

PETAA

PRIMARY ENGLISH TEACHING  
ASSOCIATION AUSTRALIA

**CONTINUAL PROFESSIONAL GROWTH**

# Annual Report 2019

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### **2019 Directors and Staff**

#### Board of Directors

- Robyn Cox (President)
- Mardi Gorman
- Helen Kenworthy (Vice President Finance & Audit Committee)
- Lorraine Beveridge (Jan – May)
- Susan Feez (Jan – May)
- Bronwyn Parkin (Vice President Professional Learning & Publishing Committee)
- Pauline Jones
- Timothy Warwick (May - )
- Julie Hayes (May - )
- Therese Gawthorne (May - )

#### 2019 Staff (full- or part-time)

- Megan Edwards: General Manager (Nov - )
- Wendy Rapee: General Manager (Jan – May)
- Michael Zhu: Accounting Manager
- Robyn Topp: Professional Learning Manager
- Penny Hutton: Consultant
- Linden Hyatt: Digital Publishing and Strategic Support (Contractor)
- Cassie Tongue Marketing Coordinator
- Maria Thompson: Membership & Operations Manager
- Hilary Hanna: Membership and Administration Coordinator (March – )

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[www.facebook.com/PETAAcommunity](https://www.facebook.com/PETAAcommunity)



<https://twitter.com/PETAAConnect>

# President's Report

**Robyn Cox**



On behalf of the Board of Directors it is my privilege to present the report of PETAA – the Primary English Teaching Association Australia – for the year ending 31 December 2019. In 2019 the Board, the General Manager and PETAA staff continued to align our business and governance practices with our core purpose: to support primary school educators in their teaching of English and literacies across the curriculum.

During 2019 the Board worked with the PETAA strategic plan (2017 – 2020) to ensure that PETAA's role in the rapidly changing world of primary education in Australia remains strong and focused. The importance of education professionals throughout Australia having access to materials and professional learning to support their teaching of English and literacies across the curriculum continues to be central to PETAA's mission. Also, during 2019 the Board began to prepare the next strategic plan to take PETAA forward into the future.

Whilst directions in education at both the national and state level continue to both change and develop, PETAA remains in a unique position to respond to this context positively and strategically. At the same time, PETAA has continued our practice of the past few years and brought together leading scholars and thinkers from the field of English literacy education for our Brisbane based conference **Teaching with Agility**. PETAA published four books during 2019, all of which were well received by the profession; one of these, *The Alphabetic Principle and Beyond: surveying the landscape*, won the prestigious 2019 Educational Publishing Award in the Primary Reference Resource category.

During 2019 PETAA has continued to advocate for the teachers in schools by using our valued independent view of the importance of literacy education during the primary years. PETAA made submissions to the Gonski 2.0 review, the review of the Melbourne Declaration for schooling and importantly, a member of the PETAA Board was appointed to the AITSL expert panel for the preparation of teachers for teaching early reading. PETAA continues to monitor events and participate in stakeholder conversations with ACARA, AITSL, NESA and other agencies with a view to supporting our members in the profession.

The PETAA Research Grant (PRG) invited applications for its third round of funding during 2019. To continue our support of educational research in the field of literacy, we awarded the grant to a group of researchers from University of Western Sydney, Macquarie University and University of Tasmania (Dr Lynde Tan, Dr Alice Chik and Dr Angela Thomas). The grant aims to explore the use of Artificial Intelligence in teaching primary English literacies through the use of digital devices - a very topical and important aspect of schooling in the 2020s.

The PETAA staff are to be commended on their diligence, professionalism and contributions towards helping PETAA to achieve its successful 2019 outcomes. We had a change of general manager during 2019 and we saw the resignation of Wendy Rapee as General Manager in May. Wendy led PETAA with a strong vision of the importance of strong connections with children's authors and the teaching of writing. This period also saw the launch of PETAA Special Delivery, an innovative and tailored approach to school based professional learning. The PETAA Board appointed a new General Manager, Megan Edwards, in November 2019. I would like to take this opportunity to thank the PETAA staff, in particular Robyn Topp, who continued their professional commitment to the PETAA business and teacher professional learning during this time. The PETAA staff has remained stable as a dedicated team, working together for some years now.



We also thank the many academics, educators and business consultants who have supported PETAA's work, including those who have attended Board Meetings as guests and challenged Board and staff to think more deeply on a range of pedagogic and governance issues. The PETAA Board has worked tirelessly in 2019, and as President I would like to acknowledge the breadth of knowledge and personal commitment that each Board member has contributed towards PETAA's successes. The consultative and collaborative manner in which the Board plan and share responsibilities leads to successful actions both collectively and individually.

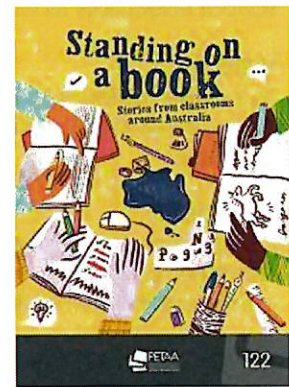
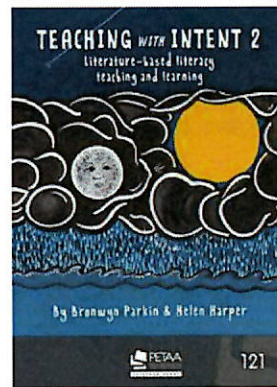
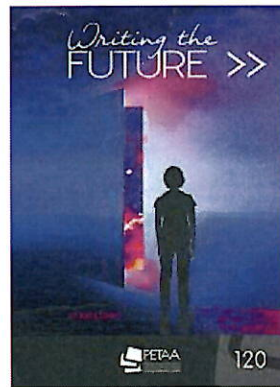
The Board membership was stable throughout 2019; our newest members Tim Warwick, a school leader from Victoria, and Therese Gawthorne, a consultant for NSW Department of Education, settled into important contributing roles. The PETAA Board are working to pursue stronger and closer links to PETAA members as we continue to offer our members value and advocacy in a swiftly changing context. The PETAA Board are also pleased to announce the development and expansion of our website, which has enabled the offering of state of the art online professional learning for teachers.

