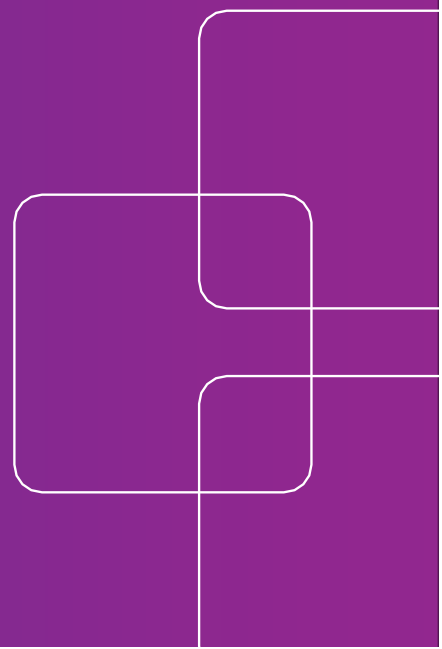




2024 Annual Report



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Abbreviations

NCEC	National Catholic Education Commission
EESC	Educational Excellence Standing Committee
FFRESC	Faith Formation and Religious Education Standing Committee
NAPLAN	National Assessment Program - Literacy and Numeracy
RI & MPJP	Religious Institute and Ministerial Public Juridic Person

Cover photo: Gilroy Santa Maria College, Townsville. Image provided by Catholic Education, Diocese of Townsville

Chair's Report

NICHOLAS MOORE AO
Chair, National Catholic
Education Commission



The past year has marked a significant chapter for the National Catholic Education Commission (NCEC), with the launch of a refreshed strategic plan, focused on our three key priorities:

Faith: Enhance the capacity of Catholic school communities to be places of faith and mission.

Excellence: Support the continual improvement of educational outcomes for all students.

Access: Enhance access to a Catholic education for any family that chooses it.

This strategic plan is the result of extensive consultation and reflection and provides a clear pathway to progress our mission *to promote Christ-centred education providing excellent and inclusive schooling.*

As the national peak body for Catholic education in Australia, NCEC represents 1,755 Catholic schools across Australia, educating 820,000 (or one in five) students and employing more than 112,000 staff. This presents a remarkable opportunity and significant responsibility to contribute to the learning and formation of the next generation.

While it's often easier to see the difference we are making in academic outcomes, it is also important to measure the faith formation of students. I was heartened to see the results of a survey conducted with Year 12 Catholic school students across the country, that showed that 82 per cent of respondents pray. The openness of young people to spiritual practice through prayer demonstrates a deeper and more personal belief and connection to faith. This is supported through our focus on faith formation and the contribution of Catholic education in fostering

a sense of belonging and connection to wider faith communities.

As a nation, our performance in numeracy and literacy is declining, which is consistent with global trends. NCEC is working urgently and deliberately to champion and support change in Catholic classrooms across the country to reverse this decline.

To support the continual improvement of educational outcomes for all students, our school systems are focused on further integrating evidence-based practices in classrooms. This includes ensuring access to high-quality, curriculum-aligned resources to support teachers to ensure every child is building proficiency at each stage of their education. To support this work, we have made significant investments in this area throughout 2024, and this momentum will continue into the coming years.

Enhancing access to a Catholic education for any family that chooses it is an essential component of our strategy. In 2024, NCEC continued to engage with the Australian Government, the Opposition, and other stakeholders to advocate for the rights of families to choose a faith-based education. This work has been influential in shaping policy discussions and ensuring the sustainability of faith-based education in Australia.

Our strategy and its implementation is guided by evidence and data, allowing us to continually learn and refine our approaches, working collaboratively to progress towards delivering our Faith, Excellence and Access priorities.

I would like to extend my deep appreciation to NCEC's Executive Director Jacinta Collins, whose leadership has been central to advancing our work. I also thank the NCEC Commissioners and our many committee

and network members who have applied their professional expertise and commitment to our educational mission throughout the year.

While we acknowledge the opportunities and challenges that lie ahead, it is important to reflect on the meaningful progress that has been made over the past year.

We look to 2025 with confidence, strengthened by our shared commitment to supporting students, educators and communities through the lasting legacy of a Catholic education.



