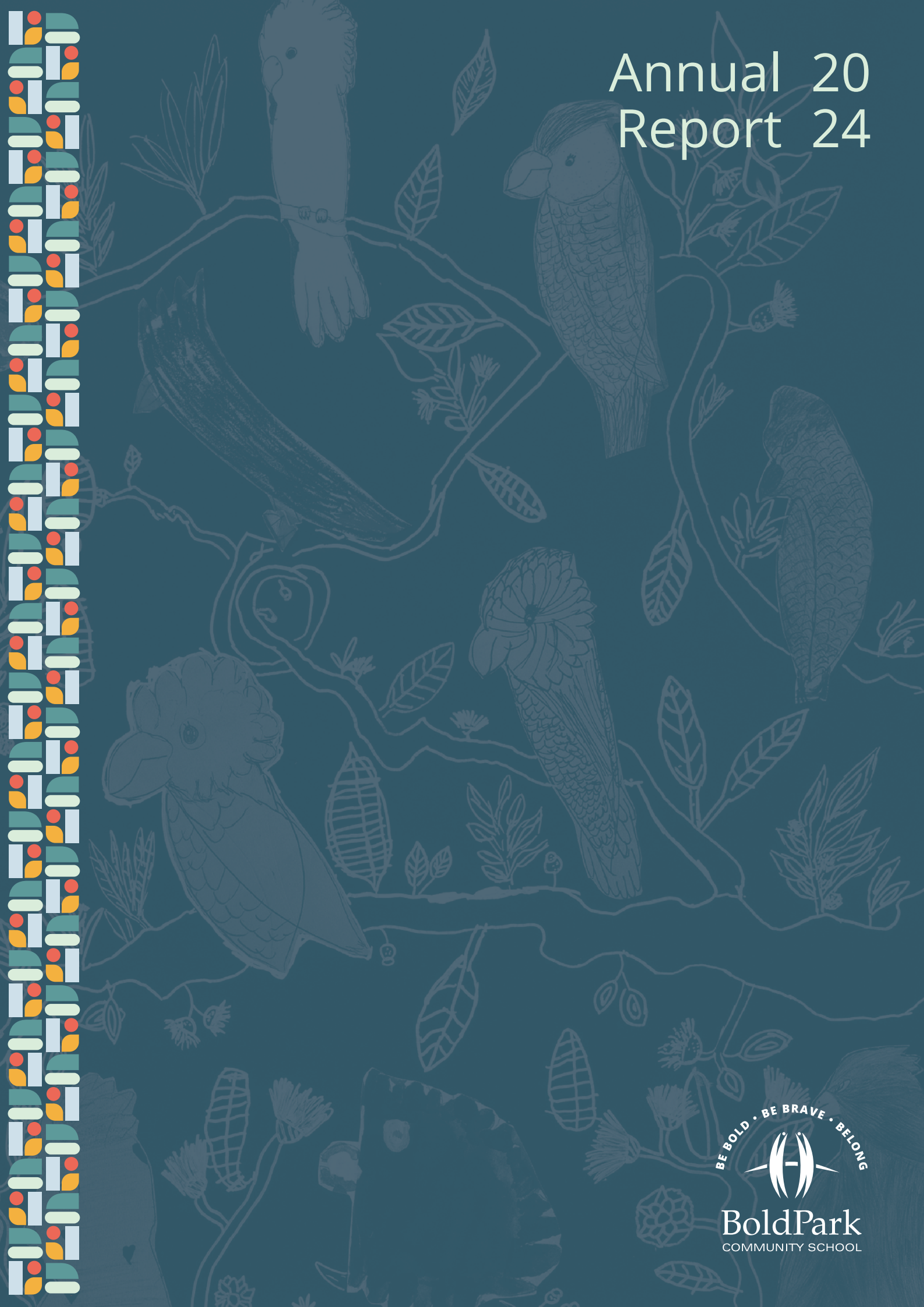
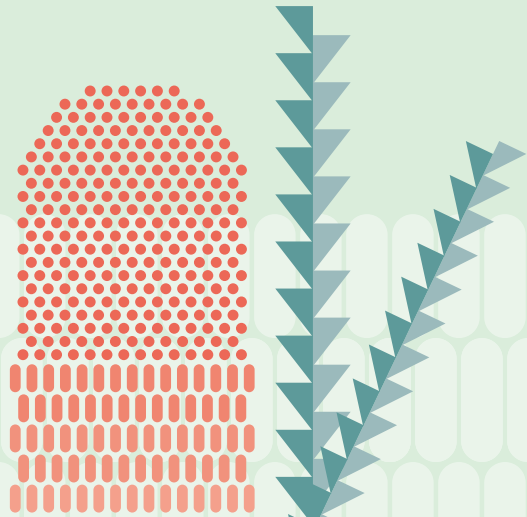


Annual 20 Report 24





BPCS respectfully acknowledges the Whadjuk Noongar people as the traditional owners and custodians of the land on which our school is situated. We acknowledge their ancestors, who for many thousands of years gathered on this site to live, learn and grow. We are committed to honouring the Noongar people and their heritage by building our young people's connection to this land through the inclusion of indigenous knowledge and perspectives.



Contents

- Chairperson’s Report..... 2
- Principal’s Report..... 4
- Pedagogista’s Report..... 6
- Business Manager’s Report 8
- School Performance Indicators..... 12
 - Workforce Composition 12
 - Student Attendance 14
 - Non-Attendance Management 14
 - NAPLAN..... 14
- College 16
 - OLNA..... 17
- Middle School 20
- Primary School 22
- Early Childhood 24
- Marketing & Communications..... 26
 - Marketing and Communications..... 26
 - Event Highlights..... 26
 - Community Engagement 27
 - Looking Forward 27
- Community Celebration 28
 - Arts Program Overview..... 28
 - 40 Hour Famine 29
 - Camp Snapshot 30
- Finance Report..... 32



Chairperson's Report

As we look back on the journey of our School over the past year, one theme stands out clearly: **resilience**. Despite the challenges we have faced, our community has come together with remarkable strength, care, and an unwavering commitment to our students.



The Board acknowledges the profound impact of recent events on our community. In times of hardship, the true strength of a community emerges, and we have witnessed this in the way our staff, families, and students have supported one another. We extend our deepest gratitude to everyone who has navigated this period with grace, compassion, and dedication.

LEADERSHIP THROUGH TRANSITION

During this time, Felicity Kinsella has stepped into the role of Acting Principal with incredible dedication and professionalism. Her steady leadership has provided the stability our community needed, and we are deeply grateful for her support of our staff, students, and families. Felicity's deep understanding of our culture and values has been instrumental in ensuring continuity, while also leading key initiatives that will shape our future.

Alongside Felicity, our Business Manager, Sue Wyatt, has been an invaluable presence in managing the operational and financial aspects of the school. Her expertise and diligence have been vital in maintaining our strong financial position while guiding us through a challenging period.

The Board is immensely appreciative of the leadership team and all staff members who have worked tirelessly to ensure the continued vibrancy and success of our school.



LOOKING AHEAD: A NEW CHAPTER

As we look to the future, the Board remains committed to ensuring that our School is a place where every child is safe, supported, and empowered to thrive. A comprehensive review of child safeguarding practices will be a priority for our new Principal, Jon Butcher, ensuring that we remain steadfast in our commitment to the wellbeing of our students.

We were thrilled to announce Jon Butcher as our new Principal after an extensive and thoughtful recruitment process. Jon brings a wealth of experience in progressive education and a strong alignment with the values and vision of our School. His passion for innovation, leadership, and deep commitment to student success make him the ideal person to guide us into this next chapter. We are excited to work closely with Jon and are confident that he will build on our strengths, bringing fresh perspectives to propel us forward.

KEY ACHIEVEMENTS

Despite the challenges of the past year, our School has continued to evolve and achieve meaningful milestones:

- **Early Learning Centre Success:** The thoughtful and deliberate approach to launching our Early Learning Centre has proven successful, and we are now excited to expand Outside School Hours Care (OSH) to primary students up to Year 3.
- **College Graduates:** This year, we celebrated the achievements of 12 remarkable young adults as they graduated from BPCS. What has stood out to me is the many pathways to success our students experience during their final years, whether through creative pursuits, the ATAR, completing Cert III or IV qualifications, or working towards awards. BPCS continues to prioritise individualised opportunities that propel students forward.
- **0% Fee Increase:** In response to the rising cost of living, the Board made the strategic decision to hold fees steady for 2024, reaffirming our commitment to accessibility for all families.

- **A Commitment to Excellence:** Our educators continue to be the heart of our School. Their passion, dedication, and relentless pursuit of excellence remain a key driver of our success.

ACKNOWLEDGING THE WORK OF THE BOARD

I would also like to take this opportunity to acknowledge the hard work of my fellow Board members. The past year required careful stewardship, and their dedication, expertise, and commitment to the school have been invaluable. As Chair, I am deeply grateful for the voices and perspectives we have around the table—individuals who bring insight, wisdom, and unwavering commitment to the future of our School. I sincerely thank each board member for generously volunteering their time for the betterment of our community.

As we welcome Jon Butcher into our community, we do so with optimism and confidence in the future. The Board is excited to work closely with the leadership team, staff, and families to ensure that our School continues to grow and thrive in the years to come.

To our educators, staff, families, and students—thank you. Your dedication, resilience, and belief in our community have carried us through a challenging year. Together, we step into 2025 with renewed purpose and excitement for the future.

With warm regards,

Leanne Crawford
Chair, Bold Park Community School
Advisory Council



Principal's Report

As Acting Principal for most of 2024, I had the privilege of supporting our school in maintaining its educational focus while we traversed a difficult path. Together, we continued our emphasis on students being active participants in their learning with hands-on projects, real-world problem-solving, and collaborative learning. A Bold Park Education means many things to the members of our community, and although 2024 held many challenges for our community, our students, staff, and families demonstrated vast strength. We sustained our best practice approach to delivering and 'doing school differently' and are grateful for our communal contributions.