In summary: at the conclusion of 2019 the Board, the General Manager and PETAA staff were confident that PETAA would continue to grow in 2020. Thank you for your passion and your commitment to English and literacies in the primary sector. We look forward to continuing this journey with you.

**Robyn Cox**  
**President**  
**Primary English Teaching Association Australia**

# Publications 2019

## Books



## PETAA Papers





**Your Directors present this report to the members of the Primary English Teaching Association Australia (PETAA) for the year ended 31 December 2019.**

The names of the Directors in office at the date of this report are:

Robyn Cox	Mardi Gorman	Helen Kenworthy
Timothy Warwick	Julie Hayes	Therese Gawthorne
Bronwyn Parkin	Pauline Jones	

The Primary English Teaching Association Australia (PETAA) is a national association that supports primary school educators to focus on the teaching and learning of English and literacies across the curriculum.

### **VISION:**

To be the national leader in the fields of English and literacies across the curriculum in the primary school connecting literacy and English as a coherent, productive topic for theory, research and educational practice.

### **MISSION:**

PETAA aims to support and inform all those concerned with the teaching and learning of English and literacies across the curriculum in primary schools, to encourage them in reflection and dialogue, to challenge them in their practice and to give public voice to their concerns.

### **KEY STRATEGIC GOALS:**

- o To advocate for and promote the national profile of the primary English teaching profession
- o To strengthen the profession by promoting PETAA resources
- o To connect primary English and literacy teachers on topics in a dialogic manner
- o To grow, sustain and develop organisational capacity

### **Achieving PETAA's strategic objectives**

PETAA's strategic aims are to:

- o champion significant contributions to the profession by active representation and advocacy that complements PETAA's core research and educational values
- o empower and encourage educators with high quality resources to make literacy accessible for all, whilst promoting excellence
- o build viable, collaborative communities of literacy educators and strong, connected professional networks to build capability
- o strive for organisational improvement by investing in human resources, cost effective systems and technology that enhances learning and viable community benefits while maintaining best governance practices.

PETAA's strategy for achieving these objectives includes:

- o delivering professional learning that improves the teaching and learning of literacies and English based on a range of sound evidence and through the sharing of recent and relevant research
- o publishing and disseminating quality teaching resources that support primary educators' professional needs and provides a balance between theory and best classroom practice
- o advocating effectively and powerfully for the professional interests of members and Australian literacies education
- o maintaining and growing where possible, a membership base that is balanced across educational sectors, jurisdictions and Australian states and territories while expanding membership categories
- o forming and fostering professional learning communities and networks within and beyond PETAA, while strengthening and growing partnerships with the broader education community
- o ensuring effective processes and structures for the governance and operational sustainability of the business.

### **Principal activities**

PETAA's principal activities during the year included, but were not limited to:

- o providing publications and professional learning across an increasing variety of delivery platforms
- o developing a professional learning program to support the continuing professional learning of primary educators across different career stages and diverse educational settings
- o responding to current and emergent trends in primary teachers' classroom needs

- o awarding the PRG to a team of researchers on the topic of Language and Literacy Learning and Teaching with Augmented Reality
- o attracting presenters and authors who understand the relationship between current research, sound pedagogy and the complexities of classroom practice
- o strengthening connections between the use of quality children's literature and good classroom practice linked with the *Australian Curriculum: English* (nationally and in states/territory versions)
- o expanding its profile, including via the use of various media, as the peak professional body for primary literacies with federal and state governments and cross-sector authorities and jurisdictions
- o strengthening our recognition as a service leader in teacher learning, educational partnerships, and professional association partnerships
- o establishing pathways through which our membership can contribute to and inform PETAA's advocacy role and the broader educational community
- o offering the community an expanded range of membership options
- o updating and refining PETAA's financial processes to ensure best practice
- o continuing to review and refine our governance structure to balance legal framework, core purpose and operational flexibility in line with not-for-profit requirements
- o reviewing effective processes for risk management and collective decision-making
- o continuing to build financial reserves to protect the organisation against unanticipated emergencies and to build capacity to explore new business ventures and income streams.

These activities have assisted PETAA in achieving its objectives by enabling it to:

- o increase the connections between publishing and professional learning, in order to advance the objectives of both activities
- o delivered 58 full-day and part-day teacher professional learning courses, which included 7 multi-day events and 8 online workshops. We also ran a two-day learning intensive in Brisbane, which disappointingly only had 100 participants.
- o Organise 61 tailored sessions for schools and this included 12 special delivery events and an additional 4 all-school online access courses.
- o broaden the representation of new PETAA authors and presenters in our publication and teacher professional learning programs
- o review PETAA's total membership base, increase the 'digital' and student/graduate base, while aggressively pursuing a reduction in lapsing of members
- o participate in forums of national significance
- o update and add new website resources as a key national portal for access to high quality, relevant professional support, including our first online courses
- o comply with a legal governance framework.

