

Atwea College

Annual Report 2022



Acknowledgement to Country

Atwea College acknowledges the traditional owners and custodians of country throughout Australia and acknowledges their continuing connection to land, waters and community. We pay our respects to the people, the cultures and the elders past, present and emerging.

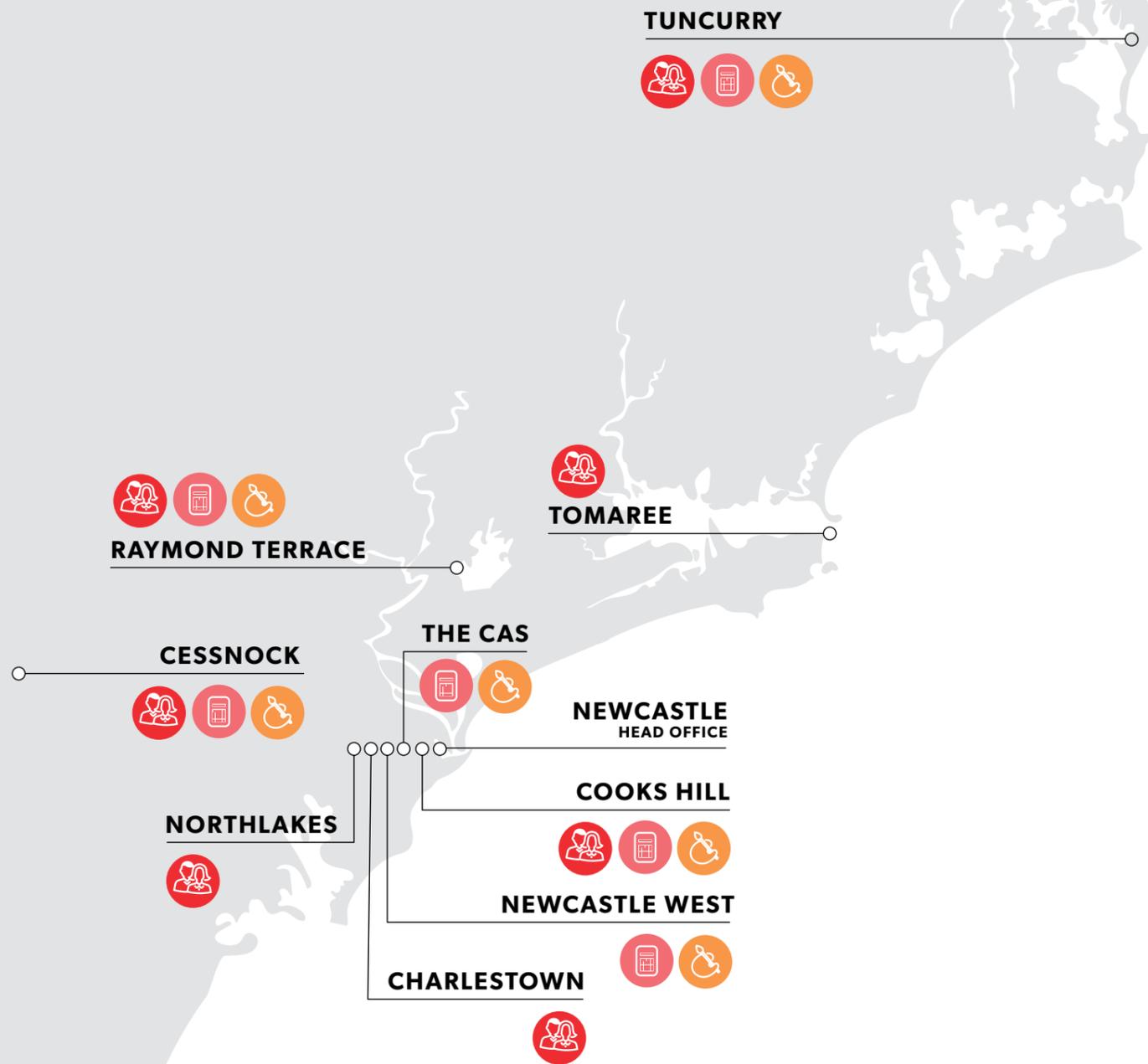
Diversity Statement

Atwea College also acknowledges the value of diversity our collective brings to us. A successful society is made up of many threads in the fabric we weave and we welcome people from all backgrounds, cultures, genders, age and orientation to help us make that success possible.

Contents

Our Footprint	4
Atwea Introduction	5
Board of Directors	6
Vision, Mission and Values	7
Executive Director	8
Senior Leadership Team	9
Our Evolution	10
Chairman Report	12
Governance and Risk Management Framework	14
2023-2025 Strategic Plan.....	15
Executive Director Report	16
Highlights	18
People and Culture	19
Alesco Senior College	21
Principals Report	22
Learning and Wellbeing in Balance	24
Education Awards	26
Adult Community Education	29
RTO Report.....	30
RTO Measures of Success	32
Adult Community Education Awards.....	33
Financial Report 2022	34

Our Footprint



We are proud to present our 2022 Annual Report for Atwea, celebrating and recognising the educational journey of our students.

At Atwea College, our vision is to provide quality and accessible learning opportunities that enhance people’s lives and unlocks their potential. We take pride in our mission to continuously improve our services in accordance with our values, responding to the ever-evolving nature of learners needs and the needs of our community.

Atwea College was founded over 100 years ago, originally established as a way of removing barriers to education and shaping educational reform. Targeting at the time male community members, Atwea helped blue collar workers to prepare for a better future through education. Today, these humble beginnings remain a proud and fundamental part of our legacy and Atwea continues with our same philosophy of accessible learning, evolving to provide education for all. Be it through skill enhancement, personal development, or increased self-esteem, Atwea’s objective of being a conduit through which individuals unlock their potential is being realised every day. We hope that by contributing to the development of individuals, Atwea in turn allows those individuals to contribute fully to their community and society in general.

Our story is one of consistent evolution, and we remain committed to our mission and confident that our strategy and our team will enable us to continue to progress as one of the largest providers of community based adult learning in NSW. As we reflect on 2022, we would like to express our gratitude to all our stakeholders for their continued support, and we look forward to another year of growth and milestones.

Board of Directors

Our Board of Directors provide independent oversight, coupled with skills and knowledge, that aid in collective sound ideas, counsel and decision-making support to the Executive Director and Senior Leadership Team.

The Board of Directors meet 6 times annually and participate in advisory committees to the Board in the areas of Education, Finance & Audit and People & Culture, dependent on their areas of expertise.

Identifying and developing initiatives to add value to our community and the education sector, our Board ensures that business decisions reflect and align with the organisation's Strategic Plan and values.



Chris Seysener

CHAIRMAN

Chris joined the Atwea College Board in 2016, becoming Chair of the Board in 2018, and currently sits on the Executive Committee. Committed to contributing to the Newcastle Community, Chris believes everyone has the right to a good education and that lifelong learning enables people to develop to their full potential, lead happy and fulfilling lives and better adapt to inevitable change.



Cass Phillpott

Cass is a qualified Chartered Accountant possessing 15 years' experience working in diverse financial positions and industries. Joining the Atwea Board of Directors in August 2022, her diverse professional history has given a broad knowledge base and strong skillset across areas of financial and management accounting, auditing, and statutory compliance. Cass is passionate about people, education and empowering students to achieve their full potential.



Seamus Fagan

Seamus is currently an honorary Associate Professor in the Academic Division of the University of Newcastle. Prior to his retirement, he was Director of the ELFS Centre, which hosted the largest enabling program (foundational courses for students who have had a challenging education experience) in Australia. Seamus has a lifetime commitment to ensuring education is for all, and firmly believes that all people have 'untapped' capabilities.



Todd Saddington

Todd began working in the stockbroking field after graduating from UNSW with a Bachelor of Commerce majoring in accounting and finance. He has held diverse roles across finance ranging from strategy to senior management positions. Currently, Todd is a Financial Controller at PBE Group. Todd is CPA qualified and has a passion for lifelong learning.

**resigned April 2022*



Kelsey Barrett

Kelsey brings 25 years experience in corporate sustainability strategy, policy development, program management and communications to Atwea's Board of Directors. Kelsey is the Founder and Director of Kumalie Group; a sustainability and impact communications advisory services consultancy. She attained a Bachelor of Commerce from the University of Newcastle in 1994 and studied accounting, marketing and law subjects.

**resigned December 2022*



David Larkman

David joined the Atwea College Board of Directors in 2020 and currently sits on the Audit and Finance Subcommittee. David's family come from an education background, and he values all forms very highly. He looks forward to helping more people access quality education to ensure that all who seek it can achieve their learning and life goals.



Jane McConville

Jane grew her passion for problem solving while undertaking a Bachelor of Law/ Environmental Science. Jane has consistently committed to developing and empowering others. She is committed to offering opportunities that showcase the strengths and careers of those returning to or staying out of the workforce.



Peter Collins

Peter lends his experience in coaching, industrial relations and working with councils and schools to the Atwea College Board. Peter has over 26 years as an HR operations practitioner and is currently the HR consultant with Hunter New England Health.



Merran Magill

Merran is a governance professional with legal, corporate governance, risk management, audit, contracts management, privacy, project management and meetings expertise. Originally joining the Board of Directors in 2015, she is an accomplished solicitor with a strong commitment to ethical behaviour and positive leadership.

**resigned December 2022*



Executive Director



Rowan Cox

Rowan has held this position since 2016 and played an enormously influential role in the recent evolution of Atwea College.

Rowan is responsible for setting Atwea's strategic direction and ensuring financial stability and sustainability. She is also tasked with overseeing the delivery of senior secondary and vocational education across Atwea College's seven campuses.

A co-founder and former Principal of Alesco Senior College, Rowan experienced what she describes as a 'challenging' adolescence where education wasn't stressed to her as a priority.

It is this experience that inspired her to ensure young people have access to alternative forms of education that suit their specific needs in order to pursue a sustainable future.

Rowan spent 10 years in several positions at WEA Hunter. These included, Manager VET and Equity, Deputy Director and General Manager, a position she held for over six years.

Possessing a Bachelor of Social Science (Sociology), Rowan also has qualifications in education, counselling, youth work and community welfare.

Rowan is passionate about making community-based education accessible to all members of the community without compromising on the quality of service provision.

Senior Leadership Team



Nicola Bartlett

Adult Education Manager

After a career in the military, Nicola Bartlett pursued her zest for vocational education and training in 2017, joining Atwea College as Senior Education Manager. Nicola has worked in compliance for the energy, community and training sectors and has a Masters in Business Administration, Change Management, International Enterprise and Strategic Human Resource Management.



John Radvan

Operations Manager

With formal education in Management, Science and Law, John developed a strong interest in regulatory compliance. John created the Quality Assurance and Compliance unit at Atwea to centralise the extensive back-end administration of the growing organisation, creating a successful and functional team. John is extremely passionate about the opportunities that Atwea provides to its serviced communities.



Theresa Pantalone

Alesco Principal, Development

After identifying a lack of support services for young people in her local community, Theresa became actively involved in the youth sector and served on the Lake Macquarie Youth Advisory Committee. Prior to her time at Alesco Senior College, Theresa forged a 15 year career in the retail industry and management. Theresa holds a Bachelor of Arts, Diploma of Education and a Cert IV TAE (Training and Assessment).



Joy Robbins

People Strategy Manager

Joy leads our People & Culture team with over 20 years Human Resources experience across the globe; fostering a strong understanding of regional, cultural and people needs. She has a focus in Coaching, Internal Branding, Communications and Employee Experience programs. Joy holds a Masters in Business Administration, HR Dip, Grad Dip, HR Cert, Cert IV TAE, and MBTI Profile Accredited Assessor.