Our Parent Surveys are biennial. In our 2023 survey, families shared their gratefulness for BPCS and its high level of education. They valued our inclusive and respectful nature, the way we foster creative expression and build positive mental outcomes. Special mentions were made about how the community supports each other and our awesome nurturing staff that sees children and connects with them meaningfully. Our families see us, too, as these comments reflect our intentional points of difference. We thank our community volunteers as they bring many benefits, have a positive impact, and truly make our school a better place. Bold Park volunteers remind us that it really does take a village to keep a school ticking along.

Our Year 12 Graduates expressed a strong sense of camaraderie in their speeches, thanking each other and their parents for holding them up when needed and for believing they could get where they wanted to go. And go, they did. All students found a pathway to their future. These pathways ranged from nursing and education to engineering and apprenticeships. With our certificate courses offering a 70 ATAR, their futures hold amazing choices. Our College program is becoming known for offering a range of pathways and for its uniqueness in delivering, supporting and preparing our students for tertiary, vocational (VET) or workplace pathways. Congratulations, College Team.

The Wembley Campus encompasses Primary and Middle School students from Pre-Primary to Year 9. It offers the Western Australian Curriculum through programs with student-centred experiences, active and project-based learning, and emphasising creative and critical thinking and problem-solving. Learning is often integrated into the outdoors (Boodjar Kaatajin), real-world projects, and community initiatives such as Local Places Clean-ups, Speaking Boldly and the 40-Hour Famine fundraising. Our programs and pedagogy aim to make the curriculum relevant and engaging. The team leaders and staff work together to deliver this progressive approach, prioritising students' needs and interests within their learning communities.

Our Early Learning Centre celebrated its inaugural year with a beautifully refreshed environment, growing student numbers, and an expanded program that includes holiday care and OSH (Outside School Hours Care). Under the leadership of Sue Phillips, our ELC approval and compliance requirements are in excellent hands. Thanks to Nicole Hunter, Sue Wyatt and the Administration Team for their attention to developing the ELC into an exemplary centre. Our ELC is a significant game-changer for school operations and potential for the future.

Rosa continues to enhance the Wild Kitchen offerings in 2024. The cafe serves as a community meeting spot, providing service opportunities and Barista training for middle school students. The kitchen service expanded to Maylands with the Lo-Fi Larder.

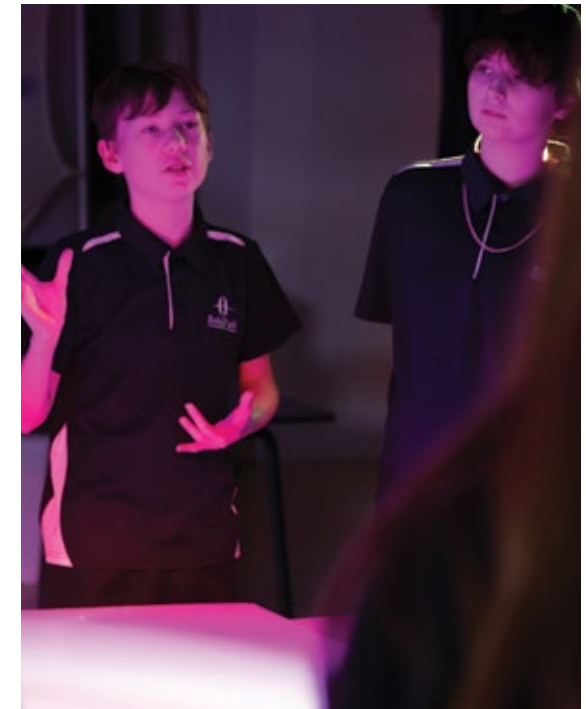
Our school's focus on 'Reimagining' guided our research and affirmed our 'why'. This lens into our core values brought greater cohesiveness to what our school does and alignment of all we do to benefit students in the education they experience. The projects represented within the classroom are meaningful moments that allow connection; these and the wider reflections on our School's Professional Development are captured in Nicole's Pedagogista Report.

The school has continued to unite the community through major events like Community Breakfast, the Arts Festival, International Mud Day, the Christmas Party, and more. The school also hosted various other events such as Open Day, Enrolment Tours, the ANZAC Ceremony, Grad-i-tude, Year 12 Graduation (Dinner Dance), Welcome Night, Pathways and Orientation Night, ELC Garden Tea, Ride-To-School Day, to name a few.

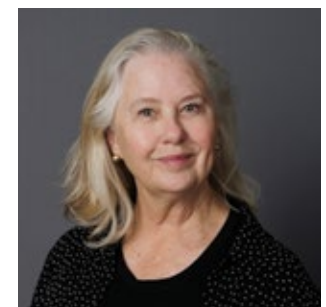
Wellbeing and Health are always critical focus areas in our school. We maintain a balanced approach to respond to varying contexts, prioritising community health and safety. The School's staff members are trained in programs such as Mental Health First Aid, The Zones of Regulation, Dr Stuart Shanker's Self-regulation texts, and iYarn (a well-being check-in). Uprise, the School's Employee Assistance Program was extended to families in 2024 and continues to support our staff.

After the engagement of the school community in developing Our Strategic Plan 2024-2027, it was launched and is set to maintain our momentum and embrace future ambitions.

I would like to finally acknowledge the dedication and hard work of the staff, the significant contributions of the board, and the support from the Parent Class Coordinators, partnered parents, and volunteers.



Felicity Kinsella
Acting Principal



Pedagogista's Report

RE IMAGINING 2024

In 2024 we launched our Whole School Focus with a call to "Re-imagine". Reflecting the founding vision to "reimagine what a school could be". We asked ourselves what does that now look like twenty five years on? How do we continue to respond to the evolving needs of families? How do we continue to create experiences that help children understand themselves and navigate the complexities of the real world?



Throughout the year, we affirmed that to "reimagine" is to cultivate a culture of possibility. As we continue to find opportunities to enrich children's experiences, adding depth and meaning to their education by connecting learning to world around us.

In response to the changing needs of families, we extended our hours of care for our Early Learning Centre. Although this venture took us into new territory, we approached it confidently, drawing on our 25 years of experience in providing high-quality learning environments for young children. We welcomed new staff members to support our before-school, after-school, and holiday care programs and look forward to further growth in this area of the school.

This year, we also installed a new mural on our Maylands Campus. This project exemplified our commitment to "reimagining" by replacing the well-loved inaugural mural with a fresh perspective. Inviting another cohort of our College students to leave behind their trace.

We were excited to collaborate with two of Perth's leading artists in bringing to life the ideas and drawings of students. Geoffrey Drake-Brockman drew inspiration from our Kindy students and our ELC garden to create a kinetic sculpture of a gum flower. The sculpture makes reference to the moment of transformation between pod and bloom. a metaphor for the development of the children who attend the Bold Park Early Learning Centre. As the children learn more

about the world and other people around them transforming and extending their capabilities as they find new expression in the world.

Our Year 5-6 class, explored the whole school focus of 'Re Imagining' by embarking on a project to co design a mural for our undercover area. This project is an example of how our arts team collaborate with our primary teachers to bring both curriculum content and skills alive through the Arts. The students explored murals around Perth and together created a design brief for our UCA. In researching mural artists they selected Liam Dee to install the mural based on their brief for something that reflected nature, movement and calm.

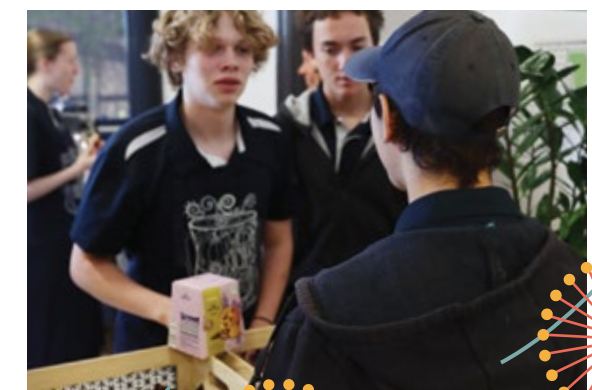
Culinary arts also continued to be a great connector across the community. This program now extends to our Maylands Campus, where Rosa is collaborated with students to establish a free morning breakfast program at the "Lo Fi Larder." Both our café initiatives equip students with transferable real-life skills provide opportunities for community service hours, and perhaps, most importantly provide a source of warm community connection.

While there are many more examples I could share, I believe these illustrate how we are reimagining education by continuing to design learning centered around connection and relationships. These projects are tangible outcomes of the value we place on connecting our students with people and places in our community. Through these real and meaningful experiences, children not only grow their knowledge base but also learn how to interact with others and manage their feelings.

An education that is based on these relationships creates a web or network of connections between people, places, and learning. The metaphor of a 'mycelium web' is becoming popular in describing systems in which networked connections provide strength and resilience. Mycelium is a tangled network of fibres that connects the roots of different plants allowing them to share resources and strengthen each other. I feel this applies to our community and further affirms the value and transformative

power of an education that places connectedness and relationships at the centre. As we move into the year ahead we will continue to draw on this 'mycelium' to provide a connected community that dares to reimagine what a school can be.

Nicole Hunter
Pedagogista



Business Manager's Report

The school regularly updates the Board and Principal on its financial and operational status, allowing them to understand governance-related financial risks and implement effective risk management strategies. Our main goal is to consistently generate sufficient operating surpluses, which are used for debt repayment, reinvestment, and strengthening cash reserves.

We are dedicated to promptly identifying and adapting to changing circumstances. By engaging in financial benchmarking with other independent schools, we demonstrate our commitment to responsible financial management, ensuring optimal resource allocation to support our students' educational needs. Our steadfast focus is on prioritizing 'children at the centre' of all our efforts.