#### **Performance measures**

PETAA measures performance through the establishment and monitoring of benchmarks including:

- o evidence of the role and effects of its publishing and professional learning programs
- o evidence of the scope, balance and equity of its professional learning activities
- o increased member interaction and higher PETAA profile
- o maintain a positive gross revenue from professional learning and publishing
- o upkeep of a strong membership sector, increased categories offered across a broader spectrum
- o returning a surplus to the association.

#### **Members' guarantee**

In accordance with the company's constitution, each member is liable to contribute \$10 in the event that the company is wound up. The total amount members would contribute is \$32,970.

#### **Auditor's independence**

The auditor's declaration of independence appears on page 13 and forms part of the Directors' report for the year ended 31 December 2019.

Signed in accordance with a resolution of the Directors made pursuant to s. 298(2) of the Corporations Act.



Robyn Cox

President and Director

Signed at Sydney, NSW this 28<sup>th</sup> day of April 2020



### **Robyn Cox, PhD, M St Ed, Grad Dip Ed Stud, Dip Teaching President**

Robyn is currently Associate Professor of Literacy Education at ACU National, Strathfield campus. Prior to this she was Principal Lecturer at the University of Worcester, UK and a member of the executive committee of the United Kingdom Literacy Association (UKLA).

Robyn has also held positions at Universities in Australia, Singapore and Brunei Darussalam. She is the author of several international journal articles in the field of literacy research and has been involved in teacher education in four countries over a 20-year period.

Robyn is well known for her commitment to the development of a strong professional knowledge base in initial teacher education and remains dedicated to bringing accessible educational research and theory to teacher education students. Robyn's interest also lies in teacher professional development.

### **Helen Kenworthy, Grad Dip (Applied Linguistics), BEd, Dip Ed Primary Director**

Helen has been an educator in Queensland for more than 30 years and is currently an Assistant Regional Director for Queensland Department of Education and Training. Helen is very passionate about her work and strives to make a difference in the lives of the students in all her schools. She is an instructional leader working closely with leadership teams and teachers in implementing the Australian Curriculum, developing a deep understanding of effective practices in the teaching of reading and writing, and using data to ensure every student is learning.

### **Lorraine Beveridge, PhD (UN); MEd (CSU); Grad Dip Ed (CSU), Dip Teach (UN) Director (Jan – May)**

Lorraine Beveridge has been a primary teacher and executive in government schools for over 30 years, and a member of PETAA for most of that time. She has also taught in education courses in university. Her PhD research investigated the sustainability of teacher professional learning.

Lorraine has written a number of practitioner and academic publications in relation to English and professional learning. Lorraine currently works as a Teacher Quality Advisor in the Wagga Wagga Operational Directorate of the NSW Department of Education.

### **Susan Feez, PhD (Syd); MEd: Language in Education (Syd); Dip Ed: Infants/Primary (Armidale CAE); Dip Ed: TESOL (Latrobe); BA (Qld) Director (Jan- May)**

Susan Feez has worked as a classroom teacher of language, literacy and English for speakers of other languages (ESOL) across the primary, secondary and adult education sectors, and as a teacher educator and curriculum consultant. She is currently Associate Professor in the School of Education at the University of New England (UNE), Armidale, NSW, coordinating TESOL/EALD and Languages education programs as well as the Bachelor of Education (Early Childhood and Primary).

Susan's research interests centre on English language education, from the early years to tertiary, as well as the history and practice of Montessori education. Susan is also interested in the development of textbooks and teacher handbooks as a means of fast tracking into classrooms educational innovation derived from research. This has been the motivation for a series of educational publications she has contributed to over recent years.

### **Mardi Gorman, Dip Teach (ACU), BEd (Ballarat Uni), MEd (Uni of Melb) Director**

Mardi Gorman is an experienced educator who has worked within a range of educational contexts both in Australia and overseas in New York and London. Mardi manages her own education consultancy in Melbourne, focusing on building educator's pedagogical knowledge and instructional practice on effective literacy practice. She is part of the team who has developed the University of Melbourne's Network of Schools project, where she plans and presents professional learning seminars, leads focus groups and supports schools in connecting research to the practicalities of school action planning and professional learning.

Mardi strongly believes that quality teachers and leaders remain pivotal to driving a positive impact on student learning. This drives her passion for, and focus on, professional learning for educators.



**Bronwyn Parkin, PhD (University of Adelaide), Master of Education (UniSA)**

**Director**

Bronwyn Parkin has 30 years' experience in supporting language and literacy teachers beginning in Aboriginal Education, remote and metropolitan through the South Australia Accelerated Literacy program focused on disadvantaged schools; through the recent PETAA research grants investigating academic language pedagogy with educationally marginalised students; and as a consultant working in disadvantaged contexts. Dr Parkin has been a member of the Literacy Education Advisory Committee of South Australian Department of Education.

**Pauline Jones, Ph.D. (UNSW)**

**Director**

Pauline Jones has over 20 years' experience as a tertiary teacher educator specialising in language and literacy research, curriculum and pedagogy. Having completed her PhD on oral language in 2005, Dr Jones' current research is in the use of student generated multimodal texts in Science, and language and literacy transitions across schooling years. Dr Jones has written extensively for teachers (in- and pre-service) in language and literacy and most recently completed co-editing of a book on dialogue in teaching and professional learning for the PETAA book — Talking the Talk.