ED's Report

JACINTA COLLINS
Executive Director,
National Catholic
Education Commission

In 2024, we made great progress in delivering the first year of our new three-year strategic plan. Building on a strong foundation, the new strategy guides us with greater clarity and purpose in our work.

This strategy was developed in collaboration with our key stakeholders and identifies the national priorities of Catholic education. We implement our strategy in partnership with our states and territories, dioceses and other Catholic school authorities, supported by the leadership and direction of the Bishops Commission for Catholic Education.

In an expansion of our traditional focus on primary and secondary education, we are working to increase the provision of early learning services to families across the country. Catholic schools offer unique opportunities to establish early childhood centres on school sites—helping to meet the needs of families and ensure a smoother transition for children into primary school. Throughout 2024, we strongly advocated for funding support to expand our services, in partnership with the Australian Government. We welcomed the introduction of the Building Early Education Fund, which will help us to actively invest in early childhood, to meet the strong demand from families.

The NCEC continued to lead national advocacy efforts to support families to choose a faith-based education. Research was conducted into what is important to families, which has helped to frame our communication and advocacy efforts.

We have continued to advance a national collaborative approach to faith formation and religious education through expanded research, resources and professional learning. The release of our Life to the Full discussion paper is designed to stimulate our shared understanding and ongoing dialogue on the nature and mission of our Catholic schools.

Catholic education supports, guides and helps to form young people to understand their unique gifts in service of God and others. Our focus on developing the whole child to 'live life to the full', was reflected in the results of the Y15 Longitudinal Surveys of Australian Youth. At the age of 22 years, participants from Catholic schools are more likely to be in employment than any other school sector, and report the highest level of life satisfaction, which is equal to those who attended independent schools.

Throughout the year we actively participated in consultations for the Better and Fairer Schools Agreement, ensuring the views of the Catholic education sector were well represented. These agreements are tied to national school reforms to support greater improvement in literacy and numeracy.

NCEC's priority on educational excellence, builds on the strengths of our school systems to support the continual improvement of educational outcomes for all students.

We have invested in evidence-based resources and support for educators and school leaders, including the development of a reading framework and high-quality mathematics classroom resources. A longitudinal study is being led by The University of Notre Dame to assess the effectiveness of the mathematics resources, which will inform our future investments as we continue to evolve our approaches.

These achievements have been made possible through the collaboration and commitment of many across the Catholic education community. I offer my thanks to Archbishop Anthony Fisher OP and the Bishops Commission for Catholic Education; our Chair, Nicholas Moore AO and our commissioners, whose leadership guides our work with wisdom and resolve; the members of our standing committees and national networks, our national office staff; and all those in our state and territory, diocesan and Religious Institute and Ministerial Public Juridic Person authorities, parent and principal associations; and all those in our school communities.

Some of the great highlights of my role as Executive Director come from seeing how our strategic priorities create an impact in our school communities by supporting the work of our leaders, staff and students.

I look to the future with a sense of optimism and an ongoing passion for, and commitment to, driving our mission: to promote Christ-centred education providing excellent and inclusive schooling.

Our Mission

To promote Christ-centred education providing excellent and inclusive schooling

Our Values

Collaboration, Integrity, Accountability

2024-26 Strategic Priorities





PRIORITY 1

Faith formation and religious education



Burdekin Catholic High School, Townsville. Photo from Catholic Education Queensland

NCEC's priority on Faith focuses on enhancing the capability of Catholic school communities to be places of faith and mission. It has two strategic priorities:

- Engage schools, families, governments and communities with the mission and purpose of Catholic education
- Support the Faith Formation of school leaders, future leaders, staff, students and families.

The Faith Formation and Religious Education Standing Committee (FFRESC) provides advice and guidance to progress this strategic priority.

NCEC hosted 150 delegates from across Catholic education at a Formation gathering, focused on our shared mission, good practice in formation and leadership development. This gathering has prompted ongoing dialogue and collaboration between several Catholic education authorities across Australia and New Zealand.

