
Teaching and school activities expenses	388,874	239,961
Administration expenses	457,738	426,401
Occupancy expenses	231,735	130,421
Other expenses	-	39,154
Interest expenses	312,902	339,278
	8,682,105	8,088,328
Surplus for the year	665,540	504,339
Other comprehensive income for the year	-	-
Total comprehensive loss / (income) for the year	665,540	504,339

Theme 7: Summary Financial Information

Strathfield School Statement of financial position		
	2023	2022
Assets		
Current assets		
Cash and cash equivalents	1,649,065	238,642
Trade and other receivables	245,618	1,230,795
Other assets	129,857	118,213
Total current assets	2,024,540	1,587,650
Non-current assets		
Property, plant and equipment	1,508,545	1,059,550
Right-of-use assets	5,056,560	5,536,487
Total non-current assets	6,565,105	6,596,037
Total assets	8,589,645	8,183,687
Liabilities		
Current Liabilities		
Trade and other payables	622,005	372,776
Contract liabilities	1,116,057	1,172,149
Lease liabilities	372,719	323,886
Employee benefits	837,250	996,871
Total current liabilities	2,948,031	2,865,682
Non-current liabilities		
Lease liabilities	5,879,790	6,252,534
Employee benefits	87,244	56,431
Total non-current liabilities	5,967,034	6,308,965
Total liabilities	8,915,065	9,174,647
Net assets	- 325,420	- 990,960
Equity		
Accumulated funds	- 325,420	- 990,960
Total equity	- 325,420	- 990,960