**Julie Hayes, BEd (University of South Australia)**

**Director**

Julie has worked in schools as a teacher and leader, both here and in the UK, for nearly 35 years. She retired in 2019 having been Principal of Cowandilla Primary School in Adelaide for the past 16 years. Most of her career was spent in schools and preschools with high numbers of migrant and refugee children. Knowing the important role language plays in learning and social interaction in and out of school, Julie ensured her teachers were trained in and Accelerated Literacy and Systemic Functional Linguistics. Teachers need to be experts in order to help children construct highly effective oral, written and visual texts. Julie has been an active member of state and national Principals' associations and won the 2019 John Laing Award for her contribution to professional learning in South Australia.

**Therese Gawthorne, M Instr Lead (Uni Melb), M Ed (WSU), B Ed, Dip Teach (ACU)**

**Director**

Therese has over 30 years' experience as an educator in NSW primary schools, teaching all grades K-6 across rural and metropolitan settings, predominantly in schools of socio-economic disadvantage. She has held a range of leadership roles in schools for the last 20 years, with responsibility for leading teacher professional learning, particularly in aspects of literacy. Therese is currently working as a Curriculum Advisor with the NSW Department of Education, where she enjoys the opportunity to build the capacity of teachers across a range of schools, continuously striving for excellence in improving student outcomes.

**Timothy Warwick, BA Arts/Law (UQ), MA teach (University of Melbourne)**

**Director**

Tim Warwick is the Acting Principal at Gowrie St Primary School in Shepparton. Earlier in his career, he taught Legal Studies and Humanities at Wanganui Park Secondary College. Tim has led and supported a number of Indigenous education and cultural awareness strategies which have been launched in schools across the Murray Goulburn Valley region. He was the Project Co-ordinator for the Kaiela Dhungala First Peoples Curriculum and is on the boards of Ganbina and Boundless, two organisations aimed at supporting the aspirations of our young people.

**Ellis Zilka (BSc UNSW)**

**Support: Consultant to Finance and Audit Committee and The Board**

Ellis is an experienced business professional with over 20 years of business advisory and managerial experience. He commenced his career at KPMG Management Consulting where he worked in Sydney, Australia and Toronto, Canada. At KPMG, his management consulting specialisations included Information Technology Strategy, Business Process Reengineering and Organisational and Management Reviews for both private sector and public-sector organisations.

Ellis was a co-founder and Director of Operations for Proximity Pty Ltd from 1998 to 2006. Proximity was an Australian technology company that developed video and graphics management solutions for the broadcast-television and post-production industries. Its technology won a number of local and international awards highlighted by an Emmy award from the National Academy of Arts and Sciences

(USA). Proximity was acquired by Apple Computers Inc (USA) in 2006 and its technology was incorporated into Apple's video editing applications. Since 2006, Ellis has been Principal of EZ Consulting. EZ Consulting provides capital raising and business planning services to small and mid-size organisations.



## Meetings of the PETAA Directors

The following table provides information regarding appointment, departure and attendance of Directors at Board and Committee meetings during 2019

	Board		Finance and Audit Committee		Publishing and Professional Learning Committee		
Name	(a)	(b)	(a)	(b)	(a)	(b)	Notes
Robyn Cox	7	7	4	4	1	1	<b>(a)</b> Number of meetings held while Director/Committee Member <b>(b)</b> Number of meetings attended NB: 1) Only one PLP Committee meeting was held because all others formed part of the broader board meetings 2) President attendance at Committee meetings is optional 3) AGM held May 2019
Helen Kenworthy	7	6	4	4			
Mardi Gorman	7	7			1	0	
Bronwyn Parkin	7	6			1	1	
Pauline Jones	7	7			1	1	
Julie Hayes	5	5			1	1	
Therese Gawthorn	5	5			1	1	
Timothy Warwick	5	5					
Susan Feez	2	2					
Lorraine Beveridge	2	2					

NB: Ellis Zilka as a non-Director Committee Member of the Finance and Audit Committee attended 4 meetings plus the seven Board meetings.

## **Principal Activities of PETAA**

The principal activity of the Company is to support primary school educators in their focus on the teaching and learning of English and literacies across the curriculum. No significant change in the nature of these activities occurred.

## **Results**

The operating result for the year amounted to a deficit of \$173,930 compared to a surplus of \$38,545 in 2018. The Company was exempt from paying income tax.

## **Dividends**

As the Company is precluded from paying dividends by its Constitution, no dividends have been paid during the year and no recommendation is made as to dividends.

## **Review of Operations**

Membership as at 31 December 2019 totaled 3297 compared with 3481 at 31 December 2018.

Income for the year was \$1,251,235 compared with \$1,399,486 in 2018.

Expenses applicable to the year totaled \$1,425,165 compared with \$1,360,941 in 2018.

## **Changes in State of Affairs**

There was 1 significant change in the state of affairs of the Company during the financial year ended 31 December 2019. The resignation and quick departure of Wendy Rapee who was General Manager until May 2019, and the subsequent lack of a General Manager for 6 months, would certainly have had an impact on PETAA's day to day operations, direction, revenue and ultimately, P&L.