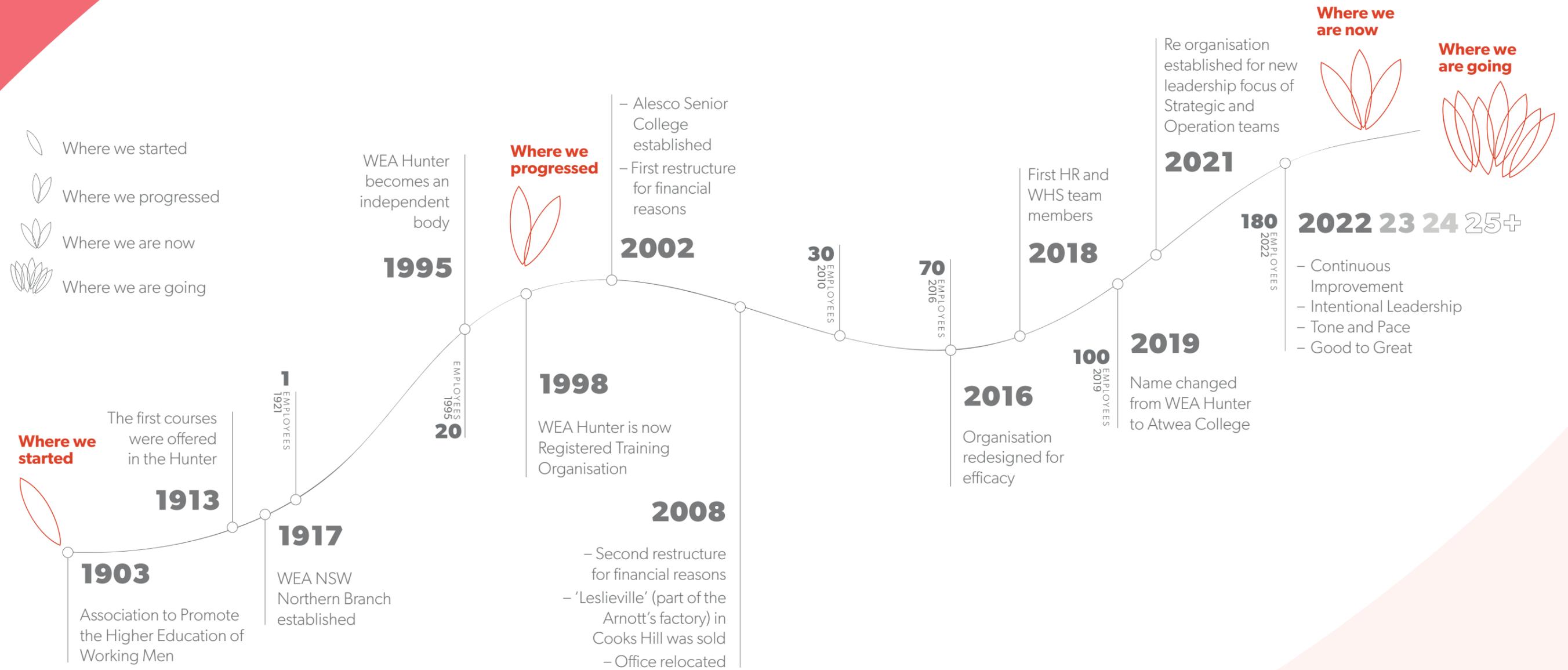
Glen Pearson

Finance Manager

Glen has spent his entire career working for community based organisations. As the former Chief Financial Officer of Hunter based Customer Owned Bank, The Mutual Bank, he brings experience in strategic development, system implementation and corporate governance. Glen holds a Masters in Business Administration and Bachelor of Commerce from the University of Newcastle and is a member of the CPA.



Our Evolution



Atwea College

Chairman Report



Chris Seysener
CHAIRMAN OF THE
BOARD OF DIRECTORS

I am pleased to provide Atwea's Annual Report for 2022, which saw Atwea play to its strengths, continue its relentless focus to deliver quality and accessible learning opportunities and improve services.

During the year Atwea:

- Delivered our new Strategic Plan focused on the future of education and training in our communities
- Restructured Alesco, refreshed our employee value proposition, developed our people and leadership, and released a comprehensive Capability Framework
- Delivered material improvements to our Business Plan and budgeting processes, including a 3-year forecast aligned to the Strategic Plan to improve decision making
- Deployed Employment Hero and Sage Intacct to improve the efficiency of our operations
- Purchased the Salt Ash property to improve services to the Tomaree Peninsula community

The progress made in 2022 would not have been possible without the combined leadership of the Board and Senior Leadership Team and the strong operational and financial performance delivered by our people in what was at times a challenging year.

As Chairperson of the Board of Directors, I am grateful to have led a team of likeminded volunteers, who regularly come together and freely give their time, expertise, and guidance to provide sound leadership.

I am pleased to report that the organisations governance and oversight have matured significantly over the last 4 years, which culminated in 2022 with the work conducted by our Finance, Education and People and Culture Advisory Committees.

In 2022, the Finance Advisory Committee monitored our financial risk, applied significant focus to ensure that strong, prudent financial management processes and systems were maintained and drove improvements in our 2023 budgeting process. In addition, our Financial Delegations, Procurement, and Investment Policies were updated, to ensure sound operational and financial management were aligned with Atwea's growth in recent years.

The Educational Integrity Advisory Committee (EIAC), worked closely with Senior Leaders to reflect on the impact of COVID-19 on our learners now and in the future. It was this careful and considered deliberation that became a significant driver in the development of Atwea's Flexible Learning Framework that will be finalised in 2023. In addition, the EIAC contributed to the Strategic Plan and validated the internal controls used to monitor compliance to educational standards. The EIAC is

currently our only Advisory Committee with membership from outside the Board and external expertise. This team of insightful, intellectual people with experience across the education spectrum, is incredibly valuable to Atwea. As a team they genuinely understand and are passionate about Atwea's approach of balancing wellbeing and learning and its affect in driving the best outcomes for all our students.

As a people-centred organisation, the work achieved in 2022 by the People and Culture Advisory Committee was a key part of our success. Substantial work has gone into ensuring that leadership and clear decision making is maintained, a continuous focus on improving our employee engagement and ensuring our employee value proposition remained aligned with employment market and trends. The outcomes in both employee retention and recruitment throughout 2022 are evidence of this success.

Every year the Board undertakes a Board Performance Evaluation and assesses gaps in Board capability, to ensure we are effective and best placed to meet Atwea and member needs. This year's evaluation highlighted that while transparency, accountability

and strategic focus remain strong, a key area for improvement was to gain a greater understanding for the spaces Atwea operates in.

To that end, we've made a commitment to hold every other Board meeting in a campus, such that those responsible for governance experience where those decisions are implemented. I'd like to thank the teams at Raymond Terrace ACE and Charlestown Alesco campuses for hosting our first two campus Board meetings and the Cooks Hill campus team for our Strategic Planning Day.

We welcomed new Board member Cass Phillpott, who brings strong financial background to her Directorship, and we give thanks and acknowledge the hard work of Board members who departed in 2022; Todd Saddington, Kelsey Barrett and Merran Magill. I will also take this opportunity to thank the tireless efforts of Executive Director Rowan Cox and her team of Strategic Leaders in Nicola Bartlett, Therese Pantalone, Glen Pearson, John Radvan and Joy Robbins.

Given the volume of change over the last two years, 2023 will be a year of consolidation for Atwea, as we embed improvements made throughout 2022 and prepare for what lies ahead.

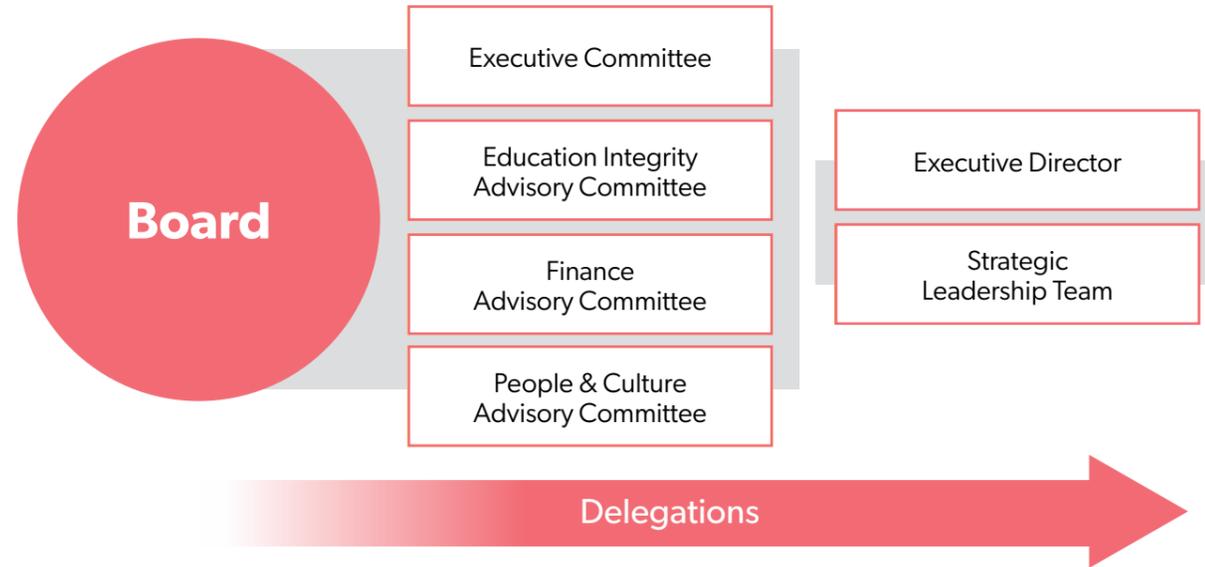
Despite reviewing our strategic plan, our vision to provide quality and accessible learning opportunities that enhance people's lives and unlocks potential remain unchanged. I believe our vision remains true to our purpose and that we play a critical role in enhancing people's lives through quality education. The education we deliver provides a ripple effect that not only improves the lives of the individual but also their families and communities.

Lastly, I would like to take the opportunity to thank our members. We are a member owned organisation, and although many of our members are our Directors and staff, it doesn't change the original intent of having a member owned entity. That is, it is our members who provide feedback, who create opportunity and who join together to ensure the successful future of Atwea College. Without their support to get in and get it done we wouldn't be able to positively impact so many students and communities.

I am incredibly proud of Atwea, the outcomes we deliver, the ways in which our people, staff and the Board alike commit to our values and the positive changes we create in the lives of so many students. Thank you for your continued support of Atwea.

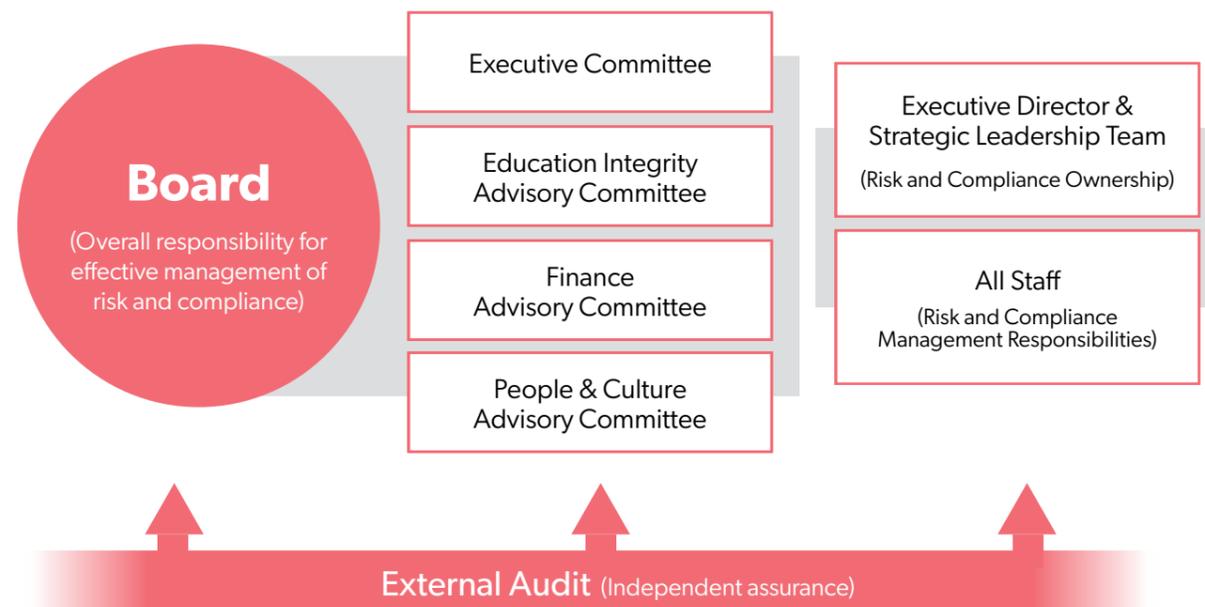
Governance Framework

The role of the Board is to set and oversee plans and policies for the sound management of Atwea College, including the company's culture, values, strategic direction, financial performance, operational objectives, remuneration framework and risk governance



Risk Management Framework

The Board has adopted a Risk Management Framework for the effective management of material risks, comprising of the following key elements:



2023-2025 Strategic Plan

Goal 1

Enhanced services to current students

- 1.1 The reinforcement that education and wellbeing in balance is a recipe for success in learning outcomes.
- 1.2 Increased partnerships and networks to provide long term success for students.
- 1.3 Providing more innovative and engaging learning opportunities increase access to diverse learner groups.