During the year, capital investment was made in the following strategically, targeted areas:

WEMBLEY CAMPUS

- Early Learning Centre for 2024
 - Structural review
 - Concrete paths painted
 - Supply and install finishing touches to all rooms
 - Landscaping
 - Verandah blinds
 - Energy efficiency assessment and certification
 - Installation sensor lighting
 - Appliances
 - Tables, chairs, lockers

- Arts
 - Concept design – Geoffrey Drake-Brockman Sculpture
 - Mural design – under cover area
 - Musical instruments
 - New café equipment and appliances – various
 - New tables, chairs, trolley – for the McAuliffe Arts Centre
- IT
 - Computer upgrades – various
 - Begin TASS Implementation for a 2025 start
- Patios between rooms 5, 6 and 7
- Upgrade lighting in three Primary classrooms
- Acoustic panels where required
- Air conditioner replacement where required
- Additional outdoor furniture and office furniture where required
- Website – finalise new design and launched in 2024



MAYLANDS CAMPUS

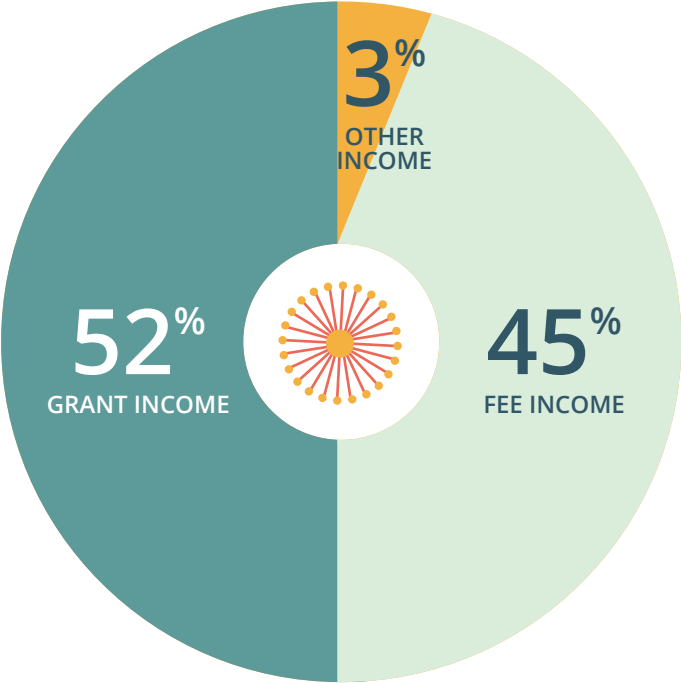
- Basement renovation completed
 - Window blinds and airconditioning
 - Lab stools and science/arts benches
 - HAZMAT inspection
 - Plant registration
 - Final inspections for Certificate of Construction compliance and associated costs
 - Final works to basement renovation (Dec/Jan Holidays)
- IT
 - Computer upgrades and Smart Boards installed (basement)
- New furniture and chairs where required for basement
- Additional outdoor furniture where required
- Arts
 - Lo-Fi Larder raised and renovations completed
 - New café equipment and appliances – various



HOW IS BPCS FUNDED?

BPCS aims to secure funding from both private sources and the government. Our programs are strategically developed and financed to highlight the value of a BPCS education; to show exploration, pursuit and response to opportunities and challenges in the area of expansion, upgrades and advancements for facilities and technology; and to ensure we are responsive in the management of our financial resources.

2024 BPCS INCOME



BREAKDOWN BY SOURCE

OPERATING RESULT

Bold Park Community School (BPCS) recorded an operating loss of \$307,470 for the 2024 school calendar year, January to December 2024. In 2024, the key budget

parameters were achieved, and the loss was approximately \$100,000 more for 2024 (originally a loss of \$199,205 had been predicted). Mainly due to our late approval of our Early Learning Centre and extension of the discount offered, differences in Grant income received and unexpected governance expenditure. The financial position remains sound; the Earnings before Interest, Depreciation and Amortisation was approximately 2.5%.

At 31 December 2024, our Net Assets stood at \$4,442,611 (down from \$4,750,081 in 2023). The primary reason for this was the continued capital investment in our Early Learning Centre and the Basement project located in Maylands, to accommodate more students in future years, as well as the capital projects outlined above at both the Wembley and Maylands campus.

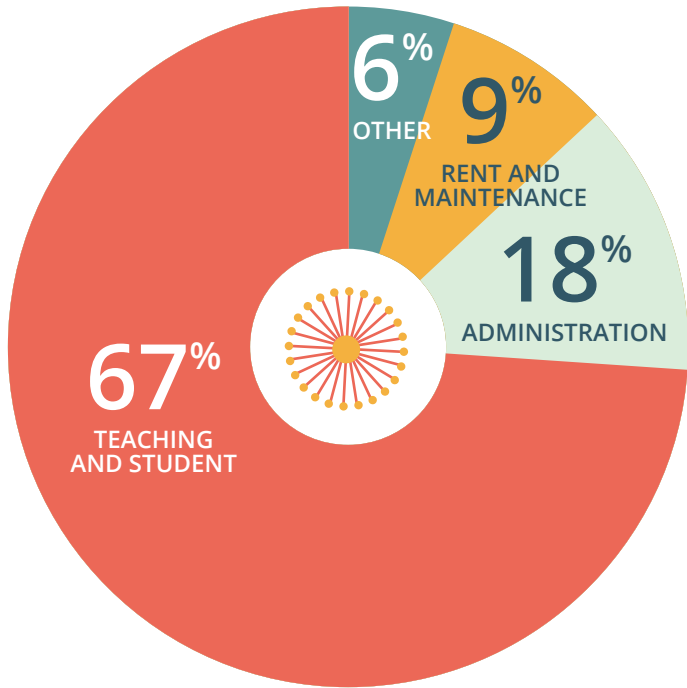
Operating Income was \$8,165,224 in the period compared to \$7,065,116 in 2023, increasing by approximately 16% (due to increases in both Fee Income and Grant Income in 2024).

Other Income comes from workshops, book sales, professional tours, fundraising, excursions/incursions, school trips/camps, interest, uniform sales, facility hire and administration charges.

Operating Expenditure was \$8,472,694 in the period compared to \$6,929,353 in 2023, increasing by approximately 22% (due to overall expenditure increases primarily driven by inflation, higher administrative costs associated with the establishment of the Early Learning Centre/Basement Project, governance expenses and a rise in salaries and employee benefits in 2024).



2024 BPCS COST BREAKDOWN



TEACHING AND STUDENT EXPENSES

Include Departmental spending in all areas of the school – Early Learning Centre, Primary, and Middle School and College: teaching salaries, superannuation, relief teachers, professional development, Information technology, supplies such as Textbooks, stationery, excursion/incursions and school trips/camps and subscriptions.

ADMINISTRATION EXPENSES

Include advertising, marketing, bank fees, newspapers, magazines, postage, security, insurance, motor vehicle expenses, office supplies, printing, depreciation, Information Technology and communication.

RENT AND MAINTENANCE

Include cleaning, ground maintenance, general maintenance, rubbish removal, rent, utilities and rates.

OTHER EXPENSES

Include workshops, book purchases, tours, fundraising, uniform purchases and interest.

Sue Wyatt
Business Manager



School Performance Indicators

WORKFORCE COMPOSITION

STAFF QUALIFICATIONS

Elana Kate Allen
Bachelor of Arts (Hons) Textiles, Fashion and Education

Lei Baker
Bachelor of Business (Management) Graduate Diploma Applied Corporate Governance

Renata Biancardi
Degree of Teacher of Arts Education (Australian Associates Degree equivalent)

Laura Blackman
Bachelor of Education (Early Childhood Education and Care 0-8 years)

Shannon Booyens
Bachelor of Education (Primary) Cert IV Music Performance Cert III Music Performance

Fynn Boylan
3rd/4th Year Undergraduate Bachelor of Health and Physical Education (Primary)

Chloe Campbell
Bachelor of Education (Early Childhood)

Sarah Carter
Certificate IV Education Support

Mitchell Clover
Advanced Diploma of Graphic Design Cert III and IV in Fitness

Judy Craig
Higher National Certificate in Accounting (UK)

Carrie Crockart
Graduate Diploma in Education (Secondary) Bachelor of Economics

Stuart Crockart
Certificate IV in Maintenance Engineering

Murfie Dholakia
Bachelor of Commerce (Marketing and Commercial Law)

Helen Dowey
Bachelor of Education (Early Childhood)

Lee Drinkald
Bachelor of Education (Secondary) Music and Drama Certificate IV Education Support

Mira Dragicevic
Certificate III Children Studies

Alicia Ellery
Bachelor of Commerce (Accounting and Marketing)

Magdalena Evans
Bachelor of Education (English)

Mairead Furlong
Master of Teaching (Primary) Bachelor of Arts

Rhys George
Bachelor of Education Graduate Diploma in Music Technology Masters in Education

Belinda Gittos
Bachelor of Arts (Education) (Creative Arts) Cert IV in Training and Assessment

Kiah Hamersley-Rule
Bachelor of Arts (Communications) Graduate Diploma in Education (Primary) Graduate Certificate (Early Childhood)

Caitlin Hampson
Bachelor of Education

Rory Henderson
Certificate IV (Training and Assessment)

Fiona Holben
Bachelor of Business (Accounting and Public Practice)

Jarryd Horsley
Bachelor of Education

Julia Hughes
Graduate Diploma in Education (Primary) Bachelor of Philosophy / Religion Certificate of Museum Studies

Nicole Hunter
Bachelor of Science Graduate Diploma in Education (Science) Graduate Diploma in Education (Early Childhood) Master of Education

Hannah Itzstein
Bachelor of Education

Holly James
Bachelor of Education (Primary)

Liam Jones
Bachelor of Education (Primary) Certificate III in Education Support Advanced Diploma of Photography

Caitlin Jones (nee Walker)
Certificate III Education Support

Ella Keneally
Bachelor of Arts (Psychology) Graduate Diploma in Counselling Graduate Diploma in Education

Felicity Kinsella
Bachelor of Education (Physical Education) Diploma of Teaching

Matthew Lambe
Bachelor of Education (Primary)

Massimiliano Loik
Master of Teaching (Primary) Bachelor of Arts (Fine Arts)

Gabrielle Lovelady
Diploma of Education (Early Childhood)