## **Subsequent Events**

COVID-19 is a significant event that has impacted on the organisation's operations and will potentially impact on the financial results of the business in the next financial year. PETAA's Professional Learning business unit has been most significantly impacted, with government restrictions making it impossible to run face to face events. The online PL offering has been expanded to compensate for some of this revenue loss. At the time of writing this report in April 2020, it is too soon to know the full extent of the impact COVID-19 will have had on PETAA's membership and other business units.

## **Likely Developments and Future Results**

The Directors will continue to promote the objects of the Company. A new Strategic Plan 2020 – 2023 will be finalised by the board in early 2020 and will then follow on from the previous Strategic Plan as being the focus of the organisation's core activities within the context of the ever-changing demands of the *Australian Curriculum* or state/territory versions of curriculum and the National and State departments of Education.

PETAA has presented itself in 2019 as a learning organisation. The organisation however continues to operate in an environment where our current and prospective members are presented with a plethora of choices from external providers. Their membership is a discretionary decision. PETAA remains respectfully committed to providing an integrated experience of quality, evidence-based Professional Development and Learning to our members face-to-face, online and through our print and digital resources. We have a rich content bank which remains an important repository of knowledge — our challenge is to keep this content available and accessible.

In 2020 a new learning management system will be launched, with all PETAA digital courses offered through the platform by April 2020. This will allow our learning offerings to be accessed anywhere, any-time, truly making us a national association and one that can be accessed by all remote and rural schools. Our model of delivering Professional Learning is evolving —schools are seeking more tailored sessions as they develop the internal capacity to deliver their own professional development.

A greater focus on individual member experience, personalisation and community will be seen in the coming 12 months. This will be actioned through our marketing and communications, our presentation of curated content resources, the creation of additional unique content (e.g. webinars, case studies) and finally, through the introduction of online communities.

The online communities will be available due to the planned upgrade of PETAA's internal association management software. Besides offering numerous operational efficiencies (allowing membership staff to spend more time on engaging with our members and less time on functional admin), it will significantly improve our website, making it easier for members to engage with our content and services. It will also



provide more tailored marketing and communications options, so members can hear news and information most relevant to their job functions or personal interests. It also provides an online communities management platform, allowing our members to connect in ways they've never been able to previously.

PETAA remains, as it has since 1972, a key part of the broader community of professional teaching associations. We will continue to explore ways to work in sync with like-minded Associations and develop strategic support from other organisations and individuals. PETAA's advocacy work in conjunction with its other resources and services will continue to hold the Association steady.

### **Directors' Benefits**

No Director has received or become entitled to receive, during or since the financial year, a benefit because of a contract made by the Company, controlled entity or a related body or corporate with the Director, a firm of which the Director is a member or an entity in which the Director has a substantial financial interest, apart from Bronwyn Parkin who received \$1,872 and Robyn Cox who received \$185.38. This amount was paid under normal commercial arrangements and at arm's length. This statement excludes a benefit included in the aggregate amounts of emoluments received or due and receivable by Directors and shown in the Association's accounts, or the fixed salary of a full-time employee of the Company, controlled entity or related body corporate.

### **Directors' Indemnification**

During 2019, the Association maintained an agreement to indemnify all Directors of the Company. The indemnity relates to:

1. Directors and Officers – losses which he/she becomes legally obliged to pay on account of any claim first made against him/her during the period of coverage (by policy) for a wrongful act committed before or during this period.
2. Company Reimbursement – all losses for which the insurer may grant indemnification to a Director or Officer as permitted by law, which such Director or Officer has become legally obliged to pay on account of any claim first made against him/her during the policy period for a wrongful act committed before or during the policy period.


### **Auditor's Independence Declaration**

A copy of the auditor's independence declaration as required under section 307C of the *Corporations Act 2001* is set out below.

#### **AUDITOR'S INDEPENDENCE DECLARATION**

As auditor for the Primary English Teaching Association Australia Limited for the year ended 31 December 2019, I declare that to the best of my knowledge and belief, there have been:

- a) no contraventions of the auditor independence requirements of the *Corporations Act 2001* in relation to the audit; and
- b) no contraventions of any applicable code of professional conduct in relation to the audit.



.....  
Victoria Lakis  
Registered Company Auditor  
Signed at Broadbeach, QLD this 30<sup>th</sup> day of April 2020

# Independent Auditor's Report

## To the Members of Primary English Teaching Association Australia Limited Report on the Audit of the Financial Report

### Opinion

I have audited the financial report of Primary English Teaching Association Australia Limited, which comprises the statement of financial position as at 31 December 2019, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In my opinion, the accompanying financial report of the Primary English Teaching Association Australia Limited, is in accordance with the *Corporations Act 2001*, including:

- a) giving a true and fair view of the company's financial position as at 31 December 2019 and of its financial performance for the year then ended; and
- b) complying with Australian Accounting Standards and the Corporations Regulations 2001.

### Basis for Opinion

I have conducted my audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the Primary English Teaching Association Australia Limited in accordance with the auditor independence requirements of the *Corporations Act 2001* and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

I confirm that the independence declaration required by the *Corporations Act 2001*, which has been given to the directors of the Primary English Teaching Association Australia Limited, would be in the same terms if given to the directors as at the time of this auditor's report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

### Other Information

The directors are responsible for the other information. The other information comprises the information included in Primary English Teaching Association Australia Limited's annual report for the year ended 31 December 2019, but does not include the financial report and my auditor's report thereon.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

### Responsibilities of the Directors for the Financial Report

The directors of Primary English Teaching Association Australia Limited are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards and the *Corporations Act 2001* and for such internal control as the directors determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the Primary English Teaching Association Australia Limited'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 Primary English Teaching Association Australia Limited or to cease operations, or have no realistic alternative but to do so.