Goal 2

Expand services to new students and communities

- 2.1 To provide better access to new student and community groups to the Atwea model of learning.
- 2.2 To increase the income diversity of Atwea.
- 2.3 To grow the model of wellbeing and learning in balance.

Goal 3

Quality staffing and leadership in focus

- 3.1 Employee engagement and value proposition embedded in practice.
- 3.2 Continued development of culture that reflects Integrity, Inclusion, and Innovation.
- 3.3 Attract and retain staff aligned to the Atwea model of education.
- 3.4 Increase leadership capability and capacity at all levels of the organisation.

Goal 4

Responsive and sustainable operational delivery

- 4.1 Social, environmental, and organisational governance is demonstrated in practice.
- 4.2 Demonstrated relevant and responsive risk management in practice.
- 4.3 The delivery of a positive experience which meets the functional needs of staff and students.
- 4.4 Demonstrated synergy; effectiveness and efficiency, through improved connectivity.



Executive Director Report



Rowan Cox
EXECUTIVE DIRECTOR

For more than 100 years, we have been providing accessible quality learning for the communities in which we serve.

From innovative education programs to niche skills training, Atwea provides our students with flexible and engaging opportunities to participate in both accredited and non-accredited courses.

Our approach to creating a more positive impact is underpinned by our theory of change, which helps us to move and grow with our communities.

We strive to develop processes and tools that reflect both how we plan and manage for better outcomes and how we measure the type and degree of change that has resulted from our efforts. Through community, technology, and diversity, Atwea is empowering people to unlock their potential. The Atwea approach to true diversification is about finding the gaps in the educational landscape and creating the easiest possible way for people to connect and achieve.

2022 saw us come out of COVID-19 a stronger, more resilient organisation. Our capacity to accommodate staff and students with hybrid working and learning models widened our scope and our ability to serve the communities in which we operate. We also grew our geographical footprint, opening a new campus in Raymond Terrace for our Adult and Community Education students. This

campus now runs courses in Community Services, Hospitality, and Beauty. We now have ACE locations in Cooks Hill, Cessnock, Raymond Terrace, Newcastle West and Tuncurry. Helping people be ready for further training or employment is Atwea's goal. 70% of students in 2022 cited improved employment status and 75.1% were employed after their training.

As part of our Adult and Community Education, Atwea offers Learn for Fun courses in areas such as computing, money management, music, languages, photography, cooking and outdoor sports. In 2022 we ran over 100 courses, hosting a varied array of students looking to gain a hobby, learn new skills and increase their personal development.

In 2022, we also grew our Alesco Senior College. Alesco Senior College is a secondary school, where our focus is on the importance of maintaining wellbeing and learning in balance. We believe that in order for students to have the greatest chance of overall success the two elements of wellbeing and learning must work closely together. Alesco aims to reduce barriers to accessing education, so students can engage and participate in education to the best of their abilities, whilst gently challenging their potential. Currently, Alesco

Senior College offers education in Grades 9-12, as well as the successful Year 13 program.

As well as our sound programs of learning, which can lead to the achievement of the Higher School Certificate (HSC), we have a Wellbeing Program which provides students with long-term solutions for managing their emotions in a healthy and effective manner.

We now have campuses in Cooks Hill, Raymond Terrace, Abermain, Charlestown, Argenton, Tomaree and Tuncurry. In a 2022 student survey, 90% of students believe Alesco teachers try hard to help them learn, Alesco teachers meet the needs of a wide range of learners, and the average 'happiness' rating was 82%. Student numbers increased and our new Year 13 program saw 22 young people experience a 'gap year' with a difference.

As a growing organisation we have seen staff numbers grow from 155 in 2021 to 175 in 2022. It was a tough market at the beginning of 2022, with experiences, like many education providers, in shortages of critical staff – teachers and trainers. We saw this particular challenge ease off throughout 2022 and by the end of the year we were once again fully staffed. We have had an increased focus on recruitment, establishing our place as an employer of choice, and leadership, working with

staff to solidify our culture and values of innovation, integrity and inclusion. We launched the Atwea Capability Framework, which expresses the organisations values by defining and describing the behaviours, skills and knowledge expected of all staff in order for the organisation and our people to succeed.

The Capability Framework establishes a shared language to encourage and support communication across diverse teams and acts as a common tool to clarify the way in which our individuals, teams and leaders work. The Capability Framework empowers all individuals and teams to learn and develop the core attributes required for success. It is a uniquely powerful tool that sets the foundation of Atwea's culture and aligns that culture with the organisations strategy.

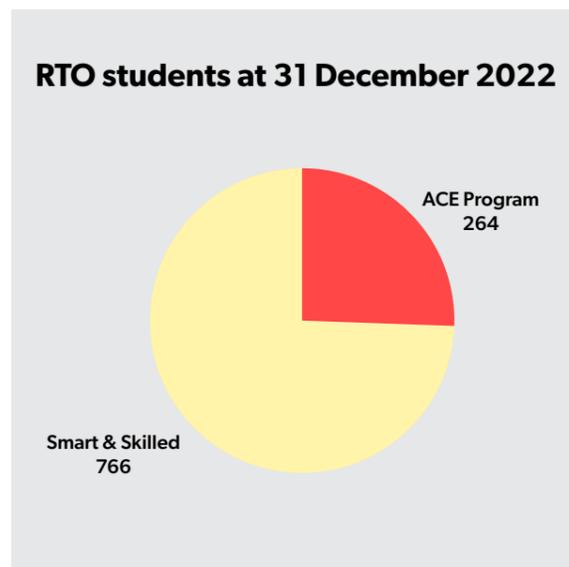
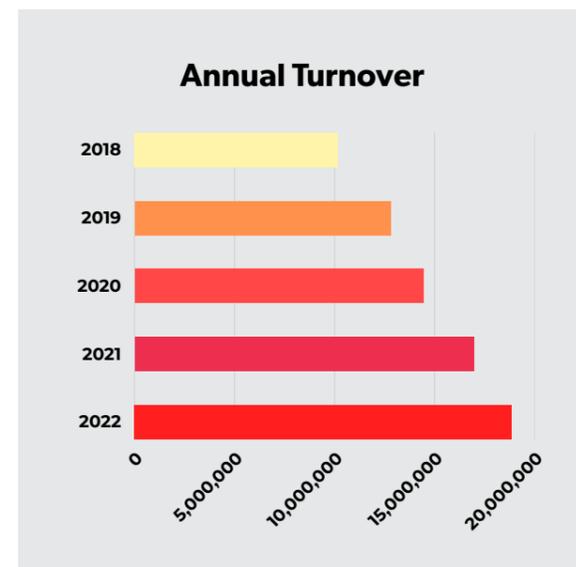
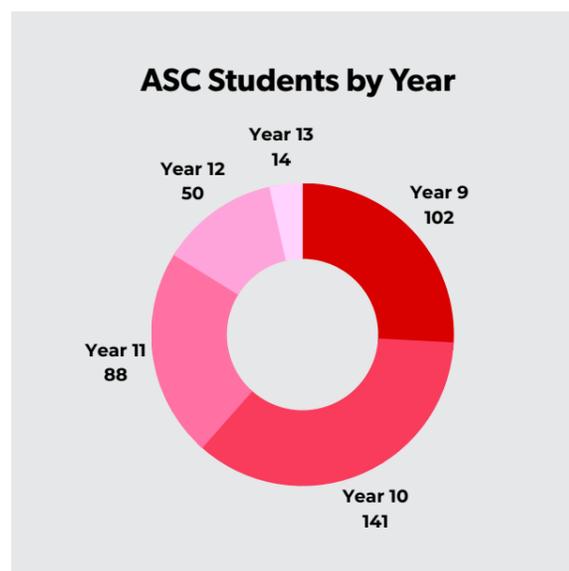
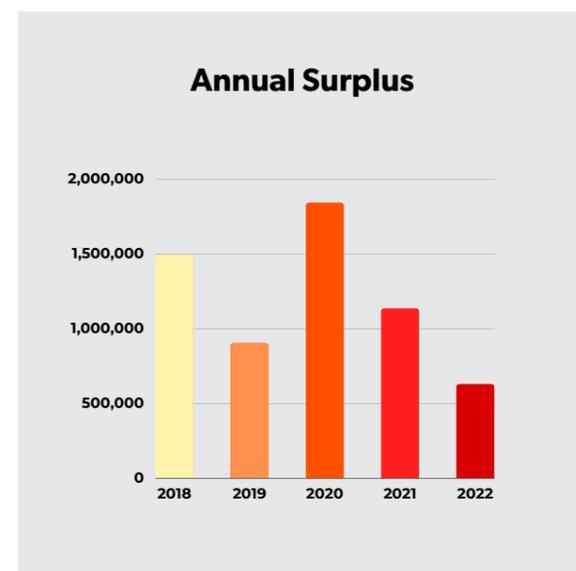
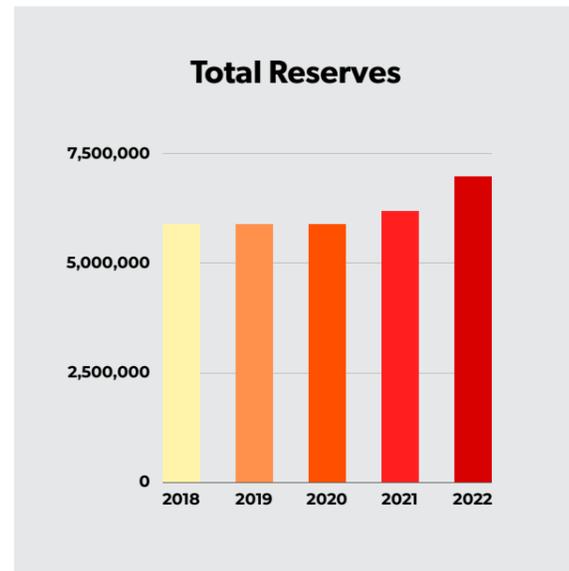
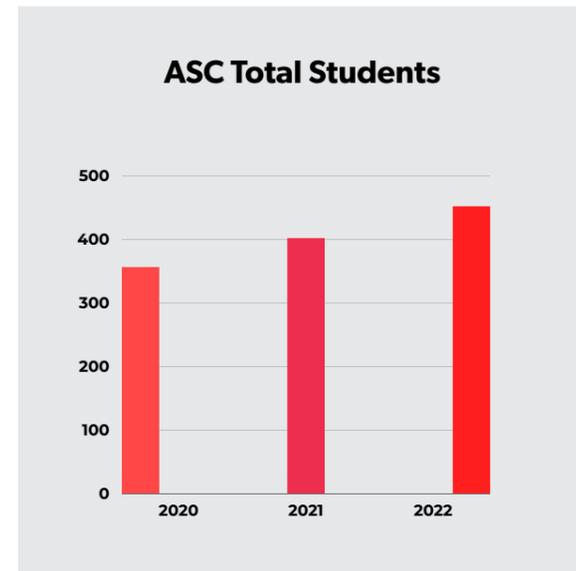
2022 was a year of investment for the organisation. We invested in property for our school, systems for our services teams to ensure efficient and effective technology is integrated in our every day lives and also invested in people, to ensure that our most valuable investment (our people) are well supported and have both capacity and capability to achieve our goals. Whilst our surplus was not as big in 2022 as it has been in the years leading up to it, it was a deliberate and planned strategy to ensure we provide a secure

base for our organisation to move into our new Strategic plan cycle.