Kobi Morrison
Bachelor of Art

Ashleigh Pargin
Bachelor of Education (Primary)

Vienna Parreno
Bachelor Fine Arts (Hons) Master Early Childhood

Chloe Ou
Diploma in Early Childhood Education and Care Certificate III in Early Childhood Education and Care

Rachael Palmer
Association of Accounting Technicians (UK) Organisational Management and Information Systems

Matthew Passmore
Bachelor of Education (Secondary) Certificate IV Film and Television Advanced Diploma in Screen (Screen Audio)

Susanne Phillips
Bachelor of Education (Early Childhood and Primary) Post Graduate Certificate (International Schools) Master of Education Post Graduate Certificate (Educational Leadership)

Suzanne Pickering
Bachelor of Business (Marketing) Cert III in Early Childhood Care

Laura Pickford
Diploma of Early Childhood BTEC National Diploma in Art and Design

Daniel Pishkar
Bachelor of Education

Macarena Pizarro
Diploma of Early Childhood Education and Care Cert III in Children's Service

Sarah Polson-Brown
Bachelor of Education (Early Childhood and Primary)

Shannon Puig
Bachelor of Education (Primary) Studying 2023 Certificate IV Music Performance

Lauren Pullella
Masters of Secondary Education – Leading and Learning Bachelor of Science (HONS) – Conservation Biology and Environmental Science

Malora Rosario
Bachelor of Science (Forensics) Graduate Diploma (Forensic Science) Graduate Diploma (Secondary Education)

Leisha Rout
Bachelor of Business (Management)

Andrew Ryall
Bachelor of Arts (Primary Education)

Heather Sanders
Bachelor of Science (Psychology) Graduate Certificate in Education (Primary)

Erica Skelly
N.N.E.B Diploma in Nursery Nursing Cert III in Early Childhood Care

Rosa Speranza
Master of Education Catholic Institute Diploma in religious Education Master of Arts Graduate Diploma in Education Bachelor of Arts

Morwenna Stanley
Bachelor of Education

Bruna Terron
Pedagogy (Education School) Brazil Art Education (Brazil)

Brooke Turner
Bachelor of Education (Early Childhood and Primary)

Liesbeth Van Kerckhoven
Bachelor in Biology Master in Biology Qualified Science Teacher (Secondary) Master in Micropalaeontology PhD in Geology Certificate in Environmental Management (Level 4)

Denise Vasquez-Caceres
Bachelor of Education (Secondary Arts) Master of Arts Therapy

Timothy Vidler
Bachelor of Arts (Industrial Design) Graduate Diploma in Education (Middle Years) Certificate IV (Training and Assessment)

Amy Wainwright (nee Ponton)
Bachelor of Arts (Honours) Children and Playwork BTEC National Diploma Children's Care, Learning and Development

Emily Wallace
Bachelor of Health and Physical Education CPR and Bronze Medallion Swim Teaching License

Sue Wyatt
Masters of Education (Professional Studies) Bachelor of Business (Accounting) Graduate Diploma in Education

Tomoko Yamashita
Certificate III (Children's Services)

Tetyana Yarmysh
Bachelor of Arts

Renee Yonge
Master of Education Bachelor of Arts (Communication Media) Graduate Diploma of Education (Primary) Graduate Certificate in Mental Health

TOTAL WORKFORCE COMPOSITION

	FEMALE	MALE	TOTAL
Teaching	36	12	48
Co-Educators	11	1	12
Admin/Support	7	2	9
Total	54	15	69 staff

STUDENT ATTENDANCE

The average student attendance statistics for 2024 demonstrate that students across compulsory schooling (Pre-Primary to Year 12) were in attendance for 82.23% of school days. This takes into account some students utilising modified attendance agreements to assist with individual needs.

NON-ATTENDANCE MANAGEMENT

Following a student being recorded absent from school without explanation, student whereabouts is verified by sms/phone calls to parents/guardians requesting an explanation for the absence. All responses are recorded in the attendance management system SchoolPRO.

If non-attendance is ongoing with a student, the Class Teacher in consultation with the Team Leader and Wellbeing Staff and/or Principal works with the family, in some cases with the implementation of a management plan.

YEAR LEVEL	AVG ATTENDANCE
PP	82.73%
1	87.54%
2	84.78%
3	89.69%
4	86.81%
5	92.39%
6	89.08%
7	84.15%
8	76.70%
9	69.45%
10	76.85%
11	76.83%
12	71.97%

Average across all year levels 82.23%

Lei Baker
Community
Engagement
Coordinator



NAPLAN

NAPLAN tests were administered in March 2024, and the results were distributed to individual parents in Term 3, 2024. NAPLAN results are reported to parents using measurement scales for each assessment area: numeracy, reading, writing, spelling, grammar, and punctuation (these last two are called conventions of language).

In 2022, NAPLAN moved from a paper test to an online test to provide more accurate and precise information about what students know and can do. There was a significant change in how NAPLAN is reported, as student achievement is now reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing.

There are 4 proficiency levels:

Exceeding: the student's result exceeds expectations at the time of testing.

Strong: the student's result meets challenging but reasonable expectations at the time of testing.

Developing: the student's result indicates that they are working towards expectations at the time of testing.

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

We have small year-level cohorts who sit for NAPLAN; we are looking for a normal distribution curve in our data. The curve is used to develop and analyse standardised tests, ensuring that scores are interpretable and comparable. Understanding the distribution of our student achievement guides decisions, such as resource allocation and curriculum development. The numbers taking the NAPLAN tests at Bold Park Community School are small, and the

statistical data presented is considered within this context (especially when compared with National or larger school cohorts).

Work in the Writing and Grammar and Punctuation areas is under development, with staff reading and familiarising themselves with shared-read texts such as The Writing Revolution. We have consolidated our writing moderation practices for consistency with grading and goal setting. Our structured phonics program was implemented over several years, and the staff text Spelling for Life moved from familiarisation to implementation and has seen significant improvements in Spelling. Numeracy continues to be a focus as we utilise Essential Assessments and Maths Plus for our Scope and Sequences and students' texts. Middle School Mathematics is being enriched with the Building Thinking Classrooms (staff text) strategies implemented by Malora Rosario (Middle School Team Leader).

The School is very pleased with the results, especially each student's individual efforts. The results do not provide the journey individual students have been on to achieve their personal results. It is in this context that Bold Park staff analyse the data in a 'micro' sense; we examine individual results within the wider context, developing and continuing growth within areas of strengths and, more specifically, addressing areas of concern.

The school utilises other testing and diagnostic tools to assess student performance. These tools, such as Essential Assessment Testing Tools, provide us with immediate feedback for our educators. It should also be noted that all students flagged as *requiring additional support* or *developing* are engaged in support programs with their teachers/support teams. Specific information about the NAPLAN is available at the 'MySchool' website at: <https://myschool.edu.au/>

BPCS 2024 NAPLAN RESULTS

Assessment Areas for Year 3, 5, 7 and 9

TEST TYPE		STUDENT TOTALS	EXCEEDING	STRONG	DEVELOPING	NEEDS ADDITIONAL SUPPORT	WITHDRAWN	ABSENT	% STRONG & ABOVE
Writing		51	3	30	13	5	11	1	33/51 65%
Reading		57	12	32	6	7	10	-	44/51 77%
Conventions of Language	Spelling	52	6	28	15	3	11	1	34/52 65%
	Grammar	52	4	29	15	2	11	1	33/52 64%
Numeracy		54	5	35	11	3	9	1	40/54 74%

College

As we reflect on 2024, we are incredibly proud of the achievements of our College students. This year has been one of immense growth, with students excelling across various academic, vocational, and extracurricular areas. From strong graduation results to diverse post-school pathways, our students have demonstrated resilience, dedication, and a commitment to lifelong learning.



GRADUATION AND PATHWAYS

This year, we proudly celebrated the graduation of 16 students, marking our equal-largest Year 12 graduating class to date. Of these students:

- 15 students achieved WACE (Western Australian Certificate of Education) along with one or more nationally recognised certificate qualifications.
- One student, who was not aiming for WACE, successfully completed a Certificate IV as a standalone program with supporting medical documentation.
- 100% of our Year 12 students met OLNA (Online Literacy and Numeracy Assessment) requirements, a crucial milestone for graduation.

Our graduates have embarked on diverse and exciting pathways, showcasing the flexibility and strength of our college's approach to education. Some key destinations include:

- University Offers: Students have secured places at universities including UWA, Murdoch, ECU, and Notre Dame in fields such as Science, Engineering, Creative Industries, Education, and Nursing.
- Vocational Pathways: Several students have commenced apprenticeships or further studies at NMTAFE, SM TAFE, and SAE Institute in areas such as Automotive, Electronics, Animal Care, and Music.
- Gap Years and Employment: Some students have opted for gap years to gain work experience before pursuing tertiary education or apprenticeships.

ACADEMIC AND VOCATIONAL EXCELLENCE

Our students' achievements are measured across multiple areas, including:

- Completion of WACE subjects such as ATAR Human Biology, English, Literature, and Mathematics Applications through SIDE (School of Isolated and Distance Education).

- Attainment of Nationally Recognised Certificates, including Certificate II in Visual Arts, Certificate IV in Design, and external Certificate programs in Automotive, Electronics, and Population Health.
- Duke of Edinburgh International Awards, with students earning Bronze Awards in 2022 and 2023.
- Work Experience and Apprenticeships, with multiple students securing employment and industry placements through the College's Pathways Program.



OLNA

The Online Literacy and Numeracy Assessment (OLNA) is a computer-based assessment for Western Australian Year 10, 11, and 12 students designed to help them successfully meet the minimum standard of literacy and numeracy. Minimum standards of literacy and numeracy must be achieved to successfully obtain a **Western Australian Certificate of Education**.

The assessment occurs each year in March and September for young people in Years 10, 11 and 12. Once participants have passed the minimum standard, they are no longer required to sit the assessment again. There are six opportunities to pass this assessment.