[Life to the Full: The mission and purpose of Catholic schools in Australia today](#) was launched in 2024, to complement existing local resources and provide an opportunity for dialogue. This discussion paper provides an opportunity to enhance the shared understanding of why Catholic schools exist in Australia. It aims to support school leadership and governance bodies, clergy, teachers, and others working in and with Catholic schools, to understand, communicate, and apply the fundamental mission of our schools in each local context.

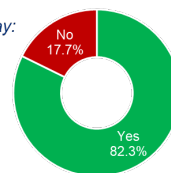
FFRESC has developed a toolkit to support the formation of school leaders and teachers, and developed the [Scripture for teachers website](#). Additionally, the Committee has worked in partnership with Catholic Schools Parents Association on a parent formation toolkit. Both toolkits will launch in 2025.

A Year 12 survey was piloted in 2024, for Catholic school students. Some key insights from the survey included:

My Catholic school has provided me (top 3 answers):

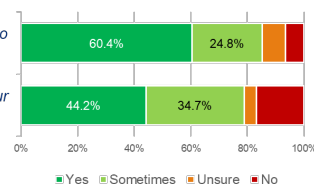
1. An excellent academic education
2. Help in considering how I can make a positive impact on the world
3. An understanding of who I am as a person

Do I pray:



My Catholic school had provided a safe space to explore questions of faith

Has Catholic Social Teaching influenced your decision making?



This survey will be run annually as a longitudinal investigation into the impact of faith formation in Catholic education from the student perspective. Continued application of this survey will support schools to identify good practice and respond to student experience in future years.

In 2024, FFRE enhanced the collaboration with catechists through the National Confraternity for Christian Doctrine. Through thoughtful and engaging meetings, along with engagement in a survey exploring sacraments of initiation, the Catholic education of our students in public schools has continued to be a focus.

In 2024 the focus areas of Wellbeing and Faith came together to review *Created and Loved, human sexuality and respectful relationships* curricula. The review recommended the development of materials with Catholic teachings for practical application for the Australian Curriculum and Reporting Authority Health and Physical Education Curriculum, including professional learning and pastoral practice resources. FFRESC will consider the development of materials in 2025.



PRIORITY 2

Educational Excellence



Burdekin Catholic High School, Ayr, Queensland. Photo provided by Catholic Education, Diocese of Townsville

NCEC's priority on Educational Excellence is to support the continual improvement of educational outcomes for all students. Its strategic priorities are:

- Support systems, school leaders, teachers and families to deliver excellence and equity for all students.
- Enhance and support high-quality, effective approaches to teaching and learning.
- Build a national approach to accountability for educational outcomes.
- Enhance and support student, teacher and educational leaders' wellbeing.

The NCEC's Educational Excellence Standing Committee (EESC) provides advice and guidance to progress this strategic priority.

Teaching and learning

With a focus on evidence-based teaching practices, NCEC invested in the development and distribution on year 7 and 8 mathematics teaching resources through the Mastery in Mathematics initiative. The resources are designed to build teacher confidence and capability by breaking down complex skills and strategies into smaller instructional units to build student mastery.

In 2024, this project ran in partnership Ochre Education, Catholic Education South Australia, Catholic Education Canberra Goulburn, Melbourne Archdiocese Catholic Schools and Catholic Education Diocese of Parramatta. Year 9 and Year 10 resources will continue to be developed and implemented throughout 2025-26. Resources can be accessed by all teachers across Australia, aligned to their relevant curricula, at:

<https://ochre.org.au/>

The NCEC also released a discussion paper on [evidence-based reading instruction and assessment](#) which will inform the Commission's deliberations and guide systems and schools in their policy and practice.

Generative AI in education

The NCEC welcomed the introduction of the National Generative AI Framework in 2024 and worked with States and Territories to contextualise the framework for schools and systems to adopt and adapt to their context. Catholic schools and systems have responded in a range of ways with the development of guidelines, resource materials and professional learning for staff, students and families.

Assessment

Significant changes to the annual national literacy and numeracy NAPLAN testing were introduced in 2023. NAPLAN results are now reported using a new proficiency standard, with student achievement represented in four levels of proficiency: Exceeding, Strong, Developing and Needs Additional Support. Targeted interventions are required to assist students in Developing and Needs Additional Support levels to reach proficiency. Catholic education systems have been analysing results to ensure each student receives the support they need to succeed.