Our operations have seen a vast amount of investment in technology, including a new Human Resources Information System, Enterprise Resource Planning and finance solutions for all staff under the Weel system. Our Facilities team have worked continuously to improve and renovate many of our campuses, to make comfortable, safe, happy spaces for our students. Our Communications and Marketing team worked seamlessly within the organisation to engage in new ways of brand recognition, new approaches to recruitment, and a highly successful Atwea Values In Education Awards (AVEA's) night held in September. It was excellent to celebrate our students, trainers, and teachers in person for the first time in a couple of years.

We thank our students, staff and community for their work and support in 2022. We value your contributions and commitment and celebrate your achievements. As we look to the future, we are ready to embrace opportunities and will continue to look for innovative educational solutions that meets the needs of our students, staff and community.

Highlights



People and Culture

People and Culture continues to be an emerging resource for Atwea College, partnering with the business to attract, develop, and retain employees that operate with confidence, connection, and capability.

As our community and students change, as they broaden in diversity of preferences, experiences, needs and dynamics, as do we as an organisation and as a team of people.

Our world of people both students and staff are colourful, seeking a place that speaks **inclusion**, welcome and warmth, that safe space that operates with **integrity** through an authentic culture committed to professional, balanced and positive communication, compliance, and clarity, coupled with challenging ourselves to be **innovative** through systematic improvements of processes and systems that all in some way leads to benefiting our staff and students.

Over the past 20 years there is a direct correlation of 900% People & 900% Fiscal growth for Atwea.

This key data, presented a key message, that we are a people dependent business, and as such our strategy for the next 3 years has been designed to support this structure.

In 2022 Atwea experienced some key initiatives to underpin our values, and adaptation of our organisational growth.

Kicking the year off with our first intentional and formalised **Hybrid Flexible Working Agreement Model**. This model complimented our already highly flexible workplace, though was valuable to formalise working options for all staff.

Next, we saw the launch our **Good to Great** three year journey as part of our Strategic Plan, reviewing our evolution of change and our future of continuous improvement and the collaboration needed to travel, achieve and enjoy this journey together.

Further was the implementation of our **Capability Framework** of Leading Self through to Leading Organisation, with an emphasis to support developing leadership skills of 'self' and recognised need of leadership skills of 'leaders' to cultivate a healthy, engaged, and invested culture. This was supported by improved activity in **Training and Development** of individuals, team workshops, and roadshows.

Atwea also adopted a new leadership methodology, operating 'by design rather than by default' with projects evidenced by this in committed effort across all our units, Education Operations, Education Development, and Shared Services Units -People and Culture, Operations and Finance of streamlining **Processes and Systems** over the coming years with the aim of improving this experience for our people.

We look forward to the evolution and opportunities of our organisation and our people in delivering to our students and community.



Vision

Our vision is to provide quality and accessible learning opportunities that enhance people's lives and unlocks their potential.

Mission

Our mission is to continuously improve our services in accordance with our values to respond to learners needs.

Values



Integrity

We demonstrate a consistent and uncompromising commitment to the highest personal, professional, and ethical standards.



Inclusion

We strive to create an environment where a diverse range of people can access opportunities and be valued. We intentionally design strategies for the active engagement of all, especially those who may need support for their successful involvement.



Innovation

We embrace new ideas and are open to moving forward with a positive curiosity to the possibilities. We challenge ourselves to continually improve and positively influence the things that can be achieved.



Alesco Senior College



21% of all Independent school students in Australia have a disability.

39 Independent schools serve communities in remote areas.

Principal Report



Theresa Pantalone
ALESKO PRINCIPAL
DEVELOPMENT

I am delighted to share with you a recap of our school's accomplishments and successes for 2022.

We have had another exciting and successful year at Alesco.

Our graduation ceremonies were the highlight of the year, marking the end of an era and the start of a new journey for our students. We are proud of our graduates and wish them all the best in their future endeavours.

In addition, we are thrilled to commence the construction of our new campus in Salt Ash this year, catering to the growing needs of our community.

The facility will be well-equipped with modern amenities and will provide a spacious and conducive learning environment for our students. The campus was a significant investment that will enable us to better provide facilities that meet students' needs.

Furthermore, we have experienced increased enrolments this year, a testament to the quality of education we offer. We welcomed many new students to our school, and we are humbled by the confidence that families have shown in us. We are committed to ensuring every student is given the attention and support they need to reach their full potential. Our school's vision for the future is aligned with our strategic plan and student-focused framework. We are committed to empowering students, providing a safe and supportive learning environment.

As part of our commitment to student wellbeing, we have implemented several initiatives to support our students. We are pleased to announce several new position appointments, including Head of Welfare and Support, Head of Teaching and Learning, as well as various Wellbeing and Learning Support Officers at each campus. These positions will help us better meet the needs of our students and families.

Thank you for your continued support, and we look forward to seeing you all in the new year.



Isla Leeper STUDENT OF THE YEAR



Isla began her time at Alesco in June 2019. Moving from a mainstream setting where her attendance had dropped to under 6%, Isla, by her own admission, had no interest in schooling and was unmotivated to make a change. Isla's schooling issues were also reflected in her personal life, as her mental health impacted her willingness to leave the house, or engage with professional help. Once accepted, Isla had a slow start to life at Alesco. Her attendance was sporadic, and she was highly anxious around her peers. Much of Isla's early days were spent with the Student Welfare Officer, completing any jobs that needed to be done around the campus.

Over time, Isla began to thrive in the Alesco setting. Her engagement in classes and other activities soared. She participated in a reading program with a local kindergarten class, helped organise fundraising events such as Biggest Morning Tea, helped with cooking and cleaning, and became the best of assistants for staff. Isla's social skills also developed very quickly, as she created meaningful and strong social connections with her peers and became a role model for other students. This improvement was reflected in Isla's personal life as she began hanging out with friends on weekends, and became more open to professional help for her mental health.

Isla's continuous improvement over the years has been repeatedly recognised. She has been the recipient of many awards including subject achievement awards, attendance awards, commitment awards, a Resilience award, and both the Long Tan Leadership and Future Innovators awards. However, more important than all this, during the last four years Isla has become an absolutely integral part of the Alesco school community. She has helped to shape and advocate for our positive school culture. Her warmth, kindness, dedication, and quiet determination to overcome, makes her the perfect role model for all other Alesco students. Her incredible contributions to our school have not gone unnoticed over the years, and she will be greatly missed as she graduates this year and pursues further study in Early Childhood Care and Education. From a student with attendance under 6%, to one who now graduates with 98% attendance, future goals, and a renewed passion for life.

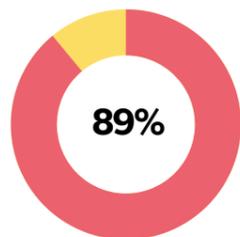
Isla is the epitome of an Alesco student. She has shown what is possible and what can be overcome with persistence, strength, honesty and compassion for others. Her resilience and strength has had an everlasting impact on both students and staff and will be felt for years to come. She should be commended on how far she has come and we wish her every success in the future.

NB: Names have been changed for privacy reasons.

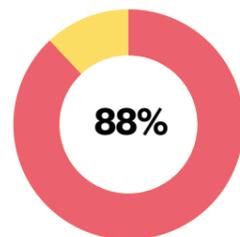
From a student with attendance under 6%, to one who now graduates with 98% attendance, future goals, and a renewed passion for life, Isla is the epitome of an Alesco student.



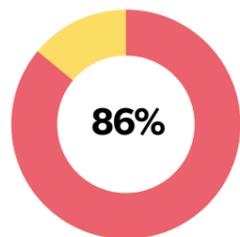
STUDENT FEEDBACK



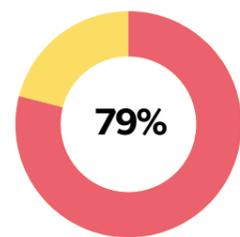
89% of students said their teachers always try hard to help them learn.



88% of students said they always feel safe at Alesco.

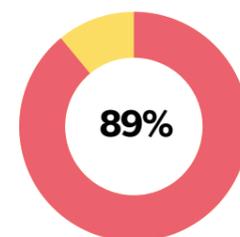


86% of students said Alesco teachers try to meet the needs of a wide range of learners.

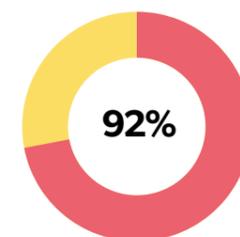


79% of students said Alesco is a supportive and positive environment.

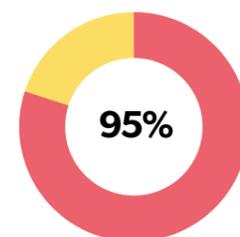
PARENT FEEDBACK



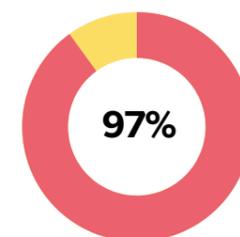
89% of parents said Alesco staff are approachable when they have questions or need to advocate for their child.



92% of parents said staff know and appreciate their child's qualities.



95% of parents said the school tries to bring out the best in each child.



97% of parents said they are likely to recommend Alesco.

NB: Results from 135 students spanning each Alesco Senior College campus'.

NB: Results from 81 parents spanning each Alesco Senior College campus'.

Education Awards

Each year Atwea hosts an awards evening, coinciding with Adult Learners Week. This celebration serves as a chance to recognise our adult learners and their achievements. Initially these awards included our Atwea RTO students, however in the spirit of evolution in 2022, the Adult Vocational Education Awards (AVEA's) were born. The 2022 AVEA's included both our Atwea and Alesco students, as well as recognition of our wonderful Educators.

The AVEA's are now a significant date in the Atwea calendar, providing a platform to acknowledge the hard work, dedication and perseverance of our students and teachers.

<p>Integrity in Education</p> <p>Sharni Doyle</p>	<p>Inclusion in Education</p> <p>Juliet Hinchliffe</p>	<p>Innovation in Education</p> <p>Wendy Ratcliffe</p>
<p>Alesco Student Award for Integrity</p> <p>Olivia Mudie</p>	<p>Alesco Student Award for Inclusion</p> <p>Mia Moorhouse</p>	<p>Alesco Student Award for Innovation</p> <p>Archer Steinfield</p>
<p>Alesco Teacher of the Year</p> <p>Grant Dennis</p>	<p>Paul Mather Memorial Award: Alesco Student of the Year</p> <p>Emily Large</p>	

NB: Some names have been changed for privacy reasons

Students' words

“For the first time I can explore my academic skills with confidence and support from both teachers and peers.”

“This is the only school that has actually taught me life skills.”

“love that Alesco treats us like adults and helps us learn in ways we can understand.”



Adult Community Education

Almost 18,000 Aboriginal or Torres Strait islander students are educated in Independent schools.



RTO Report



Nicola Bartlett
ADULT COMMUNITY
EDUCATION MANAGER

Atwea College has achieved a very successful 2022.



Throughout 2022, Atwea College was able to offer accredited skills training, from Certificate I through to Diploma level, as well as shorter skill sets, learn for fun and individual accredited units. We were successful in providing training to a large number of students, through a variety of government funded contracts and initiatives. In turn, our students saw increases in their employment status and study options, with many becoming employed, advancing in their careers or accessing pathways to further education.