Over 2024, our College students sat this assessment and have achieved the following Category results:

ACHIEVEMENT CATEGORIES	NUMERACY	READING	WRITING
Category 3 <i>Students who have demonstrated the standard through the OLNA. (Some students demonstrated the standard through their performance in NAPLAN.)</i>	47	46	47
Category 2 <i>Students who have not yet demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standard and may require specific learning interventions. Individual student's feedback (LAN005) identifies some of the skills students have yet to demonstrate in this component.</i>	2	3	2
Category 1 <i>Students who have not demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standard and require specific learning interventions. Individual student's feedback (LAN005) identifies some of the skills students have yet to demonstrate in this component.</i>	0	0	0

CURRICULUM AND LEARNING INNOVATIONS

In 2024, we introduced new subject selection opportunities for Year 12 students in 2025, allowing greater flexibility and engagement. This included single-unit courses across Mathematics, Science, Physical Education, and Visual Arts to cater to students' strengths and interests.

The College will continue to offer core courses such as English, Science in Practice, Media, and Physical Education, alongside the option to specialise in either Visual Arts or Mathematics.

The 'Outta Boundz' program was further refined to provide students with a selection of immersive experiences in Sporty, Outdoorsy, and Arty categories, offering hands-on learning opportunities with community partners such as Mosaic Collective, Claymake Studios, and Surfing WA.

STUDENT SUPPORT AND WELLBEING

With a focus on student wellbeing, our dedicated team, including Pathways Coordinator Carrie Crookart, has provided tailored support for students at risk due to low attendance, medical challenges, or learning differences. Our College Assessment Policy ensures that students are closely monitored to maximise their academic potential, while professional development sessions for staff have enhanced our capacity to support neurodiverse students and implement trauma-informed practices.

HIGHLIGHTS OF THE YEAR

Beyond academics, 2024 was filled with memorable experiences that enriched student learning and personal growth:

- **Murchison House Station Camp:** A challenging and immersive bush camp experience with ranger-led activities, self-catering, and adventure activities.
- **New Maylands Campus Murals:** Completion of a new Cert IV Design mural and a refresh of the lower courtyard.
- **Pathways Night Success:** A well-attended event showcasing diverse career and education opportunities.

- **Gingin Observatory Experience:** An unforgettable overnight excursion for Year 12s to celebrate their graduation.
- **Graduation Dinner Dance:** A beautiful and heartfelt event honouring our graduating class.

FUTURE DEVELOPMENTS

As we look ahead, we are committed to enhancing our learning environment with ongoing campus improvements, including:

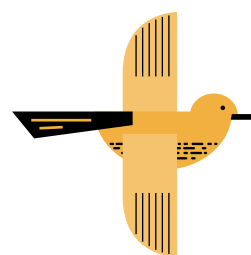
- Cooling solutions for the hall.
- Additional shelter for outdoor areas.
- Expansion of student-designed garden beds.

LOOKING AHEAD TO 2025

The year ahead holds exciting opportunities for our college community. With continued curriculum development, enhanced vocational pathways, and a commitment to student wellbeing, we are confident that our students will continue to thrive.

We extend our heartfelt congratulations to the Class of 2024 for their achievements and wish them all the best in their next adventures. We also thank our dedicated teachers, staff, and families for their unwavering support in making this a truly successful year for the College.

Tim Vidler
College Team
Leader



Middle School

In 2024, the Middle School enjoyed a steady enrolment, supporting 16 students as they transitioned to College at the Maylands campus, and finishing the year with a total of 39 students. I'm incredibly grateful for our team of skilled and passionate teachers who continuously create meaningful learning experiences for our students. Here are a few highlights from the year.



In Science, with a focus on environments and habitats, and with 2024 being an Olympic Year, a group of Middle School students took the lead in organizing the Bold Park Snail Olympics. The event featured a large stadium and included fun and quirky games such as long jump, rock climbing, sailing, and sprints. Alongside this, the remaining students performed in a reimagined fairytale play, *The Not So Mysterious Disappearance of Cinderella*.

The Wild Kitchen program continued to thrive, with new students earning their Food Safety certificates through the Town of Cambridge, as well as multiple Barista training certificates in partnership with Dimattina Coffee. The Year 9 students led the ANZAC Ceremony, acting as MCs, reciting poems, and fulfilling the important role of flag bearer.

The Middle School Outta Boundz program also offered exciting activities like snorkelling, fencing, roller-skating, trampolining, and visual storytelling. Term 4 featured our memorable camp

at Forrest Edge Recreation Camp, where students spent three nights and four days participating in team-building, adventure, and endurance challenges.

In the second half of the year, Year 9 students began their transition to the Maylands campus, visiting on Mondays and Wednesdays and collaborating with Year 10 students on the 40 Hour Famine project. This gave them an opportunity to build connections with their future peers and familiarise themselves with their new environment.

2024 was truly a big year full of growth and resilience demonstrated by a strong community, dedicated educators and students.

Malora Rosario
Middle School
Team Leader



Primary School

Throughout 2024, our six Primary classrooms resonated with activity as teaching teams and students engaged with the Western Australian Curriculum in a variety of ways. Learning opportunities occurred through whole-group discussions, targeted small group sessions, individual work, and numerous multi-disciplinary, integrated projects inspired by shared interests, and our whole school focus, 'RE-imagining'.



The scope of our learning environments – classroom, Wildspace and Galup – was expanded with excursions, some of which included a tour of murals in the laneways of Perth City to create a foundation of knowledge for a mural project with Artist Liam Dee (years 5/6). Biological and ecological learning at Herdsman Discovery Centre (years 2,3,4,5 & 6) and animal habitats and adventure at Whiteman Park (Pre-Primary).

Our camp program lead by Jarryd Horsley ranging from the school sleep-over to adventures at Ern Halliday and Rottneest, was once again very successful and an integral part of upper primary learning.

We also welcomed visiting artists to the school to expand our world. Yirra Yaakin Theatre Company performed 'Boodjar Kaartijin' - continuing our knowledge building of Indigenous culture. Mural artist Liam Dee and the year 5/6s began a collaboration to design a mural for our Undercover Area. Visual artist and comic maker, Aska worked with the Year 1 class. Year 2 students, who

were researching the history of flying, had a visitor who they excitedly called, "a real pilot!" to share some stories with them.

Our Learning Support program under the leadership of Julia Hughes continued to provide valuable one-on-one and in-class assistance. The school continued the initiative of offering the Pre-Primary students an Occupational Therapy screening, which offers valuable insight at this pivotal stage of development.

With the support of our Arts specialists, students performed plays, expressed themselves through visual art, wrote songs, cooked, published books, designed and built their own creations. Our Arts Festival was once again an exciting event for proudly sharing all of this. No one was more thrilled than the Pre-Primary students who were able to manifest something that began as imaginative play - an ice cream shop - into a real-life stall that provided ice cream for the arts patrons on the night!

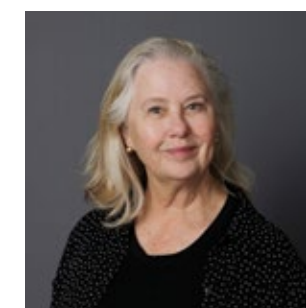


There was a variety of other events during the year including Community Breakfast, Ride to School Day, Bike Ed and the Smoothie Bike visit. The ANZAC day ceremony was very moving and featured wreaths of native flora created by the Pre-Primary class. There was also the Blueearth Olympics, Italian Picnic at Galup and of course, that all important tradition – Mud Day!

Upgrades and maintenance continued to enhance our Primary areas indoors and out. Still in progress was the planning and the securing of permits for the roofed structures that will provide extra playing, eating and learning areas between the lower primary classrooms.

With Felicity in the role of Acting Principal, the students and teaching teams were supported by Denise Elizabeth, Gabbi Lovelady and Jarryd Horsley.

Felicity Kinsella
Primary Team
Leader



Early Childhood



2024 was a year of 'firsts' in Early Childhood as we embarked on our new journey as an Early Learning Centre.

The opening of the new Bold Park Community School Early Learning Centre has been a wonderful success. The reimagined renovations to the Centre have given the children, their families and the ELC educators even greater opportunities with the extended hours of care, extra staffing and high-quality educational resources. We have always had a proud history of growth and evolution, and we are constantly reimagining what education can be.

Our children's happiness, confidence and bountiful energy is a testament to our vision and aspirations within the renovation's planning, process and completion. The licensing of before and after school hours care in a dedicated space has enabled us to continue to offer our world class educational program, retain continuity of care with our highly skilled educators and include new staff members within our expansive and light filled classrooms.

The surrounding and adjacent spaces to the Early Learning Centre such as the Wildspace and Kitchen Garden are still able to be accessed and utilised weekly as approved 'regular outings' further enriching the experiences of the children's learning and social and emotional growth.

Following the approval from Services Australia our ELC families are eligible for CCS rebates.

Although we wait in anticipation for our first upcoming unannounced compliance check, we are thrilled with what we have been able to achieve and offer to our amazing Bold Park Community School families.

Within the new, we still embrace things that we hold dear and true to our hearts.

One being our Busy Bee in March, where very efficient ELC families did a wonderful job sprucing up the ELC Wildspace, and the Kitchen Garden, with the super pile of mulch that was gifted to the school. It was great to see people from different areas of the ELC enjoying the opportunity to meet and chat as they worked to cover the garden beds with mulch, lop trees and complete a general tidy up.

Another of our favourite gatherings, is our annual Garden Tea Party, which celebrates the joy and wonder of being in early childhood. The Garden tea Party took place on a glorious day in May, with parents, carers, and grandparents joining us for the afternoon. This year, we pivoted from farm animals to Australian native animals, we were thrilled to welcome live



music performances from our talented Arts Specialists, Lee and Kobi. Have the wonderful CJ perform magic with bubbles and the children enjoyed a plethora of activities. The most popular attraction was the tiny little sugar glider.