Student and Teacher Wellbeing

One of the objectives of the Australian Government's new Better and Fairer Schools Agreement states, "Schools take a structured approach to wellbeing for learning in a way which reflects their school and learning environment, and students have a sense of belonging, safety and engagement with their learning."

The NCEC Student Wellbeing Network Group is charged with progressing this important area. The group comprises expert members from Catholic education authorities who are leaders in pastoral care, counselling, family services, mental health, and other fields related to student wellbeing.



PRIORITY 3

Access to a Catholic Education



St Bernard's School, Upper Mt Gravatt, Brisbane. Provided by Brisbane Catholic Education

NCEC's priority on Access is to enhance access to a Catholic education for any family that chooses it. Its strategic priorities are:

- Support the sustainability of Catholic education and promote its mission, through advocacy, funding and regulation.
- Support the implementation and evaluation of national policies and guidelines.
- Champion equity for families accessing a Catholic education (including Early Childhood education).
- Develop a national approach to accountability for the optimal use of funding and resources.

The Access to a Catholic Education Standing Committee (ACESC) provides advice and guidance to progress this strategic priority. In 2024, NCEC developed messaging to articulate the value of a Catholic education.

The NCEC successfully advocated for the extension of the Non-Government Reform Support Fund to support national reform initiatives and continues to present the case for government investment into school capital projects and assist Catholic school systems to deliver increased early childhood education services.

Catholic School Infrastructure

Catholic Education South Australia showcased its expansion strategy within South Australia at the Catholic Education Leaders Forum in September. Catholic Infrastructure teams nationally examined new schools and their requirements. For example, St Joseph's College, Coomera, located in the growth corridor between Brisbane and the Gold Coast, has invested heavily over five years and commenced operation with 250 students in 2019 which has grown to 1,296 in 2024. Catholic education continues to adapt to the ever-changing requirements of the local areas and make infrastructure investments that benefit all Australians.

Early Childhood Education

In 2024, the Productivity Commission issued a report supporting high-quality early learning and care for pre-school aged children, three days a week. With 417 early childhood education services, Catholic Education is well positioned to expand access to high-quality services, particularly in underserved areas, by leveraging existing school sites and infrastructure.

Co-location of preschools within Catholic school sites would enhance continuity in early learning, reduce transition barriers, and lower costs. NCEC is advocating for government partnerships to support the ECEC Development Fund to enhance service availability.

NCEC Early Childhood Education and Care working group has focused on responding to the National Early Years Strategy, which supports improved coordination between government programs, funding and frameworks impacting early childhood development.

Students with disability

The final report of the Disability Royal Commission recommended enhancing workforce capability, strengthening accountability for reasonable adjustments, and increasing funding transparency. NCEC actively engaged in policy discussions throughout 2024 and will continue to work through the Students with Disability Network Group regarding the response to the recommendations in 2025 and beyond.

Based on the findings of the Royal Commission, the disability standards for education will be amended to incorporate early childhood education and care in 2025. The NCEC's Students with Disability Network Group began evaluating the implications of the NDIS report on early childhood education and schooling, facilitating direct engagement with the NDIS education team to address concerns raised by Catholic education authorities.

CATHOLIC EDUCATION LEADERS FORUM IN CANBERRA

NCEC Commissioners, Diocesan Directors, Chairs of Catholic Education authorities, Principal and Parent representatives and members of our NCEC Standing Committees attended the Catholic Education Leaders Forum, 10-12 September 2024.

The forum commenced with a formation discussion focused on Synodality, which was the perfect framing for the two days. There was a clear sense of urgency around our advocacy, to ensure we are loud and proud about the value of a Catholic education. There was a strong desire to find better ways to work with and learn from each other, to drive improvements across our work in Faith, Excellence and Access.



2024 Highlights

Papal Knighthood

In December 2024 Archbishop of Sydney Anthony Fisher OP presided over a conferral ceremony where NCEC Chair Nicholas Moore AO was made a Knight of the Order of St. Gregory the Great (KSG). The Papal Knighthood was presented in recognition of Nicholas' extraordinary legacy as a faithful Catholic leader in the commercial sphere, his work in advancing Catholic education and his lifetime of remarkable service to society more broadly.