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

My objective is 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 my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I 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 my 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 Primary English Teaching Association Australia Limited'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 Primary English Teaching Association Australia Limited's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Primary English Teaching Association Australia Limited's 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.
- I 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 I identify during my audit.
- I also provide the directors with a statement that I 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, related safeguards.



.....  
Victoria Lakis  
Registered Company Auditor  
Signed at Broadbeach, QLD this 30<sup>th</sup> day of April 2020

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## Liability limited by a Scheme approved under Professional Standards Legislation

### Directors' Declaration

The Directors of the Company declare that:

1. The financial statements and notes:
  - (a) comply with Accounting Standards and the Corporation Law; and
  - (b) give a true and fair view of the financial position as at 31 December 2019 and performance for the year ended on that date of the Company.
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.



.....  
Robyn Cox  
President and Director  
Signed at Sydney, NSW this 28<sup>th</sup> day of April 2020

# Financial Statements

PRIMARY ENGLISH TEACHING ASSOCIATION AUSTRALIA LIMITED A.C.N. 002 557 075

## STATEMENT OF COMPREHENSIVE INCOME

For the year ended 31 DECEMBER 2019

	Notes	2019 \$	2018 \$
Revenue from continuing operations	2	1,251,235	1,399,486
Expenses *		(1,425,165)	(1,360,941)
Profit / (Loss)		<b>(173,930)</b>	<b>38,545</b>
Income Tax Expenses	1a	0	0
Other comprehensive income		0	0
Total comprehensive income / (loss) for the year	10	<b>(173,930)</b>	<b>38,545</b>

\* Refer to Income and Expenses Statement

## STATEMENT OF FINANCIAL POSITION

As at 31 DECEMBER 2019

Current Assets			
Cash	18	1,021,258	1,259,194
Receivables	3	35,682	6,304
Inventories	4	135,189	138,675
Other	5	3,207	3,227
Total Current Assets		<b>1,195,336</b>	<b>1,407,400</b>
Non-current Assets			
Property, Plant & Equipment	6	99,847	112,992
Total Non-current Assets		<b>99,847</b>	<b>112,992</b>
<b>Total Assets</b>		<b>1,295,183</b>	<b>1,520,392</b>
Current Liabilities			
Accounts Payable and Subscriptions in advance	7	145,596	212,913
Provisions	8	40,447	28,225
Total Current Liabilities		<b>186,043</b>	<b>241,138</b>
Non-current Liabilities			
Provisions	9	16,029	12,213
Total Non-current Liabilities		<b>16,029</b>	<b>12,213</b>
<b>Total Liabilities</b>		<b>202,072</b>	<b>253,351</b>
<b>NET ASSETS</b>		<b>1,093,111</b>	<b>1,267,041</b>
Members Fund	10	1,093,111	1,267,041
<b>TOTAL MEMBERS' EQUITY</b>		<b>1,093,111</b>	<b>1,267,041</b>
Commitments for Expenditure	14		



**STATEMENT OF CASH FLOWS****For the year ended 31 DECEMBER 2019**

<b>Cash Flows from Operating Activities</b>		
Receipts from Members and Customers	1,106,720	1,344,378
Payments to Suppliers and Employees	(1,431,596)	(1,292,136)
Interest Received	13,843	19,384
Grants, Royalties and Copyright Fees	84,329	69,451
<b>Net Cash Provided by (used in) Operating Activities</b>	<b>(226,704)</b>	<b>141,077</b>
<b>Cash Flows from Investing Activities</b>		
Payments for Trademark and Website	0	0
Payments for Fixed Assets	(11,232)	0
Proceeds from disposal of plant and equipment	0	0
<b>Net Cash Provided by (used in) Investing Activities</b>	<b>(11,232)</b>	<b>0</b>
<b>Net Increase/(Decrease) in Cash Held</b>	<b>(237,936)</b>	<b>141,077</b>
Cash at the beginning of year	1,259,194	1,118,117
<b>Cash at end of year</b>	<b>1,021,258</b>	<b>1,259,194</b>

**STATEMENT OF CHANGES IN EQUITY**  
**For the year ended 31 DECEMBER 2019**

	Notes	2019 \$	2018 \$
Total equity at the beginning of the financial year		1,267,041	1,228,496
Profit/(Loss) for the year		(173,930)	38,545
<b>Total equity at the end of the financial year</b>	10	<b>1,093,111</b>	<b>1,267,041</b>

**INCOME AND EXPENSES STATEMENT**  
**For the year ended 31 DECEMBER 2019**

	2019 \$	2018 \$
<b>Income</b>		
Membership subscriptions	620,925	687,139
Professional Development	291,634	385,908
Interest	13,843	19,384
Publishing sales and related income	324,833	307,055
<b>Total Income</b>	<b>1,251,235</b>	<b>1,399,486</b>
<b>Expenses</b>		
People Costs	624,502	496,893
Directors Costs	30,338	22,444
Administration Costs	204,591	224,986
Production Costs	197,975	157,143
Marketing & Distribution Costs	108,000	165,591
Other Expenses	259,759	293,884
<b>Total Expenses</b>	<b>1,425,165</b>	<b>1,360,941</b>
<b>PROFIT/(LOSS) FOR THE YEAR</b>	<b>(173,930)</b>	<b>38,545</b>

The accompanying notes form part of these financial statements

**NOTE 1 – STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES**

**Basis of Accounting**

The financial report is a general purpose financial report that has been prepared in accordance with Accounting Standards and other mandatory reporting requirements and the Corporations Law. The financial report has been prepared on an accruals basis and is based on historical costs and does not take into account changing money values or, except where stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets. The accounting policies have been consistently applied, unless otherwise stated.