The Mud Day participation of our EC children and families in June was outstanding. It was lovely seeing so many muddy and happy faces, both young and old! The bravery of mastering the mud slide and sustaining the icy wash down is a testament to the children's resilience. A hot shower, followed by a cup of hot freshly made soup is always a welcomed treat.

Wonderful, integrated learning projects evolved over the course of the year, each one echoing the whole school focus of Re-Imagining in its own unique way. In Pre-Kindy 1, the children were fascinated with the colourful silk scarves. A scarf is an item that is full of possibilities for an imaginative child. The most enduring and oft-repeated play we observe is when a child dons a scarf as a cape. A transformation occurs which seems to magically bring about a change in behaviour, posture and even the child's voice as they reimagine themselves as a superhero! Both the Kindy 1 and 2 children became immersed in 'Botanical Literacy' and enthusiastically embraced the Noongar language to 'reimagine' the names of the natives in our ELC garden, and showing how the love of native plants can connect culture

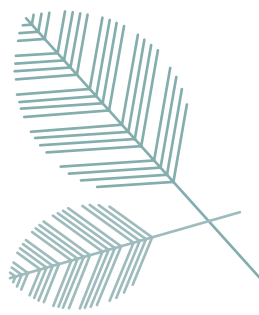


and country. Both projects led to create a large gallery of artworks together for the Arts Festival.

The Arts Festival in September gave the children and teaching teams the opportunity to showcase their work. EC families enjoyed the magic of seeing the school all lit up in the evening while they visited the displays. The highlights were seeing the wonderful 'superhero capes' collages of the Pre-Kindy children, and the gorgeous paintings of native plants carefully curated by the Kindy children.

Ending the year with our famous Bold Park Community School Christmas Party is always a highlight. This evening is a special to celebrate the year together and to recognize the growth and learning both the teachers, students and families have made...and of course to meet Santa!

Sue Phillips
Early Childhood
Team Leader



Marketing & Communications

In 2024, Bold Park Community School (BPCS) continued its mission to provide a distinctive and innovative educational experience in Perth, Western Australia. The school's commitment to the Reggio Emilia-inspired approach, coupled with community engagement initiatives, has reinforced its position as a leading alternative to mainstream education.

MARKETING AND COMMUNICATIONS

DIGITAL PRESENCE ENHANCEMENT

The website was redesigned, ensuring user-friendly navigation and comprehensive information about programs and philosophies including the implementation of SEO best practices to improve search rankings and organic traffic.

ROLLING OUT THE BRANDING GUIDE & ASSETS

The rollout of standardised branding assets to all staff has ensured a cohesive visual identity across digital and print communications, maintaining professionalism while allowing space for student creativity. Key applications include new staff email Signatures, 2024 Yearbook and College Handbook.

PHOTOGRAPHIC INNOVATION

Collaborating with Jack + Purdy for School Photo Day resulted in portraits reflecting each student's unique character.



EVENT HIGHLIGHTS

In true Bold Park style the events showcased our philosophy with student outcomes and the incredible feeling of community that we have continually grown and nurtured. Open Day children led markets, Group Tours, Arts Festival, and the School Christmas Party with collaboration from both children and teaching staff, attracted both current and prospective families.

ARTS FESTIVAL

The 2024 Arts Festival was widely praised for its rich variety of displays and engaging activities, creating a vibrant and awe-inspiring atmosphere. Highlights included the collaborative spirit among staff, the diverse art mediums showcased, and the immersive MAC experience - especially the student-run ice cream shop and culinary elements.

COMMUNITY ENGAGEMENT

We deepened our commitment to authentic, meaningful community connections. Signature events like the Community Breakfasts, Arts Festival, and Open Day Markets created vibrant opportunities for families, students, and staff to come together, celebrate learning, and strengthen relationships. Parent Class Coordinators (PCCs) played a pivotal role in helping to enhance school experiences and extend engagement beyond the classroom. Collaborations with local organizations and the Town of Cambridge further enriched our community ties and utilising videography amplified our storytelling and outreach. These efforts reflect our ongoing dedication to building a connected, inclusive, and thriving school community. Valuing Children Initiative



LOOKING FORWARD

Our plan is to strengthen the BPCS Brand further by connecting the initiatives below into our overall marketing strategy for 2025.

- **Alumni Engagement:** Develop programs to involve alumni in mentoring and promotional activities, leveraging their success stories.
- **Partnerships:** Establish collaborations with local businesses and community organisations to enhance visibility and resource sharing.
- **Enhanced Analytics:** Implement advanced analytics tools to better understand audience behavior and refine marketing strategies accordingly.

Suzanne Fisher
Marketing



Community Celebration



REFLECTION ON OUR ARTS PROGRAM 2024

Our arts team thrives on flexibility, imagination, and a deep passion for creativity. We embrace change, push boundaries, and connect with the community to make art meaningful beyond the classroom. Through collaboration and dedication, we create opportunities for students to explore, express, and grow through the arts.

In 2024, we faced challenges but came together with determination to create an incredible Annual Arts Festival. It was more than an exhibition—a celebration of reimagining possibilities, passion for authentic education, student expression, and our school's unique approach. Our team's dedication to artistic excellence and student engagement transformed obstacles into opportunities, ensuring our students' voices were heard and valued through the exhibitions, performances, community interactive engagement and the fantastic catering from our culinary specialist, showcasing the importance of our skills and embedded programs.

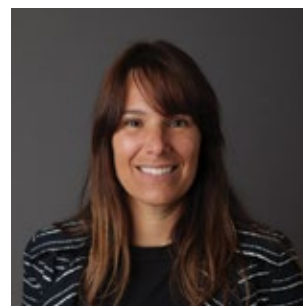
Creativity is at the heart of our teaching, naturally woven into every encounter. Our

approach encourages exploration, risk-taking, and innovative thinking, fostering a supportive environment where students and staff grow. Last year, our connections with external artists enriched our learning and expanded our artistic possibilities, reinforcing the value of community engagement in the arts.

By collaborating with Geoffrey Drake-Brockman, our Kindy students were part of developing and designing a sculpture that will be a mark of our ELC, experiencing the joy of hands-on learning and collaboration with others. Year 5/6 students explored research and collaboration with Blank Walls, deepening their understanding of artistic processes and teamwork. Meeting emerging artist Liam Dee brought fresh perspectives, igniting inspiration among students and the staff involved. Soon, we'll witness the magic of this creative journey unfold on the top of the Under Cover Area, marking another milestone in our school's artistic legacy.

As we reflect on the year, we celebrate our passionate team—educators and artists who don't just teach creativity but live it. Our shared vision and commitment to the arts continue to shape a dynamic and inspiring learning environment.

Renata Biancardi
Arts Team Leader



40 HOUR FAMINE

After a very successful 40 Hour Backpack Challenge in 2019- and 40-Hour Famine Challenge in 2021 where we raised over \$10,000 in total, in 2024 Bold Park Community School once again embarked upon the 40 Hour Famine Challenge with World Vision. The theme for 2023 was "Living off the land". The Year 9 students visited the Maylands campus for the span of this project and worked alongside the Year 10 students to explore how to affect change at a global level.

The plan was not to starve ourselves for 40 hours, instead, have a strong focus on using the land that we have to grow crops to sustain us for a period of 40 hours. In Term 3, students designed and planed what food crops they would like to grow based on their nutritional value and of course their growing conditions. They engineered structures to house their crops (there wasn't a lot of horizontal space for a permaculture garden at Maylands) and looked after them for a period of time, to have a harvest that sustained them during the challenge. 4 items were provided: Rice, salt, oil and water.

During the 40 hours in November, students built makeshift shelters, completed activities like walking to the river to collect and purify water for drinking, and we met Jane Armstrong- who works with communities who provide food and other services like medical care, showers, veterinary services etc. to people without homes and experiencing food insecurity. The students learned about what she does and how she feels about the current homelessness situation in Perth and what we can do.

The students in their groups also designed fundraising events to raise money and awareness for World Vision's initiatives to provide for people in areas affected by famine. There was a Sponge Toss, a Bunnings Sausage Sizzle, items made and sold at the Arts Festival and the final fundraising event - a Music Trivia Quiz Night organised by the students and presented by Ben Bull and Melissa Triolo which took place in the Maylands campus hall.

A total of \$4000 was raised for World Vision.

HOW DID YOU FEEL AFTER THE FIRST NIGHT?

Sleep wise – pretty okay. Took me a while to get to sleep. There were noises - hearing people walking past every 30 seconds, I would wonder – who's there?

Cam Roberts Year 9

I heard birds, trucks and the light was quite bright.

Noah Duncan Year 10

Unrested. I was really tired because I was moving around and turning over all night. I don't remember much from the first night except for rolling over a lot. I couldn't get comfortable. First it was hot then it was cold. I got bitten by mosquitoes, but it was too hot to be fully in my sleeping bag.

Molly Yonge Year 11

Same as I did today. My neck's bit stiff just from sleeping in a funny position.

Luke

Genuinely the worst sleep I have ever had.

Finn Burns Year 9

HOW ARE YOU FEELING AT THE END OF THE 40 HOURS? WHAT ARE YOU LOOKING FORWARD TO THE MOST WHEN YOU GET HOME?

I'm definitely done with it, I need some rest. Probably just shower.

Luke Tierney Year 10

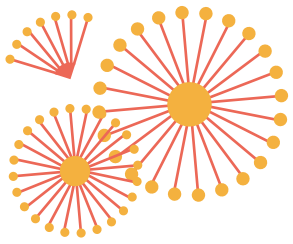
Tired, but a different kind of tired. For the whole year I've been mentally tired but not physically tired and now I feel more physically tired, because my brain is awake, but my body is tired. I was kind of sad to pack up the tent because I was thinking I really like this tent – I could do another week. But I think that at the same time after a couple more nights of having rough sleep, I'd probably be done. For the people who don't get to just be done with it, I feel really sorry for them.

Molly Yonge Year 11

If we had to do it for 10 more days, after a while my hunger would catch up. I would feel super fatigued.