The success of our students is testament to their perseverance, paired with the support available to them through our Student Support Unit, with assistance that includes regular visits, direct support and pathway planning for the future.

We have trained students from a variety of backgrounds, although, particularly those that have experienced disadvantage in some way. In 2022, we saw over 1,600 new student enrolments as we continued to support over 1,000 students who had already begun their education journey with us.

Their success has been shown through our NCVER statistics:

- 70% improved employment status
- 75.1% employed after training
- 89.2% were satisfied with overall training
- 83.8% recommend Atwea as a Training Provider

2022 Atwea College saw a continued diversification of our student base with a large number of enrolments in traineeships in the Quick Service Restaurants sector. This has highly successful with a dedicated team of trainers on the road to ensure students are seen in their work environment, leading to a large number of completions.

Atwea College has also expanded into providing training for beauty therapy apprenticeships with many successful graduations already taking place.

The student cohort for Atwea College remains varied and we have seen delivery of training from school age through EVET, to retirement through Tech Savvy Seniors and Learn for Fun programs. In 2022, 15.5% of our students identified with a disability and 13.5% identified as Aboriginal and/or Torres Strait Islander.

Atwea College has successfully received funding to support student enrolments as follows:

- NSW Smart and Skilled- Department of Education managed by Training Services NSW.
- Adult and Community Education Program – Department of Education managed through Training Sector Governance and Improvement.
- Tech Savvy Seniors provided by Telstra and managed by the Department of Communities and Justice.
- Targeted Skills for Small Business – Department of Education managed through Training Sector Governance and Improvement.
- External Vocational Education Training – Department of Education.

How Nellie found confidence in studying

When Nellie first thought about studying it made her nervous. Having grown up in a broken home and learning to read at age 10, Nellie didn't have the confidence to put herself out there. At the advice of her psychologist, who thought the connection and social inclusion in the classroom would help Nellie, she decided to take the next step and enrol in a short course. Nellie studied a basic computing course with Atwea College in 2021. She was frightened at first, worried about how she would cope in the classroom.

Nellie initially did well in her literacy and numeracy testing and was accepted into the course. She had done computer studies in high school but otherwise had little experience with computing. As the course continued, with disruption from Covid, Nellie found more inner

strength and learnt she could cope in the classroom. She was supported by her trainer Cindy and Atwea Student Support, and the classroom became a comfortable, safe environment. The rooms felt homely. Slowly, Nellie gained confidence and became less shy. The consistency and stability Atwea provided helped Nellie to come out of her shell and become a valued member of her class.

Nellie really wanted to help herself by making a change while feeding her passion for helping others. Eventually, she would like to help other children who may be experiencing trouble at home; help that she herself didn't receive. Picked on at school, Nellie left after year 10.

She felt no one believed in her potential and always felt frightened around others. Now, having successfully completed the course and obtaining a nationally recognised Statement of Attainment, Nellie has gained the confidence to branch out even further. She is on the lookout for more short courses she could do and has her sights set on eventually studying counselling. Atwea is so proud of Nellie and how far she has come, despite many obstacles throughout her life. We wish her all the best in her future studies and hope to support her further at Atwea.

NB: this image is for illustration purposes only for privacy reasons.



RTO Measures of Success



Our RTO measures of success gives a broader snapshot of the education experience and outcomes of our students.

	Number of Enrolments		
	New enrolment occurrences		4,545
	Total number of new students		1,601
	Student Numbers		
	Student number/% identify with a disability		15.5%
	Student number/% identify at ATSI		13.5%
	Positive learning outcomes		
	Full certificates issued		312
	Statement of attainment certificates issued		949
	First Aid certificates issued		256
	RSA certificates issued		181
	RCG certificates issued		130
	Food Safety Supervisor certificates issued		169
	Total		1997
	NCVER data (National Centre for Vocational Education Research)		
	Employed before training	↑	58.6%
	Not employed before training	↑	41.4%
	Were employed after training	↑	49.5%
	At least one job related benefit	↑	88.7%
	Snapshot		
	Employment benefit	↑	82%
	Achieved main reason	↑	78%
	Training relevance	↑	81%
	Overall non drop-out rate	↑	73%
Disadvantaged non drop-out rate	↔	52%	

↑ ↔ Comparison with 2021

Adult Community Education Awards

The students of Atwea's RTO sector are equally celebrated alongside our Alesco students at our AVEA's night, showcasing the effort and achievement of our RTO educators and students throughout 2022. The AVEA's are a testament to Atwea's commitment to providing quality education and support to all its students, regardless of their background or circumstances. It is a proud moment for Atwea to celebrate the success and dedication of all its students and educators in the RTO sector.

Alan Melling Memorial Award for Integrity Michelle Gorton	Atwea Award for Inclusion James Vial	Ray Sandy Memorial Award for Innovation Stacey Street
Atwea Student Award for Integrity Ivy Kelly	Atwea Student Award for Inclusion Amanda Dawson	Atwea Student Award for Innovation Beaudene Jackson
Atwea Student of the Year Olivia McLean	Atwea Trainer of the Year Jaimie Adamson	



Financial Report 2022

Workers Educational Association - Hunter Financial Statements for the Year Ended 31 December 2022.

ABN 61 062 580 634

Contents

Information on Directors	36
Auditor's Independence Declaration	39
Statement of Profit or Loss and Other Comprehensive Income	40
Statement of Financial Position.....	40
Statement of Changes in Equity	41
Statement of Cash Flows	42
Notes to the Financial Statements	43
Directors' Declaration.....	55
Independent Audit Report	56
Disclaimer.....	59
Statement of Profit and Loss.....	60

The Directors present their report on Workers Educational Association - Hunter (Atwea College) for the financial year ended 31 December 2022.

Information on Directors

The names of each person who has been a director during the year and to the date of this report are:

Name	Occupation / Qualification	Year Appointed	Special Responsibility
Christopher Seysener	Chief Information Officer - Hunter Valley Coal Chain Co-operative	2016	Chairman, Executive Committee member
Merran Magill	Corporate Governance Manager - The Mutual Bank	2015	Deputy Chairman, Executive Committee Member - Resigned 20 December 2022
Rowan Cox	Executive Director - Atwea College	2016	Company Secretary; Executive Office; Public Officer
Kelsey Barrett	Founder and Director - Sustainability and Communications	2018	Executive Member - Resigned 12 December 2022
Todd Saddington	Financial Controller - PBE Group	2018	Director - Resigned 8 April 2022
Jane McConville	Director - FiveSeven Consulting Pty Ltd	2018	Director
Peter Collins	Human Resources Consultant - HealthShare NSW	2018	Director
David Larkman	Vice President, Finance - Pegasus	2019	Director
Seamus Fagan	Conjoint Professor	2021	Director
Cass Phillpott	Compliance and Commercial Specialist - ARTC	2022	Director - Appointed 15 August 2022

Directors have been in office since the start of the financial year to the date of this report unless otherwise stated.

Company Secretary

Rowan Cox (Bsoc-Sci, SCU, MAICD) has been the company secretary since 29 August 2016.

Principal activities

The principal activities of Atwea College are to provide education and training in the Hunter region. There were no significant changes in the nature of Atwea College's principal activities during the financial year.

Review of operations

The surplus of Atwea College amounted to \$ 529,468 (2021: \$1,133,117).

Short and long term objectives

WEA Hunter, trading as Atwea College, is a community-based education and training provider which aims to provide quality and accessible learning opportunities that enhance people's lives and unlock potential. It does this by focusing on integrity, innovation and inclusion which are supported by a 3 year Strategic Plan and comprehensive annual Business Plan. This Strategic plan forms the foundation of the long term KPI's for the organisation outlined in detail each year through the development of the annual KPI's and operational targets. The strategic plan is due for re-forecasting to take the organisation from the service provision and financial strengths we have built over the last 5 years and propel us into the next 3 - 5 years and build the foundations for many years beyond that.

We anticipate that the Strategic Plan will focus on a number of key focus areas that echo our emphasis on continually improving and adapting our activities to ensure quality service provision, both to existing and new students and communities to access connected, current and relevant educational and training opportunities. To support this we will be highlighting the importance of sound operational practices including commitment to risk analysis in decision making and maintaining compliance with registering bodies to ensure that we are an organisation that provides meaningful outcomes to those who participate with us.

Atwea College's short term goals are largely focused on consolidating the growth we have experienced in the last 5 years, ensuring that we allow our change management processes have time to embed into practice and to continue to improve access to education through our service provision model. Following the last few years, we are in a better position to be more self-determining in the way in which we implement Capital and Infrastructure which allows us to make decisions which have long term efficacy and not just short-term problem solving. Long term our focus will always be on meeting the needs of the community and ensuring that the learning journey provides outcomes which are sustainable and meaningful to the student. Consideration will be made for more service provision in areas where the need is apparent but service provision for the community is limited and this includes access to alternative secondary schooling via Alesco Senior College in Maitland and further into the Hunter Valley, southern side of Lake Macquarie and the Great Lakes area including Taree. For our adult community education and training we will consider changing industry needs and learning needs, especially as the world re settles following the unprecedented societal changes that have resulted from two years of living through the Covid-19 pandemic.

Atwea College has a long-term goal of ensuring we continue to improve our use of technology and the ways in which we utilise these with our student groups and operational teams as well as ensuring we remain focused on sustainable practices and environmental impacts of the work we do.

It is an exciting time for a decades old organisation. To move out of the shadow of the old, remaining agile and responsive during the pandemic and through to ensuring that the organisation meets the needs of students, staff and the community for many years to come.

Members' guarantee

Atwea College is a company limited by guarantee. In the event of, and for the purpose of winding up of the company, the amount capable of being called up from each member and any person or association who ceased to be a member in the year prior to the winding up, is limited to \$11, subject to the provisions of the organisation's constitution.

At 31 December 2022 the collective liability of members was \$341 (2021: \$539).

Dividends paid or recommended

Atwea College is precluded from paying dividends under its constitution.

Matters or circumstances arising after the end of the year

No matters or circumstances have arisen since the end of the financial year which significantly affected or could significantly affect the operations of Atwea College, the results of those operations or the state of affairs of Atwea College in future financial years.

Environmental issues

Atwea College's operations are not regulated by any significant environmental regulations under a law of the Commonwealth or of a state or territory of Australia.

Meetings of Directors

During the financial year, 22 meetings of Directors (including committees of directors) were held.

Attendances by each Director during the year were as follows:

	Board Meeting		Executive Committee		Annual General Meeting		Education Integrity Advisory Committee		PaC Advisory Committee		Finance Advisory Committee	
	Eligible	Attended	Eligible	Attended	Eligible	Attended	Eligible	Attended	Eligible	Attended	Eligible	Attended
Merran Magill	6	6	6	6	1	1	-	-	4	4	-	-
Christopher Seysener	6	6	6	6	1	1	-	-	-	-	2	2
Rowan Cox	6	6	6	6	1	1	-	-	4	2	-	-
Kelsey Barrett	6	5	6	6	1	1	-	-	-	-	-	-
Todd Saddington	1	1	-	-	-	-	-	-	-	-	2	2
Jane McConville	6	5	1	1	1	1	-	-	4	4	-	-
Peter Collins	6	2	-	-	1	-	-	-	4	4	-	-
David Larkman	6	6	1	1	1	1	-	-	-	-	6	6
Seamus Fagan	6	4	-	-	1	-	3	3	-	-	-	-
Cass Phillipott	3	3	-	-	-	-	-	-	-	-	3	3

Indemnification and insurance of officers and auditors

Atwea College has paid premiums to insure each of the Directors against liabilities for costs and expenses incurred by them in defending any legal proceedings arising out of their conduct while acting in the capacity of Director of the Company, other than conduct involving a wilful breach of duty in relation to the Company.