The following is a summary of the material accounting policies adopted by the economic entity in the preparation of the financial statements:

- (a) **Income Tax**  
As a not-for-profit entity, PETAA has self-assessed its income tax status as exempt.
- (b) **Inventories**  
Inventories are measured at the lower of cost and net realisable value. Costs are assigned on a first in first out basis and include direct materials, direct labour and appropriate proportion of variable and fixed overhead expenses.
- (c) **Property, Plant & Equipment**  
Property, plant and equipment are brought to account at cost or at independent or Directors valuation, less, where applicable, any accumulated depreciation or amortisation. The carrying amount of property, plant and equipment is reviewed annually by Directors to ensure it is not in excess of the recoverable amount from those assets. The recoverable amount is assessed on the basis of the expected net cash flows which will be received from the assets' employment and subsequent disposal. The expected net cash flows have not been discounted to present values in determining recoverable amounts. The depreciable amount of all fixed assets are depreciated on a straight line basis over their estimated useful life to the Company commencing from the time the asset is held ready for use.  
The depreciation rates used for each class of asset are:
 

Class of Fixed Asset	Depreciation Rate
Plant & Equipment	20%
Computer Equipment	20-50%
Office Furniture	20%
- (d) **Cash**  
For the purpose of the statement of cash flows, cash includes deposits at call and Bank Bills which are readily convertible to cash-on-hand at the Association's option and which are used in the cash management function on a day-to-day basis.
- (e) **Employee Entitlements**  
Provision is made for the Company's liability for employee entitlements arising from services rendered by employees to balance date. Employee entitlements expected to be settled within one year together with entitlements arising from wages and salaries, annual leave and sick leave which will be settled after one year, have been measured at their nominal amount. Other employee entitlements payable later than one year have been measured at the present value of the estimated future cash outflow to be made for those entitlements.  
Contributions are made by the economic entity to an employee's superannuation fund and charged as expenses when incurred.
- (f) **Leasehold Improvements**  
The cost of improvements to or on leasehold property is amortised over the unexpired period of the lease or the estimated useful life of the improvement, whichever is the shorter.
- (g) **Revenue Recognition**  
Membership fees and subscriptions  
Subscriptions are payable annually in advance. Only those membership fees and subscription receipts which are attributable to the current financial year are recognised as revenue.



	2019 \$	2018 \$
<b>NOTE 2 – OPERATING PROFIT</b>		
(a) Operating profit has been determined after:		
(h) Charging as expense:		
- Stock written off	0	11,975
- Depreciation of Plant and Equipment	21,751	26,476
- Amortisation of trademark	2,626	2,626
Other Provisions		
- Employee Entitlements	16,038	16,810
Net expense resulting from movement in provisions	<b>40,415</b>	<b>57,887</b>
 Auditor's Remuneration		
- Audit	8,500	8,500
 (b) Crediting as Income		
- Subscriptions received from members	620,925	687,139
- Sale of Publications	213,473	227,453
	<b>834,398</b>	<b>914,592</b>
 Other Operating Revenue		
- Interest Revenue	13,843	19,384
- Royalties and Copyright Revenue	84,329	69,451
- Professional Development & Project Management	291,634	385,908
- Other Income	27,030	10,151
	<b>416,836</b>	<b>484,894</b>
<b>NOTE 3 – RECEIVABLE</b>		
Current		
Accounts Receivable	38,764	6,304
Provision for Doubtful Debts	(8,000)	0
	<b>30,764</b>	<b>6,304</b>
 GST Receivable		
	<b>4,918</b>	<b>0</b>
	<b>35,682</b>	<b>6,304</b>
<b>NOTE 4 – INVENTORIES</b>		
Current		
Publications Stock at Cost	<b>135,189</b>	<b>138,675</b>
<b>NOTE 5 – OTHER</b>		
Current		
Security Deposits	2,000	2,000
Prepaid Expenses	1,207	1,227
	<b>3,207</b>	<b>3,227</b>
<b>NOTE 6 – PROPERTY, PLANT &amp; EQUIPMENT</b>		
Non-current		
Computers Hardware, Software Development and licenses – at cost	371,491	365,937
Office Equipment – at cost	17,391	17,391
Furniture & Fittings – at cost	3,628	3,628
	<b>392,510</b>	<b>386,956</b>
Less: Accumulated Depreciation	(297,915)	(281,841)
Total Property, Plant & Equipment	<b>94,595</b>	<b>105,115</b>
 Website – at cost	39,058	39,058
Less: Accumulated Depreciation	(39,058)	(39,058)
Total Website	<b>0</b>	<b>0</b>
 Trademarks – at cost	52,132	52,132
Less: Accumulated Amortisation	(46,880)	(44,255)
Total Trademarks	<b>5,252</b>	<b>7,877</b>
Total Property, Plant & Equipment & Trademarks	<b>99,847</b>	<b>112,992</b>