Noah Duncan Year 10

Malora Rosario
Middle School
Team Leader



CAMP SNAPSHOT

YEARS 3/4

SLEEPOVER

Year 3/4 sleepovers have always been treated as a practice run for camp. They help the students develop resilience and grit for the upcoming challenge of camp. For some students, this is their first time being away from family. We played games like Spotlight and shared meals around the fire pit.

ERN HALLIDAY CAMP

The year 3/4 camp at Ern Haliday is one of the most anticipated camps for Bold Park students. The activities and campgrounds are amazing. The camp supports the students while providing them with safe challenges and opportunities to develop teamwork and build positive relationships with their fellow students. Students completed activities including ziplining, lost pilot, and beach team-building games, all following the challenge-by-choice model.

YEARS 5/6

ROTTNEST LEADERSHIP CAMP

Year 6 leadership camp is different from all other camps as it is effectively student-run. The students plan the meals and activities, finding compromises and working together to find solutions. Our days were spent going for rides, swimming at the beach, and frequenting the town centre, where excited students could purchase their own food. Subway was a particular favourite this year.

BO SHACK

Students once again returned to Bo Shack. Bold Park students have been attending camp at Bo Shack for 10 years on a year-on-year-off basis. This back-to-nature camp intentionally contrasts the challenge-by-choice camps we completed in year 3. This camp allows the students to explore and apply many skills developed in the Wild Space, including hut building and fire making. Due to the lack of light pollution, this site provides the best stargazing and satellite spotting opportunities.

MIDDLE SCHOOL

FORREST EDGE

The middle school students attended camp at Forrest Edge Adventure Camp. They participated in many facilitated activities, including zip lining, low ropes, and rock climbing. Still, they were also given time to spend with their friends in allocated downtime, where they could draw, chat, play board games, or play games as a whole group.

COLLEGE

KALBARRI

College camp was slightly different from other camps we have had in college. Students went further than they had ever been before and slept in tents. This camp will be forever known as the one with flies. We had the worst flies in 10 years, but the students showed their resilience and grit by taking on this challenge. Students took part in activities including canoeing, hiking, swimming, and cooking their own meals. It was fantastic seeing the students grow as people throughout this camp.



Finance Report



**INDEPENDENCE DECLARATION
TO THE BOARD OF MANAGEMENT OF THE
BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL INCORPORATED
AS AT 31 DECEMBER 2024**

We make the following declaration to the Board of the Bold Park Community School Advisory Council Incorporated, under Division (3) of the *Associations Incorporation Act 2015* (WA) (the Act) that to the best of our knowledge and belief there have been:

- (i) No contraventions of the auditor independence requirements of this Act in relation to the audit; and
- (ii) No contraventions of any applicable code of professional conduct in relation to the audit.

2020 Global Pty Ltd

**Bruce Donald
Director
Perth WA**

8 April 2025

**BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024**

TABLE OF CONTENTS

INDEPENDENCE DECLARATION3

INDEPENDENT AUDIT REPORT4

STATEMENT BY THE MEMBERS OF THE COMMITTEE6

INCOME & EXPENDITURE STATEMENT7

STATEMENT OF FINANCIAL POSITION8

CASH FLOWS FROM OPERATING ACTIVITIES9

STATEMENT OF CHANGES IN EQUITY10

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES11

NOTE 2: CASH AND BANK BALANCES14

NOTE 3: TRADE AND OTHER RECEIVABLES14

NOTE 4: PROPERTY, PLANT AND EQUIPMENT14

NOTE 5: LEASES15

NOTE 6: TRADE AND OTHER PAYABLES16

NOTE 7: LEASE LIABILITIES16

NOTE 8: INTEREST BEARING LOANS17

NOTE 9: RELATED PARTY TRANSACTIONS17

NOTE 10: AUDITORS' REMUNERATION17

NOTE 11: FINANCIAL INSTRUMENTS17

NOTE 12: EVENTS SUBSEQUENT TO REPORTING DATE.....18

NOTE 13: CONTINGENT LIABILITIES18

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**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF
BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL INCORPORATED
AS AT 31 DECEMBER 2024**

We have audited the accompanying financial report set out on pages 6 to 18, being a special purpose financial report, of Bold Park Community School Advisory Council Incorporated, which comprises the income and expenditure, statement of financial position as at 31 December 2024 and statement, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the Members of the Board assertion statement.

Board of Management Responsibility for the Financial Report

The Board of Management of Bold Park Community School Advisory Council Incorporated are responsible for the preparation and fair presentation of the financial report, and have determined that the basis of preparation described in Note 1, is appropriate to meet the requirements of the *Associations Incorporation Act 2015* (WA) (the Act) and is appropriate to meet the needs of the members. The Board's responsibility also includes such internal control as the officers determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the association's preparation and fair presentation of the financial report 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 association's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the officers, as well as evaluating the overall presentation of the financial report.

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

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Opinion

In our opinion, the financial report presents fairly, in all material respects, the financial position of Bold Park Community School Advisory Council Incorporated as at 31 December 2024, and its financial performance and its cash flows for the year then ended in accordance with the financial reporting requirements of the Act.

In particular in our opinion the:

- (i) The financial report has been prepared in accordance with and has satisfied the requirements of Part 5 of the Act;
- (ii) We have been provided with all relevant information and explanations and assistance necessary for the conduct of our audit;
- (iii) Bold Park Community School Advisory Council Incorporated has maintained sufficient financial and other records required by Part 5 of the Act to enable the financial report to be prepared.

Basis of Accounting

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist Bold Park Community School Advisory Council Incorporated to meet the requirements of the *Associations Incorporation Act 2015* (WA). As a result, the financial report may not be suitable for another purpose.

2020 Global Pty Ltd



**Bruce Donald
Director
Perth WA**

8 April 2025

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

STATEMENT BY THE MEMBERS OF THE COMMITTEE

In the opinion of the Committee, the financial report as set out on pages 7 to 18:

- 1 Presents fairly the financial position of Bold Park Community School Advisory Council (Inc.), as at 31 December 2024 and its performance for the year ended on that date in accordance with accounting policies set out at note 1 of the Financial Statements.
- 2 At the date of this statement, there are reasonable grounds to believe that Bold Park Community School Advisory Council (Inc.) will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:



Leanne Crawford

Chairperson

Dated this 2 April 2025



Peter Sinclair

Treasurer

Dated this 2 April 2025

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

INCOME & EXPENDITURE STATEMENT	Note	2024 \$	2023 \$
INCOME:			
Grants		4,210,215	3,664,006
Excursions/Camps		70,120	70,449
Fees		3,694,537	3,105,556
Bad Debts Recovered		-	2,097
Fundraising Income		3,072	10,508
Café Income		29,558	30,717
Other Income		72,467	67,189
Uniform Income		4,495	16,336
Sponsorship and Donations		3,700	-
Consulting and Workshops		-	805
Interest Received		77,060	97,453
TOTAL INCOME		8,165,224	7,065,116
EXPENDITURE:			
Administration & Other Expenses		426,020	331,742
Bad & Doubtful Debts Expense		2,146	-
Cleaning and Maintenance		248,513	190,669
Depreciation and Amortisation		481,244	399,841
Excursions/Camps		113,308	102,442
Fundraising Expenses		9,215	9,432
Insurance		157,002	181,634
Interest Paid		344,564	348,480
Low Value Leased Assets	5b)	6,109	4,172
Rent & Utilities		43,099	41,722
Salaries & Employee Benefits		6,394,869	5,118,028
Teaching & Classroom Expenses		172,611	140,272
Café Expenses		52,088	40,811
Uniforms		21,906	20,108
TOTAL EXPENDITURE		8,472,694	6,929,353
Surplus/(loss) from ordinary activities		(307,470)	135,763
ACCUMULATED SURPLUS AT THE BEGINNING OF THE FINANCIAL YEAR		2,895,294	2,759,531
ACCUMULATED SURPLUS AT THE END OF THE FINANCIAL YEAR		2,587,824	2,895,294

The Income & Expenditure Statement should be read in conjunction with the accompanying notes.

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

	Note	2024 \$	2023 \$
STATEMENT OF FINANCIAL POSITION			
CURRENT ASSETS			
Cash and Bank Balances	2	556,279	1,305,606
Trade and Other Receivables	3	190,022	191,377
Stock on Hand – Uniforms & Books		51,822	47,327
TOTAL CURRENT ASSETS		798,123	1,544,310
NON-CURRENT ASSETS			
Property, Plant and Equipment	4	8,750,499	8,374,390
TOTAL NON-CURRENT ASSETS		8,750,499	8,374,390
TOTAL ASSETS		9,548,622	9,918,700
CURRENT LIABILITIES			
Trade and Other Payables	6	268,218	299,544
Fee Deposits		24,495	38,715
Interest Bearing Loans	8	107,089	107,089
Lease Liabilities	7	328,214	328,214
Provision for Annual Leave		17,455	14,977
Provision for Long Service Leave		384,566	378,478
TOTAL CURRENT LIABILITIES		1,130,037	1,167,017
NON-CURRENT LIABILITIES			
Provision for Long Service Leave		152,171	79,800
Lease Liabilities	7	3,058,471	3,078,526
Interest Bearing Loans	8	765,332	843,276
TOTAL NON-CURRENT LIABILITIES		3,975,974	4,001,602
TOTAL LIABILITIES		5,106,011	5,168,619
NET ASSETS		4,442,611	4,750,081
MEMBERS' FUNDS			
Accumulated Surplus		2,587,824	2,895,294
Building Fund Reserve		15,215	15,215
Asset Revaluation Reserve		1,839,572	1,839,572
TOTAL MEMBERS' FUNDS		4,442,611	4,750,081

The Statement of Financial Position should be read in conjunction with the accompanying notes