Auditor's independence declaration

The auditor's independence declaration in accordance with subdivision 60-40 of the Australian Charities and Not-for-Profits Commission Act 2012 for the year ended 31 December 2022 has been received and can be found on page 39 of the financial report.

Signed in accordance with a resolution of the Board of Directors:

Director:  Director: 

Dated 23- Feb-2023.....

Workers Educational Association - Hunter

Auditor's Independence Declaration to the Directors of Workers Educational Association - Hunter under Section 60-40 of the Charities and Not-for-profits Commission Act 2012

I declare that, to the best of my knowledge and belief, during the year ended 31 December 2022, there have been:

- (i) no contraventions of the auditor independence requirements as set out in the under Section 60-40 of the *Charities and Not-for-profits Commission Act 2012* in relation to the audit; and
- (ii) no contraventions of any applicable code of professional conduct in relation to the audit.

PKF

MARTIN MATTHEWS
PARTNER

23 FEBRUARY 2023
NEWCASTLE, NSW

PKF (NS) Audit & Assurance Limited Partnership
ABN 91 850 861 839

Liability limited by a scheme approved
under Professional Standards Legislation

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PKF (NS) Audit & Assurance Limited Partnership is a member firm of the PKF International Limited family of separately owned firms and does not accept any responsibility or liability for the actions or inactions of any individual member or correspondent firm or firms.

For our office locations visit www.pkf.com.au

Statement of Profit or Loss and Other Comprehensive Income - for the year ended 31 December 2022

	Note	2022 \$	2021 \$
Revenue	4	18,792,889	16,938,588
Other income	4	62,728	19,338
Employee benefits expense		(11,893,636)	(10,351,232)
Administration expenses		(1,616,270)	(1,367,522)
Depreciation and amortisation expense	5	(1,594,458)	(1,395,877)
Occupancy expenses		(909,808)	(862,099)
Direct training expenses		(2,128,346)	(1,676,416)
Finance costs	5	(183,631)	(171,663)
Operating surplus before income tax		529,468	1,133,117
Income tax expense	2(b)	-	-
Operating surplus for the year		529,468	1,133,117
Other comprehensive income, net of income tax			
Items that will not be reclassified subsequently to profit or loss			
Revaluation of land and buildings		808,942	280,392
Total comprehensive income for the year		1,338,410	1,413,509

Statement of Financial Position - as at 31 December 2022

	Note	2022 \$	2021 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	6	2,309,959	3,722,983
Trade and other receivables	7	2,516,830	2,285,196
Other financial assets	9	1,163,121	1,133,708
Prepayments		474,860	411,034
Non-current assets held for sale	8	1,261,033	-
TOTAL CURRENT ASSETS		7,725,803	7,552,921
NON-CURRENT ASSETS			
Property, plant and equipment	10	11,222,255	10,035,089
Intangible assets		74,304	14,890
Right-of-use assets	11	3,457,787	2,675,075
TOTAL NON-CURRENT ASSETS		14,754,346	12,725,054
TOTAL ASSETS		22,480,149	20,277,975
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	12	577,796	326,38
Lease liabilities		713,352	506,635
Employee benefits	14	923,361	868,405
Unearned income	13	1,652,042	1,891,410
Grant income in advance		516,201	524,069
TOTAL CURRENT LIABILITIES		4,382,752	4,116,907
NON-CURRENT LIABILITIES			
Lease liabilities		2,990,794	2,346,965
Employee benefits	14	195,137	241,047
TOTAL NON-CURRENT LIABILITIES		3,185,931	2,588,012
TOTAL LIABILITIES		7,568,683	6,704,919
NET ASSETS		14,911,466	13,573,056
EQUITY			
Reserves	15	6,969,387	6,160,445
Retained earnings		7,942,079	7,412,611
TOTAL EQUITY		14,911,466	13,573,056

Statement of Changes in Equity - for the year ended 31 December 2022

	Retained Earnings	Asset Revaluation Surplus	Asset Realisation Reserve	Total
Balance at 1 January 2022	7,412,611	4,573,064	1,587,381	13,573,056
Surplus for the year	529,468	-	-	529,468
Revaluation of land and buildings	-	808,942	-	808,942
Balance at 31 December 2022	7,942,079	5,382,006	1,587,381	14,911,466
Balance at 1 January 2021	6,279,494	4,292,672	1,587,381	12,159,547
Surplus for the year	1,133,117	-	-	1,133,117
Revaluation of land and buildings	-	280,392	-	280,392
Balance at 31 December 2021	7,412,611	4,573,064	1,587,381	13,573,056

Statement of Cash Flows - for the year ended 31 December 2022

	Note	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from customers		176,336	120,705
Receipts from grants		19,936,066	18,237,942
Payments to suppliers and employees		(18,096,107)	(15,565,035)
Interest received		9,020	9,058
Interest paid		(183,631)	(171,663)
Net cash provided by operating activities	22	1,841,684	2,631,007
CASH FLOWS FROM INVESTING ACTIVITIES			
Payment for intangible assets		(102,076)	-
Purchase of property, plant and equipment		(2,535,680)	(1,366,771)
Acquisition of financial assets		(29,413)	(11,071)
Net cash used in investing activities		(2,667,169)	(1,377,842)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings		(587,539)	(1,111,272)
Net cash used in financing activities		(587,539)	(1,111,272)
Net (decrease)/increase in cash and cash equivalents held		(1,413,024)	141,893
Cash and cash equivalents at beginning of year		3,722,983	3,581,090
Cash and cash equivalents at end of financial year	6	2,309,959	3,722,983

Notes to the Financial Statements - for the year ended December 2022

The financial report covers Workers Educational Association - Hunter (Atwea College) as an individual entity. Workers Educational Association - Hunter is a not-for-profit Company, registered and domiciled in Australia.

The functional and presentation currency of Workers Educational Association - Hunter is Australian dollars.

1. Basis of Preparation

The financial statements are general purpose financial statements that have been prepared in accordance with the Australian Accounting Standards and the Australian Charities and Not-for-Profits Commission Act 2012.

The financial statements, except for the cash flow information, have been prepared on an accrual basis and are based on historical costs, modified, where applicable, by the measurement at fair value of selected non-current assets. The amounts presented in the financial statements have been rounded to the nearest dollar.

2. Summary of Significant Accounting Policies

(a) Revenue and other income

Operating grants

When Atwea College receives operating grant revenue, donations or bequests, it assesses whether the contract is enforceable and has sufficiently specific performance obligations in accordance with AASB 15.

When both these conditions are satisfied, Atwea College:

- Identifies each performance obligation relating to the grant, donation or bequest;
- Recognises a contract liability for its obligations under the agreement; and
- Recognises revenue as it satisfies its performance obligations.

Where the contract is not enforceable or does not have sufficiently specific performance obligations, Atwea College:

- Recognises the asset received in accordance with the recognition requirements of other applicable Accounting Standards (for example AASB 9, AASB 16, AASB 116 and AASB 138);
- Recognises related amounts (being lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer); and
- Recognises income immediately in surplus or deficit as the difference between the initial carrying amount of the asset and the related amount.

If a contract liability is recognised as a related amount above, Atwea College recognises income in surplus or deficit when or as it satisfies its obligations under the contract.

Per capita grants - independent school funding

Atwea College receives funding from the Commonwealth and State Governments on a per (capita) student basis. The funds are received in regular instalments in respect of the year of enrolment. Funding received is recognised as revenue progressively over the period of tuition to which the funding relates.

Government incentives

NSW Government Smart & Skilled grant funding

Funding is received on a claims basis. Grant funding is recognised as revenue in accordance with the contractual arrangements and satisfaction of performance obligations represented by meeting the Units of Completion (UOC) Outcome Achievement Stages established in the contract.

Commonwealth Government Community ACE Program grant funding

Funding is received in instalments throughout the year. Revenue is recognised as the performance obligations of the contract are satisfied based on training unit commencements as a proportion of the total units.

Capital grants

When Atwea College receives a capital grant, it recognises a liability for the excess of the initial carrying amount of the financial asset received over any related amounts (being lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer), recognised under other Australian Accounting Standards.

Atwea College recognises income in surplus or deficit when it satisfies itself the obligations under the terms of the grant.

Tuition Fees

Tuition fees and charges - Full Fee-Paying Students

Tuition fees and charges are invoiced on enrolment for full fee-paying students and initially recognised as a liability, "Course Fees Paid in Advance". After the relevant census date, Atwea College has no contractual obligations for the refund of this revenue received. Revenue is recognised from commencement of the relevant term or study period according to the days in relevant term. Revenue is immediately recognised for administration type fees and student amenities if applicable.

Tuition fees and charges - Government assisted

Student revenue collected under Government assisted schemes following enrolment is initially recognised as a liability. Revenue is recognised based on the number of days in the reporting period as a proportion of the number of days in the term or census period as relevant to the course.

Interest income

Interest income is recognised on a proportional basis taking into account the interest rates applicable to the financial assets.

(b) Income Tax

Atwea College is exempt from income tax under Division 50 of the Income Tax Assessment Act 1997.

(c) Goods and services tax (GST)

Revenue, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO).

Receivables and payable are stated inclusive of GST.

Cash flows in the statement of cash flows are included on a gross basis and the GST component of cash flows arising from investing and financing activities which is recoverable from, or payable to, the taxation authority is classified as operating cash flows.

(d) Property, plant and equipment

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

Items of property, plant and equipment acquired for nil or nominal consideration have been recorded at the acquisition date fair value.

Land and buildings

Land and buildings are measured using the revaluation model.

Plant and equipment

Plant and equipment are measured using the cost model.

Depreciation

Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the assets useful life to Atwea College, commencing when the asset is ready for use.

The depreciation rates used for each class of depreciable asset are shown below:

Fixed asset class	Depreciation rate
Buildings	2 - 5%
Plant and Equipment	10 - 33%

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

(e) Financial instruments

Financial instruments are recognised initially on the date that Atwea College becomes party to the contractual provisions of the instrument.

On initial recognition, all financial instruments are measured at fair value plus transaction costs (except for instruments measured at fair value through profit or loss where transaction costs are expensed as incurred).

Financial assets

All recognised financial assets are subsequently measured in their entirety at either amortised cost or fair value, depending on the classification of the financial assets.

Classification

On initial recognition, Atwea College classifies its financial assets into the following categories, those measured at:

- amortised cost
- fair value through profit or loss or other comprehensive income

Financial assets are not reclassified subsequent to their initial recognition unless Atwea College changes its business model for managing financial assets.

Amortised cost

Assets measured at amortised cost are financial assets where:

- the business model is to hold assets to collect contractual cash flows; and
- the contractual terms give rise on specified dates to cash flows are solely payments of principal and interest on the principal amount outstanding.

Atwea College's financial assets measured at amortised cost comprise trade and other receivables and cash and cash equivalents in the statement of financial position.

Subsequent to initial recognition, these assets are carried at amortised cost using the effective interest rate method less provision for impairment.

Interest income, foreign exchange gains or losses and impairment are recognised in profit or loss. Gain or loss on derecognition is recognised in profit or loss.

Financial assets through profit or loss

All financial assets not classified as measured at amortised cost or fair value through other comprehensive income as described above are measured at fair value through profit and loss.

Impairment of financial assets

Trade receivables

Impairment of trade receivables have been determined using the simplified approach in AASB 9 which uses an estimation of lifetime expected credit losses. Atwea College has determined the probability of non-payment of the receivable and multiplied this by the amount of the expected loss arising from default.

The amount of the impairment is recorded in a separate allowance account with the loss being recognised in finance expense. Once the receivable is determined to be uncollectable then the gross carrying amount is written off against the associated allowance.

Where Atwea College renegotiates the terms of trade receivables due from certain customers, the new expected cash flows are discounted at the original effective interest rate and any resulting difference to the carrying value is recognised in profit or loss.

Other financial assets measured at amortised cost

Impairment of other financial assets measured at amortised cost are determined using the expected credit loss model in AASB 9. On initial recognition of the asset, an estimate of the expected credit losses for the next 12 months is recognised. Where the asset has experienced significant increase in credit risk then the lifetime losses are estimated and recognised.