<b>NOTE 7 – ACCOUNTS PAYABLE AND SUBSCRIPTIONS IN ADVANCE</b>	<b>2019 \$</b>	<b>2018 \$</b>
Current		
Sundry Creditors	3,876	18,765
Trade Creditors	6,630	31,252
Accrued Expenses	0	2,277
Payable GST	0	3,336
PAYG Withholding Tax	12,650	13,926
Superannuation Payable	0	5,449
Subscriptions in Advance	107,322	114,316
Provision for Royalty	12,957	22,041
Provision for CAL	3,031	1,655
Prepaid Clearing Account	(870)	(104)
	<b>145,596</b>	<b>212,913</b>

#### **NOTE 8 – PROVISIONS**

Current		
Employee Entitlements: Annual Leave	27,777	14,235
Employee Entitlements: Long Services Leave	12,670	13,990
	<b>40,447</b>	<b>28,225</b>

#### **NOTE 9 – PROVISIONS**

Non-current		
Employee Entitlements: Long Services Leave	<b>16,029</b>	<b>12,213</b>

#### **NOTE 10 – MEMBERS' FUNDS**

Surplus Acquired from the Unincorporated Primary English Teaching Association	211,931	211,931
Retained Surplus	881,180	1,055,110
Total Members' Equity	<b>1,093,111</b>	<b>1,267,041</b>

#### **NOTE 11 – LIMITED LIABILITY**

PETAA is a Company limited by guarantee under the Corporations Law. The liability of members is limited to the amount set out in the Company's Constitution. This liability would only arise in the event of the winding up of the Company during the time of membership or within one year afterwards. Members are not required to pay in any capital while the Company is a going concern.

<b>NOTE 12 – REMUNERATION OF DIRECTORS</b>	<b>2019 \$</b>	<b>2018 \$</b>
Directors Remuneration:		
Income paid or payable to Directors of the Company		
Number of Company Directors whose income from the Company was within the following band:		
\$0 – 999	3	3
\$1,000 – 1,999	4	2
\$2,000 – 2,999	2	2
\$4,000 – 4,999	1	1

The names of the directors who held office during the financial year were:

Robyn Cox	Pauline Jones	Bronwyn Parkin
Susan Feez	Lorraine Beveridge	Mardi Gorman
Helen Kenworthy	Julie Hayes	Timothy Warwick
Therese Gawthorne		



<b>NOTE 13 – REMUNERATION OF AUDITOR</b>		<b>2019</b>	<b>2018</b>
		<b>\$</b>	<b>\$</b>
Auditor's Fees		8,500	8,500

<b>NOTE 14 – CAPITAL AND LEASING COMMITMENTS</b>			
Aggregate lease and hire expenditure contracted for operating leases as at balance date but not provided for in the accounts			
Buildings/Rental of Premises		26,271	26,271
Plant and Equipment – Rental		18,456	36,912
		<b>44,727</b>	<b>63,183</b>
Payable:			
Not longer than 1 year		44,727	44,727
Longer than 1 but not longer than 2 years		0	18,456
Longer than 2 but not longer than 5 years		0	0
		<b>44,727</b>	<b>63,183</b>

<b>NOTE 15 – RELATED TO PARTY TRANSACTIONS</b>			
Transactions between related parties on normal commercial terms and conditions no more favourable than those available to other parties unless otherwise stated.			

<b>NOTE 16 – FINANCIAL REPORTING BY SEGMENT</b>			
The Company promotes an awareness of the importance of children's language development, responds to the needs of educators and serves as a forum for the sharing of ideas and philosophies relevant to the role of spoken and written language in child development in Australia.			

<b>NOTE 17 – SUPERANNUATION COMMITMENTS</b>			
The Company contributes to various superannuation plans for employees. The Company is not the trustee of any of these superannuation plans. The Company is under no legal obligation to make up any shortfall in the plans' assets to meet payments to employees.			

<b>NOTE 18 – CASH FLOW INFORMATION</b>		<b>2019</b>	<b>2018</b>
		<b>\$</b>	<b>\$</b>
a)	Reconciliation of Cash		
Cash at the end of the financial year as shown in the statement of cash flows is reconciled to the related item in the balance sheet as follows:			
	Cash at Bank and on hand	321,258	450,810
	Term Deposits	700,000	808,384
		<b>1,021,258</b>	<b>1,259,194</b>
b)	Reconciliation of Cash Flow from Operations with Operating Profit		
	Profit after Income Tax		
	Operating profit (loss) after Income Tax	(173,930)	38,545
	Non-cash flows in operating profits		
	Depreciation, Amortisation, and Write-offs	24,397	29,102
	Changes in assets and liabilities		
	Increase/(Decrease) to Liability:		
	Provision Employee Entitlements (Including long Service Leave)	16,038	16,810
	(Increase)/Decrease in Current Asset:		
	- Trade Debtors & Accrued Income	(29,378)	31,562
	(Increase)/Decrease in Current Asset: Inventories	3,486	11,011
	Increase/(Decrease) in Current Liability:	(67,317)	14,047
	Cash Flows from Operations	<b>(226,704)</b>	<b>141,077</b>

<b>NOTE 19 – EMPLOYEE ENTITLEMENTS</b>			
Employee entitlement liabilities			
	Provision for employee entitlements		
	Current: Annual Leave and long service leave (note 8)	40,447	28,225
	Non-Current: Long Service Leave (note 9)	16,029	12,213
		<b>56,476</b>	<b>40,438</b>



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