Nicholas, who has chaired the National Catholic Education Commission since 2020 and led Macquarie Group for a decade until 2018, said he was honoured to receive the award and proud to work alongside Catholic education leaders, particularly in support of students from disadvantaged backgrounds.



Nicholas Moore AO, NCEC Chair and Archbishop of Sydney Anthony Fisher OP

Order of Australia Awards

Catholic educators were recognised in the 2024 Australia Day Honours receiving Order of Australia Medals (OAM) for services to Catholic education.



Kathleen "Kitty" Guerin for Service to Catholic Secondary Education



James Francis Rodgers for Service to Primary and Secondary Education and Cricket.

King's Birthday Honours

On the King's birthday in June 2024, retired Catholic school teacher, Brother Thomas Oliver "Olly" Pickett AM was named 2025 Senior Australian of the Year. In 1996, Brother Olly was instrumental in founding Wheelchairs For Kids, an organisation dedicated to providing adjustable wheelchairs and occupational therapy expertise to children in developing countries at no cost. Since its inception the organisation, run by volunteers, has delivered more than 60,000 custom-built wheelchairs to children across more than 80 countries.

Other Catholic educators were honoured, including:

- Brigidine Sister Jane Keogh was awarded a Member of the Order of Australia (AM) for significant service to the community through social welfare and to primary education.
- Professor Lisa Kervin, a distinguished academic with a wealth of experience in education and research was awarded a Member of the Order of Australia (AM) for significant service to tertiary education, and to research in early childhood digital literacy.
- Aunty Sue Bulger was awarded a Medal of the Order of Australia (OAM) for service to the community of Tumut.
- Dominican Sister Helen Merrin was awarded a Medal of the Order of Australia (OAM) for service to special needs education and to the Catholic Church in Australia.
- Dr Pauline Morgan was awarded a Medal of the Order of Australia (OAM) for service to the Catholic Church of Australia and to education.
- Sister Janet Woods received a Medal of the Order of Australia (OAM) for service to secondary education and to the Catholic Church in Australia.



Brother Thomas Oliver "Olly" Pickett AM



Brigidine Sister Jane Keogh AM



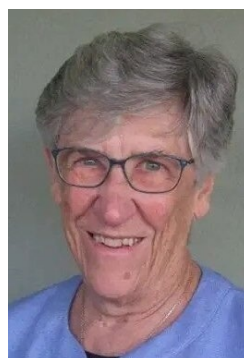
Professor Lisa Kervin AM



Aunty Sue Bulger OAM



Dominican Sister Helen Merrin OAM



Dr Pauline Morgan OAM



Sister Janet Woods OAM

Governance

2024 NATIONAL CATHOLIC EDUCATION COMMISSION



Nicholas Moore AO
Chair



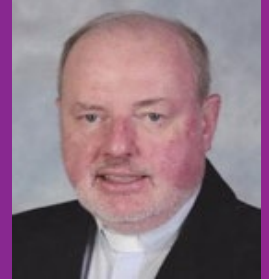
Dr Neil McGoran
Deputy Chair
Director, Catholic Education
South Australia



Most Rev Anthony Fisher OP
Archbishop of Sydney
Chair, Bishops Commission
for Education



Jacinta Collins
Executive Director, National Catholic
Education Commission



Most Rev Anthony Ireland
Auxiliary Bishop
Archdiocese of Melbourne



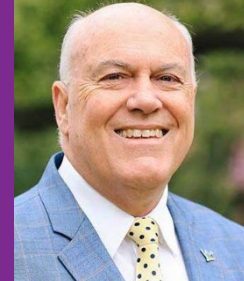
Annette Morey
Executive Director,
Catholic Education Western
Australia (from Nov)



Dallas McInerney
Chief Executive Officer
Catholic Schools NSW



Elizabeth Labone
Executive Director, Catholic
Education Commission Victoria
(from May)



Wayne Bull
Executive Director, Catholic
Education Western Australia
(until Sept)