Financial liabilities

Atwea College measures all financial liabilities initially at fair value less transaction costs, subsequently financial liabilities are measured at amortised cost using the effective interest rate method.

The financial liabilities of Atwea College comprise trade payables, bank and other loans and lease liabilities.

(f) Impairment of non-financial assets

At the end of each reporting period Atwea College determines whether there is an evidence of an impairment indicator for non-financial assets.

Where an indicator exists and regardless for indefinite life intangible assets and intangible assets not yet available for use, the recoverable amount of the asset is estimated.

Where assets do not operate independently of other assets, the recoverable amount of the relevant Cash-Generating Unit (CGU) is estimated.

The recoverable amount of an asset or CGU is the higher of the fair value less costs of disposal and the value in use. Value in use is the present value of the future cash flows expected to be derived from an asset or cash-generating unit.

Where the recoverable amount is less than the carrying amount, an impairment loss is recognised in profit or loss.

Reversal indicators are considered in subsequent periods for all assets which have suffered an impairment loss.

(g) Intangible Assets

Amortisation is recognised in profit or loss on a straight-line basis over the estimated useful lives of intangible assets, from the date that they are available for use.

Amortisation methods, useful lives and residual values are reviewed at each reporting date and adjusted if appropriate.

(h) Cash and cash equivalents

Cash and cash equivalents comprises cash on hand, demand deposits and short-term investments which are readily convertible to known amounts of cash and which are subject to an insignificant risk of change in value.

(i) Leases

At the lease commencement, Atwea College recognises a right-of-use asset and associated lease liability for the lease term. The lease term includes extension periods where Atwea College believes it is reasonably certain that the option will be exercised.

The right-of-use asset is measured using the cost model where cost on initial recognition comprises of the lease liability, initial direct costs, prepaid lease payments, estimated cost of removal and restoration less any lease incentives received.

The right-of-use asset is depreciated over the lease term on a straight line basis and assessed for impairment in accordance with the impairment of assets accounting policy.

The lease liability is initially measured at the present value of the remaining lease payments at the commencement of the lease. The discount rate is the rate implicit in the lease, however where this cannot be readily determined then Atwea College's incremental borrowing rate is used.

Subsequent to initial recognition, the lease liability is measured at amortised cost using the effective interest rate method. The lease liability is remeasured whether there is a lease modification, change in estimate of the lease term or index upon which the lease payments are based (e.g. CPI) or a change in Atwea College's assessment of lease term.

Where the lease liability is remeasured, the right-of-use asset is adjusted to reflect the remeasurement or is recorded in profit or loss if the carrying amount of the right-of-use asset has been reduced to zero.

(j) Employee benefits

Provision is made for Atwea College's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled.

Employee benefits expected to be settled more than one year after the end of the reporting period have been measured at the present value of the estimated future cash outflows to be made for those benefits. In determining the liability, consideration is given to employee wage increases and the probability that the employee may satisfy vesting requirements. Cashflows are discounted using market yields on high quality government bond rates, with terms to maturity that match the expected timing of cashflows. Changes in the measurement of the liability are recognised in profit or loss.

(k) Provisions

Provisions are recognised when Atwea College has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured.

3. Critical Accounting Estimates and Judgments

Those charged with governance make estimates and judgements during the preparation of these financial statements regarding assumptions about current and future events affecting transactions and balances.

These estimates and judgements are based on the best information available at the time of preparing the financial statements, however as additional information is known then the actual results may differ from the estimates.

The significant estimates and judgements made have been described below.

Key estimates - impairment of property, plant and equipment

Atwea College assesses impairment at the end of each reporting period by evaluating conditions specific to Atwea College that may be indicative of impairment triggers. Recoverable amounts of relevant assets are reassessed using value-in-use calculations which incorporate various key assumptions.

Key estimates - provisions

As described in the accounting policies, provisions are measured at management's best estimate of the expenditure required to settle the obligation at the end of the reporting period. These estimates are made taking into account a range of possible outcomes and will vary as further information is obtained.

Key estimates - property held at fair value

The directors have reviewed the most recent property valuations against the current market conditions for the area in which the property is located. The valuation is an estimation which would only be realised if the property is sold.

Key estimates - receivables

The receivables at reporting date have been reviewed to determine whether there is any objective evidence that any of the receivables are impaired. An impairment provision is included for any receivable where the entire balance is not considered collectible. The impairment provision is based on the best information at the reporting date.

4. Revenue and Other Income

	2022 \$	2021 \$
Revenue from contracts with customers		
Government per capita grants	13,604,031	12,280,443
Government incentives	4,526,818	4,285,839
Course fees	610,918	134,555
Capital grants	4,469	54,357
Other revenue	46,653	183,394
	18,792,889	16,938,588
Other Income		
Gain on modification of lease	48,489	-
Parking income	-	4
Interest received	9,020	9,058
Rental income	5,219	10,276
	62,728	19,338

5. Result for the Year

The result for the year includes the following specific expenses:

Finance expenses	183,631	171,663
Depreciation and amortisation expense	1,594,458	1,395,877

	2022 \$	2021 \$
6. Cash and Cash Equivalents		
Cash on hand	40,588	56,660
Bank balances	2,269,371	3,666,323
	2,309,959	3,722,983

7. Trade and other receivables

CURRENT

Trade receivables	2,940,216	2,617,125
Provision for impairment	(498,560)	(388,509)
	2,441,656	2,228,616
Accrued income	75,174	56,580
	2,516,830	2,285,196

8. Assets Held for Sale

Non-current assets held for sale

Property, plant and equipment	1,261,033	-
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The Board has approved the sale of the Atwea College's property of 145 Beaumont Street, Hamilton NSW.

9. Other Financial Assets

CURRENT

Amortised cost - Term deposit investments	1,163,121	1,133,708
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10. Property, plant and equipment

LAND AND BUILDINGS

Freehold land

At independent valuation	4,908,000	5,069,000
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Buildings

At independent valuation	4,105,520	3,311,000
Accumulated depreciation	(217,472)	(301,257)
Total buildings	3,888,048	3,009,743

	2022 \$	2021 \$
PLANT AND EQUIPMENT		
Capital works in progress		
At cost	17,677	44,491
Plant and equipment		
At cost	5,135,093	3,955,583
Accumulated depreciation	(2,726,563)	(2,043,728)
Total plant and equipment	2,408,530	1,911,855
Total property, plant and equipment	11,222,255	10,035,089

(a) Movements in carrying amounts of property, plant and equipment

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial year:

	Capital Works In Progress	Land \$	Buildings \$	Plant & Equipment	Total
31 December 2022					
Opening balance	44,491	5,069,000	3,009,743	1,911,855	10,035,089
Additions	17,677	239,000	1,134,519	1,135,019	2,526,215
Revaluation	-	440,000	378,407	-	818,407
Transfer	(44,491)	-	-	44,491	-
Transfer to asset held for sale	-	(840,000)	(421,033)	-	(1,261,033)
Depreciation	-	-	(213,588)	(682,835)	(896,423)
Closing balance	17,677	4,908,000	3,888,048	2,408,530	11,222,255

31 December 2021

Opening balance	2,381,805	3,966,000	2,020,825	887,737	9,256,367
Additions	44,491	-	-	1,393,706	1,438,197
Revaluation	-	264,000	16,393	-	280,393
Transfer	(2,381,805)	839,000	1,251,000	291,805	-
Disposals	-	-	(88,240)	-	(88,240)
Depreciation	-	-	(190,235)	(661,393)	(851,628)
Closing balance	44,491	5,069,000	3,009,743	1,911,855	10,035,089

Land and buildings are stated at fair value, unless otherwise stated, which has been determined based on the following valuations:

100 Laman Street, Cooks Hill land and buildings were valued by Acumentis Pty Limited as at 31 December 2022.

154 Beaumont Street, Hamilton land and buildings were purchased at market value during the year ended 31 December 2017. The buildings were valued by Acumentis Pty Ltd during the year ended 31 December 2021.

St Albans Close, Charlestown land and buildings were purchased at market value and capital improvements undertaken to commence operations during the year ended 31 December 2021.

11. Leases

Right-of-use assets

	Buildings \$	Office Equip \$	Total \$
Year ended 31 December 2022			
Balance at beginning of the year	2,098,530	576,545	2,675,075
Additions/modifications	592,653	843,974	1,436,627
Depreciation	(424,416)	(229,499)	(653,915)
Balance at end of year	2,266,767	1,191,020	3,457,787

Year ended 31 December 2021

Balance at beginning of the year	1,923,123	430,861	2,353,984
Additions	498,193	328,127	826,320
Depreciation	(322,786)	(182,443)	(505,229)
Balance at end of year	2,098,530	576,545	2,675,075

Income Statement

The amounts recognised in the statement of profit or loss and other comprehensive income relating to leases where Atwea College is a lessee are shown below:

	2022 \$	2021 \$
Depreciation of right-of-use assets	(653,915)	(505,229)
Variable and short term lease payments	(128,275)	(96,160)
	(782,190)	(601,389)

	2022 \$	2021 \$
12. Trade and Other Payables		
CURRENT		
Trade payables	77,678	125,989
Sundry payables and accrued expenses	500,118	200,399
	577,796	326,388

13. Other Financial Liabilities

CURRENT		
Amounts received in advance	1,652,042	1,891,410

14. Employee Benefits

CURRENT		
Long service leave	197,498	161,686
Provision for employee benefits	725,863	706,719
	923,361	868,405

NON-CURRENT LIABILITIES

Long service leave	195,137	241,047
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15. Reserves

(a) Asset revaluation reserve

The asset revaluation reserve records fair value movements on property, plant and equipment held under the revaluation model. In the current financial year, Atwea College revalued its Laman Street, Cooks Hill property, which resulted in an increase in that asset's value of \$808,942.

(b) Asset realisation reserve

The asset realisation reserve records realised gains on sale of non-current assets.

16. Financial Risk Management

The main risks Atwea College is exposed to through its financial instruments are credit risk, liquidity risk and market risk consisting of interest rate risk. Atwea College's financial instruments consist mainly of deposits with banks, short-term investments, accounts receivable and payable, bank overdrafts and leases.

Atwea College does not engage in the trading of financial assets for speculative purposes.

The totals for each category of financial instruments, measured in accordance with AASB 9, are as follows:

	2022 \$	2021 \$
Financial assets		
Held at amortised cost		
Cash and cash equivalents	2,309,959	3,722,983
Trade and other receivables	2,516,830	2,285,196
Other financial assets	1,163,121	1,133,708
Total financial assets	5,989,910	7,141,887
Financial Liabilities		
Trade and other payables	577,796	326,388
Total financial liabilities	577,796	326,388

Objectives, policies and processes

Atwea College's policies for managing each of these risks is summarised below. The policies are subject to Board approval and are reviewed regularly.

Liquidity risk

Atwea College manages liquidity risk by monitoring forecast cash flows and ensuring that adequate liquid funds or unused overdraft facilities are maintained.

Credit risk

The maximum exposure to credit risk excluding the value of any collateral or other security held, is equivalent to the carrying value and classification of those financial assets (net of any provisions) as presented in the statement of financial position.

The significant majority of Accounts Receivable relate to the training subsidies due from the NSW Government in accordance with the Smart & Skilled Contract. The number of payment instalments and amounts are based on qualification and course delivery. Certificates are not issued until accounts are finalised.

Market risk

Atwea College constantly analyses its interest rate exposure on all interest bearing loans. Within the analysis, consideration is given to potential renewals of existing positions, alternative financing and the mix of fixed and variable interest rates.

Interest rate risk

Atwea College is exposed to interest rate fluctuations on its cash at bank and cash on deposit and on fixed interest securities included in financial assets at amortised cost. It does not have a material risk in relation to interest bearing loans.