Allan Blagaich
Executive Director, Queensland
Catholic Education Commission



Dr Gerard Gaskin
Executive Director, Catholic
Education Tasmania



Paul Greaves
Director, Catholic Education
Northern Territory



Ross Fox
Director, Catholic
Education Archdiocese of
Canberra and Goulburn



**Emeritus Professor
Marea Nicholson AM**
CORMSAA nominee



Carmel Nash OAM
Executive Director, Catholic
School Parents Queensland
(until Sept)



Professor Francis Campbell
Vice-Chancellor, University of
Notre Dame Australia



Kate Rayment
Principal, St Scholastica's
College NSW



Siobhan Allen
Executive Director, Catholic
School Parents Western
Australia (from Nov)

STANDING COMMITTEES AND WORKING GROUPS

The NCEC gratefully acknowledges the contribution of all those who represented Catholic education on national committees, network and working groups in 2024.

Faith Formation and Religious Education Standing Committee

- Kate Rayment – Chair
- Diana Alteri (until March)
- Dr Monica Dutton
- Dr Jill Gowdie
- Sr Dr Catherine Mead RSJ
- Alison Newell
- Sharon O’Keeffe
- Gary Reen
- Sarah Rose
- Dominic Ryan
- Prof Richard Rymarz
- Dr Caroline Thompson
- Martin Tobin
- Rev Mark Powell
- *NCEC Director of Mission and Operations, Robert Tonkli (until March)*
- *NCEC Director of Stewardship, Stephen O’Shea (from October)*
- *NCEC Faith Formation and Religious Education Officer, Laura Avery*

Finance, Audit and Risk Standing Committee

- Carmel Nash OAM – Chair
- Jacinta Collins
- Allan Blagaich
- Wayne Bull
- *NCEC Director of Mission and Operations, Robert Tonkli (until March)*
- *NCEC Director of Resources, Steven Jeffery (from March until June), Stephen O’Shea (from October)*
- *NCEC Director of Stewardship, Stephen O’Shea (from August)*
- *Business Manager, Sabrina Shen*

Access to a Catholic Education Standing Committee

- Dallas McInerney - Chair
- Allan Blagaich
- Jacinta Collins
- Ross Fox
- Dr Neil McGoran
- Bruce Phillips (until June)
- Emeritus Prof Marea Nicholson AM
- Wayne Bull
- NCEC Director of Stewardship and Resources

Educational Excellence Standing Committee

- Dr Neil McGoran - Chair
- Dr Jennifer Buckingham (until May)
- Allan Blagaich
- Danielle Cronin
- Mandy Connor
- Bishop Mark Edwards OMI
- Ross Fox
- Paul Greaves
- Dr Lucy Lu
- Carmel Nash OAM
- Emeritus Prof Marea Nicholson AM
- Kate Rayment
- Dr Robyn Wheldall (from August)
- Matt Wright
- Dr Vince Wright
- *NCEC Director of Strategy, Anna Howarth*
- *NCEC Senior Education Advisor, Joanna Mackie*
- *NCEC Research & Evaluation Lead, Dr Kevin Trimble*

There were also several advisory, working and network groups including:

- Aboriginal and Torres Strait Islander Network Group
- Early Childhood Network Group
- Enrolment Working Group
- Funding Analysis Expert Group
- Information Technology Working Group
- Learning and Teaching Directors Network Group
- Mathematics Advisory Group
- National Communications Group
- Parent Formation Working Group
- Political Advisory Taskforce
- Senior Finance Officers
- Staff Formation Working Group
- Student Formation Working Group
- Students With Disability Network Group
- Student Wellbeing Network Group
- Teacher Workforce Working Group
- Vocational Education Network Group

About the NCEC

The National Catholic Education Commission

(NCEC) is the peak body for Catholic education in Australia and is responsible for the national coordination and representation of Catholic schools and school authorities.

Established in 1974 by the Australian Catholic Bishops Conference, through the Bishops Commission for Catholic Education, the NCEC’s national office (secretariat) is responsible for the implementation of the Commission’s strategic priorities and day-to-day operations including:

- working towards a national policy consensus and resourcing that represents and serves the needs and interests of Catholic school communities
- consultation and coordination with state and territory peak bodies, RI & MPJP schools and authorities, Catholic School Parents Australia and Catholic Primary and Secondary Principal Associations
- maintaining effective liaison with the Australian Government and other key education authorities and bodies
- strengthening the work of the Church in education and the Catholic identity of Catholic schools and universities.

**STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED
31 December 2024**

	Year Ended 31 December 2024 \$	Year Ended 31 December 2023 \$
Revenue from continuing operations	4,008,370	5,255,947
Employee expenses	(2,864,232)	(2,627,895)
Depreciation and amortisation expense	(236,103)	(231,479)
Finance costs	(41,569)	(9,329)
NCEC meetings and conferences expenses	(350,409)	(1,527,371)
Outsourcing expenses	(106,884)	(83,553)
Office and other expenses	(230,744)	(246,691)
Project expenses	(1,118,844)	(502,074)
Total expenses for the year	(4,948,785)	(5,228,392)
Surplus/(deficit) for the year	(940,415)	27,555
Other comprehensive income	-	-
Total comprehensive income/(loss) for the year	(940,415)	27,555

STATEMENT OF FINANCIAL POSITION
AS AT
31 December 2024

	2024	2023
	\$	\$
CURRENT ASSETS		
Cash and cash equivalents	546,360	683,115
Trade and other receivables	221,268	415,745
Other financial assets	2,941,811	3,627,848
Other current assets	201,850	32,089
Total Current Assets	3,911,289	4,758,797
NON-CURRENT ASSETS		
Property, plant & equipment	77,671	93,076
Right of use assets	805,594	64,395
Total Non-current Assets	883,265	157,471
Total Assets	4,794,554	4,916,268
CURRENT LIABILITIES		
Trade and other payables	810,053	1,009,613
Income in advance	252,900	-
Employee entitlements	326,804	361,570
Lease liabilities	188,839	35,885
Total Current Liabilities	1,578,596	1,407,068
NON-CURRENT LIABILITIES		
Employee entitlements	179,213	143,879
Lease liabilities	649,422	37,583
Total Non-current Liabilities	828,635	181,462
Total Liabilities	2,407,231	1,588,530
Net Assets	2,387,323	3,327,738
EQUITY		
Retained earnings	1,026,632	1,967,047
Reserves	1,360,691	1,360,691
Total Equity	2,387,323	3,327,738

**STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED
31 December 2024**

	Retained Earnings \$	Reserves \$	TOTAL \$
Balance as 1 January 2023	1,939,492	1,360,691	3,300,183
Total comprehensive income/(loss) for the year	<u>27,555</u>	<u>-</u>	<u>27,555</u>
Balance as 31 December 2023	<u><u>1,967,047</u></u>	<u><u>1,360,691</u></u>	<u><u>3,327,738</u></u>
Total comprehensive income/(loss) for the period	(940,415)	-	(940,415)
Balance as 31 December 2024	<u><u>1,026,632</u></u>	<u><u>1,360,691</u></u>	<u><u>2,387,323</u></u>

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED
31 December 2024**

	Year Ended 31 December 2024 \$	Year Ended 31 December 2023 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from levies and other income	3,987,018	4,864,588
Interest received	216,890	161,133
GST received/(remitted) to the ATO	211,117	115,165
Interest paid on lease liabilities	(41,569)	(9,329)
Payments to employees and suppliers	(4,999,568)	(4,385,360)
Net Cash Inflows from Operating Activities	(626,112)	746,197
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for property, plant & equipment and leasehold improvements	(20,165)	(77,734)
Net Cash Outflows Used in Investing Activities	(20,165)	(77,734)
CASH FLOWS FROM FINANCING ACTIVITIES		
Payment of lease liabilities	(176,515)	(226,432)
Net Cash Flows from (Used In) Financing Activities	(176,515)	(226,432)
Net Increase in Cash and Cash Equivalents Held	(822,792)	442,031
Cash and cash equivalents at the beginning of the year	4,310,963	3,868,932
Cash and Cash Equivalents at the End of the Year	3,488,171	4,310,963