The company actively monitors interest rates for cash at bank and on deposit to maximise interest income. The company accepts the risk in relation to fixed interest securities as they are held to generate income on surplus funds.

Sensitivity analysis

The following sensitivity analysis is based on the interest rate risk exposures in existence at the end of the reporting period.

An increase of 100 basis points or a decrease of 50 basis points would have increased/(decreased) profit or loss by the amounts shown below. This analysis assumes that other variables are held constant.

	50 Basis Points Decrease	100 Basis Points Increase
2022	34,323	(17,162)
2021	48,000	(24,000)

17. Members' Guarantee

Atwea College is registered with the Australian Charities and Not-for-Profits Commission Act 2012 and is a Company limited by guarantee. If Atwea College is wound up, the constitution states that each member is required to contribute a maximum of \$11 each towards meeting any outstanding obligations of Atwea College. At 31 December 2022 the number of members was 31 (2021: 49).

18. Key Management Personnel Remuneration

The totals of remuneration paid to the key management personnel of Atwea College during the year are as follows:

	2022 \$	2021 \$
Short-term employee benefits	848,927	857,203
Long-term benefits	86,960	10,795
Termination benefits	-	48,051
	935,887	916,049

19. Auditors' Remuneration

Remuneration of the auditor of Atwea College for:

Auditing or reviewing the financial statements	23,500	22,300
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20. Contingencies

In the opinion of those charged with governance, Atwea College did not have any contingencies at 31 December 2022 (31 December 2021: None).

21. Related Parties

There were no related party transactions during the financial year.

22. Cash Flow Information

(a) Reconciliation of result for the year to cashflows from operating activities

Surplus for the year	529,468	1,133,117
Non-cash flows in profit:		
- depreciation and amortisation expense	1,594,458	1,395,877
Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	(231,634)	(1,262,497)
- (increase)/decrease in prepayments	(63,826)	(82,255)
- increase/(decrease) in income in advance	(239,368)	1,140,186
- increase/(decrease) in trade and other payables	251,408	(2,091)
- increase/(decrease) in grant income in advance	(7,868)	15,032
- increase/(decrease) in employee benefits	9,046	293,638
Cashflows from operations	1,841,684	2,631,007

23. Events after the end of the Reporting Period

In January 2023, a Heads of Agreement was signed in respect of a 5 year lease for office premises.

Except for the above, no other matters or circumstances have arisen since the end of the financial year which significantly affected or could significantly affect the operations of the Atwea College, the results of those operations or the state of affairs of the Atwea College in future financial years.

24. Statutory Information

The registered office and principal place of business of Atwea College is:

Workers Educational Association - Hunter
289 King Street, NEWCASTLE, NSW 2300

The Directors declare that in their opinion:

there are reasonable grounds to believe that Atwea College is able to pay all of its debts, as and when they become due and payable; and the financial statements and notes satisfy the requirements of the Australian Charities and Not-for-profits Commission Act 2012.

Signed in accordance with subsection 60.15(2) of the Australian Charities and Not-for-profit Commission Regulation 2013.


.....
Christopher Seysener, Chair


.....
Rowan Cox, Executive Director

..... 23 Feb 2023
Dated

Workers Educational Association - Hunter. ABN: 61 062 580 634.

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF WORKERS EDUCATIONAL ASSOCIATION – HUNTER

Report on the Audit of the Financial Report

Opinion

We have audited the financial report of Workers Educational Association - Hunter (the Company), which comprises the statement of financial position as at 31 December 2022 the statement of profit or loss and other 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 our opinion the financial report of Workers Educational Association - Hunter, has been prepared in accordance with *Division 60 of the Australian Charities and Not-for-profits Commission Act 2012*, including:

- a) giving a true and fair view of the Company's financial position as at 31 December 2022 and of its financial performance for the year then ended; and
- b) complying with Australian Accounting Standards to the extent described in Note 1 and *Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013*.

Basis for Opinion

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Company in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (including Independence Standards) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

PKF (NS) Audit & Assurance Limited Partnership
ABN 91 850 861 839

Liability limited by a scheme approved
under Professional Standards Legislation

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For our office locations visit www.pkf.com.au

Other Information

The directors are responsible for the other information. The other information comprises the information included in the Company's annual report for the year ended 31 December 2022, but does not include the financial report and our auditor's report thereon.

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

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

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

Responsibilities of Directors for the Financial Report

The directors of the Company are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards to the extent described in Note 1 and the *Australian Charities and Not-for-profits Commission Act 2012*. The directors' responsibility also includes such internal control as the directors determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

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

The directors are responsible for overseeing the Company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Report

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

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

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

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

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

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

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

PKF

MARTIN
MATTHEWS
PARTNER

23 FEBRUARY 2023
NEWCASTLE, NSW

Workers Educational Association - Hunter

Disclaimer For the Year Ended 31 December 2022

The additional financial data presented on pages 30-32 is in accordance with the books and records of the Atwea College which have been subjected to the auditing procedures applied in our statutory audit of the Atwea College for the year ended 31 December 2022. It will be appreciated that our statutory audit did not cover all details of the additional financial data. Accordingly, we do not express an opinion on such financial data and we give no warranty of accuracy or reliability in respect of the data provided. Neither the firm nor any member or employee of the firm undertakes responsibility in any way whatsoever to any person (other than Workers Educational Association - Hunter) in respect of such data, including any errors or omissions therein however caused.

PKF

MARTIN MATTHEWS
PARTNER

23 FEBRUARY 2023
NEWCASTLE, NSW

PKF (NS) Audit & Assurance Limited Partnership
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under Professional Standards Legislation

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For our office locations visit www.pkf.com.au

Statement of Profit or Loss - for the year ended 31 December 2022

	Note	2022 \$	2021 \$
Group			
Revenue from contracts with customers			
Government per capita grants		13,498,656	12,280,443
Government incentives		4,390,210	4,285,839
Course fees		506,529	134,555
Capital grants		240,579	54,357
Other revenue		173,839	183,394
		18,809,813	16,938,588
Other income			
Parking income		-	4
Interest received		9,020	9,058
Rental income		5,219	10,276
		14,239	19,338
Total revenue		18,824,052	16,957,926
Expenses			
Employee benefits expense		(12,188,045)	(10,351,232)
Administration expenses		(1,338,125)	(1,367,522)
Depreciation and amortisation expenses		(991,414)	(1,395,877)
Occupancy expenses		(1,478,443)	(862,099)
Direct training expenses		(2,131,727)	(1,676,416)
Finance costs		(166,830)	(171,663)
Operating surplus for the year		529,468	1,133,117

Statement of Profit or Loss - for the year ended 31 December 2022

	Note	2022 \$	2021 \$
Alesco Senior College			
Revenue from contracts with customers			
Government per capita grants		13,498,656	12,280,443
Course fees		-	141,551
Capital grants		1,254	54,357
Other revenue		126,522	134,880
		13,626,432	12,611,231
Other income			
Parking income		-	3
Interest received		6,765	6,794
		6,765	6,797
Total revenue		13,633,197	12,618,028
Expenses			
Employee benefits expense		(9,413,683)	(8,123,477)
Administration expenses		(1,003,592)	(875,107)
Depreciation and amortisation expenses		(833,301)	(1,095,327)
Occupancy expenses		(1,029,136)	(682,462)
Direct training expenses		(552,315)	(419,104)
Finance costs		(125,233)	(142,447)
Operating surplus for the year		675,937	1,280,104

Statement of Profit or Loss - for the year ended 31 December 2022

	Note	2022 \$	2021 \$
Registered Training Organisation (RTO)			
Revenue from contracts with customers			
Government incentives		4,390,210	4,144,288
Course fees		506,529	134,555
Capital grants		239,325	-
Other revenue		47,317	48,514
		5,183,381	4,327,357
Other income			
Parking income		-	1
Interest received		2,255	2,265
Rental income		5,219	10,276
		7,474	12,542
Total revenue		5,190,855	4,339,899
Expenses			
Employee benefits expense		(2,774,362)	(2,227,755)
Administration expenses		(334,533)	(492,415)
Depreciation and amortisation expenses		(158,113)	(300,550)
Occupancy expenses		(449,307)	(179,637)
Direct training expenses		(1,579,412)	(1,257,312)
Finance costs		(41,597)	(29,217)
Operating deficit for the year		(146,469)	(146,987)

Acknowledgements

Atwea College would like to acknowledge all of the organisations who have supported us during 2022 and we highlight the following:

Non-Government Organisations

Alsco
Aon
Approved Fire Gear
Australian Institute of Management
BCA Certifiers
Beyond Church
Black Diamond Group
Black Dog Institute
Booktopia
Brownsmith Unit Trust
CCSG Collect Pty Ltd
Cessnock Business Chamber
Clarkson Legal
Colliers International (Newcastle) Pty Ltd
Commercial Collective
Community Business Bureau
Community Colleges Australia
Copyright Agency Limited
De Witt Consulting
Department of Education
Diamond IT
DocuSign
Dr Khan
Eckersleys
Elcom Technology Pty Ltd
Elmore Vale Men's Shed Inc
Employment Hero Pty Ltd
Formsite
Frontline Hobbies
Giuntabell
Graphika
GWG Partners Pty Ltd
Hip Pocket Workwear & Safety
Hunter Water Corporation
Instructure
ish Group
JB Hi-Fi Business
Jennings Print Group
Monday.com Ltd
MTA
Newcastle Toyota
Newcastle Weekly
NEX
Optus
Origin Energy
Oz Harvest
Paysmart
PCYC
PKF Newcastle
Port Port Stephens Coaches
Hunter Toastmasters
RapidClean
RTC Group
RTO Materials Ltd
Sage Painting
Santdell Pty Limited
Sapio Pty Ltd
Scion Audio and Events
Seed People Consulting Pty Limited
SEEK Limited
Sentral Education
Service Industry Skills
Sexton Bus Company
Skin Deep Learning Pty Ltd
Sparke Helmore Lawyers
Stuart & Dunn
SWS Signage
The Fruit Box Group
The Mobile Shredding Company
The Uniform Place
Viatek
WJ & LM Carstens
Zoom

Government Organisations

Association of Independent Schools NSW
Australian Skills Quality Authority
Cessnock City Council
City of Newcastle
Midcoast Council
NSW Ambulance
NSW Department of Education
NSW Education Standards Authority
NSW Food Authority
NSW Government Education Standards Authority
NSW Government Planning
Port Stephens Council

Life Members

Ms Donna Bain
Ms Kath Blaxland*
Mr Tom Blunden
Ms Jan Brown
Mr Martin Coates
Mr John Collins
Mr Brett Gleeson
Mr Ben Grushka
Mr Brian Keegan
Mr Mike McCluskey
Ms Margaret (Meg) McNaughton
Mr Allan Melling*
Ms Glenys Morgan
Ms Anna Starrett

*deceased



Atwea College

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Phone 02 4925 4200

Incorporation Workers' Educational Association -
Hunter. ACN 062 580 634. ABN 61 062 580 634

Incorporated as a Public Company Limited by
Guarantee on 21 December 1993

Authority was granted by the Australian Securities
and Investment Commission under Section 383 of the
Corporations Law on 30 May 1994 to omit "Limited"
from its trading name.

RTO 90020.

Principal Training Venues

289 King Street, Newcastle NSW 2300

796 Hunter Street, Newcastle West NSW 2302

100 Laman Street, Cooks Hill NSW 2300

27 Chapman Street, Charlestown NSW 2290

7 James Street, Argenton NSW 2284

15 William Street, Raymond Terrace NSW 2324

72 Port Stephens Street, Raymond Terrace NSW 2324

7 Austral Street, Nelson Bay NSW 2315

31 Manning Street, Tuncurry NSW 2428

9B Hall Street, Cessnock NSW 2325

298 Cessnock Road, Abermain NSW 2326

Registered Office

289 King Street, Newcastle NSW 2300

Registered Trading Names

Atwea College

WEA Hunter

WEA - Hunter Adult Education and Training

Workers Educational Association - Hunter

WEA Coast

Alesco Senior College