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

	2024 \$	2023 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from parents/carers	3,712,305	3,109,139
Grants received	4,210,215	3,664,006
Low Value Leased Assets	(6,109)	(4,172)
Interest Paid	(344,564)	(348,480)
Other Income	259,711	304,489
Payments to suppliers and employees	(7,625,532)	(6,387,865)
<i>Net cash provided / (used) in operating activities</i>	<i>206,026</i>	<i>337,117</i>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for plant and equipment	(855,971)	(626,918)
<i>Net cash used in investing activities</i>	<i>(855,971)</i>	<i>(626,918)</i>
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds from borrowings	(1,382)	-
Payment of borrowings	(77,944)	(79,807)
Principal elements of Lease Payments	(20,056)	(11,385)
<i>Net cash provided/ (used) in financing activities</i>	<i>(99,382)</i>	<i>(91,192)</i>
<i>Net decrease in cash held</i>	<i>(749,327)</i>	<i>(380,993)</i>
Cash at beginning of the year	1,305,606	1,686,599
CASH AT THE END OF THE YEAR	556,279	1,305,606

The Statement of Cash Flows should be read in conjunction with the accompanying notes

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

STATEMENT OF CHANGES IN EQUITY

	\$ Accumulated Surplus	\$ Revaluation Reserve	\$ Building Fund Reserve	\$ TOTAL
2024				
Balance at 1 January 2024	2,895,294	1,839,572	15,215	4,750,081
Surplus/(Loss) for the year	(307,470)	-	-	(307,470)
Balance at 31 December 2024	2,587,824	1,839,572	15,215	4,442,611
	\$ Accumulated Surplus	\$ Revaluation Reserve	\$ Building Fund Reserve	\$ TOTAL
2023				
Balance at 1 January 2023	2,759,531	1,839,572	15,215	4,614,318
Surplus for the Year	135,763	-	-	135,763
Balance at 31 December 2023	2,895,294	1,839,572	15,215	4,750,081

The Statement of Changes in Equity should be read in conjunction with the accompanying notes

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

The Advisory Council has determined that the school is not a reporting entity because in the Council's opinion, there are unlikely to exist users who are unable to command the preparation of reports tailored so as to satisfy specifically all of their information needs. These Financial Statements are therefore a Special Purpose Financial Report prepared in accordance with the accounting policies outlined in Note 1 to the financial statements solely to meet the requirements of the members of the school.

The financial report has been prepared in accordance with the requirements of the *Associations Incorporation Act 2015* and the following Australian Accounting Standards:

- AASB 102 Inventories
- AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors
- AASB 1004 Contributions
- AASB 110 Events after the Balance Sheet Date
- AASB 15 Revenues for Contracts with Customers
- AASB 16 Leases

No other applicable Accounting Standards, Urgent Issues Group Interpretations or other authoritative pronouncements of the Australian Accounting Standards Board have been applied. The financial report has been prepared on an accruals basis and is based on historic costs and does not take into account changing money values, or except where specifically stated, current valuations of non-current assets. The following material accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report.

a) Going Concern

The financial report for the year ended 31 December 2024 has been prepared on the going concern basis as the Advisory Council believe that the school has sufficient sources of liquidity to meet the forecast operating result for 2025.

b) Income Tax

BPCS has been granted exemption from taxation in accordance with section 50-5 of the *Income Tax Assessment Act*.

c) Property Plant and Equipment

Property, plant and equipment is carried at cost, or independent valuation less, where applicable, any accumulated depreciation or amortisation. The carrying amount of property, plant and equipment is reviewed annually to ensure it is not in excess of the recoverable amount from those assets. The recoverable amount is assessed on the basis of the expected net cash flows that will be received from the assets employment and subsequent disposal. The expected net cash flows have not been discounted to their present values in determining recoverable amount. Assets held for investment purposes are not subject to a depreciation charge. Leasehold improvements are amortised over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

The range of depreciation rates applied by class of asset are as follows:

Class of Asset	Depreciation Range
Buildings (Maylands/Wembley)	2.50%-6.5%
Refurbishments	2.50%-6.5%
Furniture and Fittings	10%-30%
Plant and Equipment	20%
Electronic Equipment	20%-40%
Motor Vehicle	22.5%

d) Inventories

Inventories are measured at the lower of cost and net realisable value.

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

e) Leases / Hire Purchase

Under AASB 16, for contracts assessed as being, or containing, a lease (*where the contract conveys the right to control the use of an identified asset for a period of time in exchange for consideration*) a right-of-use asset and a lease liability, equal to the present value of lease payments not paid at time of application are recognised. Right-of-use assets recognised are subsequently depreciated using the straight-line basis over the earlier of the remaining term lease or the remaining useful life of the right-of-use asset. Lease or hire purchase payments are allocated between the reduction of the lease or hire purchase liability and the lease interest expense for the period.

Right-of-use assets are initially measured at cost, which comprises the initial amount of the lease liability, adjusted for any lease payments made at or before the commencement date, plus any initial indirect costs incurred and estimate of costs to dismantle and remove underlying asset or store asset, less any lease incentives received.

The lease liability is initially measured at the present value of the lease payments that are not paid at the commencement/implementation date, discounted using the interest rate implicit in the lease or, where that rate cannot be readily determined, the School's incremental borrowing rate. Generally the School uses its incremental borrowing rate as the discount rate.

For leases classified as finance leases under AASB 117, the carrying amount of the right-of-use asset and the lease liability are determined at the carrying amount of the lease asset and lease liability under AASB 117 immediately before that date..

f) Employee Entitlements

A provision for annual leave entitlement has been brought to account based upon the nominal value of the employees entitlements plus 11.5% for statutory superannuation. As the majority of staff take leave prior to year-end, the balance is classified all as current liability.

Employees are entitled to 13 weeks of Long Service Leave after 10 years of service. Long service leave is accrued on a pro-rata basis after 7 years of service. Employees who have accrued more than 10 years service have been classified as a current liability.

g) Revenue Recognition

Revenue is measured in accordance with AASB 15 Revenue from Contracts with Customers at the defined contract value per the Bold Park fee schedule and therefore consideration received or receivable.

Fees Revenue

Revenue from tuition fee and building levy are recognised by reference to 3 stages of payments, which are being invoiced 1 month prior to the due dates on 1 February, 1 May and 1 August of the year.

Revenue from book and resource levy is an annual fee, which is recognised upon invoice on 1 January of the year.

Revenue from playgroup is recognised by reference to invoices issued at the beginning of the 4 school terms during the year.

Revenue from all other fees are recognised on issue of invoice.

Interest Revenue

Interest revenue is recognised when it is probable that the economic benefits will flow through the School and the amount of revenue can be measured reliably.

h) Borrowing Costs

Borrowing costs directly attributable to the acquisition of qualifying assets, are added to the cost of those assets, until such time as the assets are substantially ready for their intended use.

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

i) Government Grants

Government grants are not recognised until there is reasonable assurance that the School will comply with the conditions attaching to them and that the grants will be received.

Government grants whose primary condition is that the School should purchase, construct or otherwise acquire non-current assets are recognised as deferred revenue in the statement of financial position and transferred income on a systematic and rational basis over the useful lives of the related assets.

Otherwise government grants are recognised as revenue over the periods necessary to match them with the costs for which they are intended to compensate, on a systematic basis. Government grants that are receivable as compensation for expenses or losses already incurred or for the purpose of giving immediate financial support to the School with no future related costs are recognised in income in the period in which they become receivable.

Government assistance which does not have conditions attached specifically relating to the operating activities of the entity is recognised in accordance with the accounting policies above.

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

	2024	2023
NOTE 2: CASH AND BANK BALANCES	\$	\$
Cash at bank	554,929	1,304,356
Petty Cash/On hand	1,250	1,250
TOTAL	556,279	1,305,606
NOTE 3: TRADE AND OTHER RECEIVABLES	\$	\$
Trade receivables	17,353	63,906
Less: Allowance for Doubtful Debts	(8,801)	(6,532)
Prepayments	174,295	129,858
Other Receivables	7,175	4,145
TOTAL	190,022	191,377
NOTE 4: PROPERTY, PLANT AND EQUIPMENT	\$	\$
Land and Buildings	7,777,563	6,885,652
Accumulated Depreciation	(1,966,975)	(1,742,572)
	5,810,588	5,143,080
Plant and Equipment	1,243,812	1,000,460
Accumulated Depreciation	(836,999)	(751,888)
	406,813	248,572
Motor Vehicles – At Cost	93,808	93,808
Accumulated Depreciation	(74,915)	(69,430)
	18,893	24,378
Website (a)	66,417	59,352
Accumulated Amortisation	(34,676)	(27,311)
	31,741	32,041

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

NOTE 4: PROPERTY, PLANT AND EQUIPMENT (cont'd)

	2024	2023
	\$	\$
Land - Right of Use	3,373,077	3,373,077
Accumulated Depreciation	(944,987)	(787,489)
	2,428,090	2,585,588
Works In Progress	54,374	340,731
TOTAL	8,750,499	8,374,390

NOTE 5: LEASES

See accounting policy in Note 1

Note 5a): Right-of-Use Assets

Right-of-use assets are presented as Property, Plant and Equipment

Balance as at 1 January 2023

Depreciation Charge for the Year

Additions to right-of-use assets

Derecognition of right-of-use assets

Balance as at 31 December 2024

Right-of-Use Asset

2,585,588

(157,498)

-

-

2,428,090

Bold Park Community School has a sub-lease over the school grounds granted by The Speech and Hearing Centre for Children WA Inc. commencing 1 July 2003 to 7 June 2040.

Per the Sub-lease, the rental increment is the greater of 3% of the movement in the CPI. The right-of-use and lease liability calculations are based on 3% annual increment however, this will be revised as and when the CPI is greater than 3%.

Note 5b): Lease Amounts recognised in Income and Expenditure Statement

The Income and Expense Statement shows the following amounts relating to leases,

	2024	2023
	\$	\$
Lease interest expense (included in Interest Paid expense category)	315,203	316,629
Expenses relating to variable lease payments not included in lease liabilities (Utilities)	43,099	41,722
Expenses relating to low value leases	6,109	4,174
Total	364,411	362,525

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

Note 5c): Lease Amounts recognised in statement of cash flows	2024	2023
	\$	\$
<i>The Statement of Cash Flows shows the following amounts relating to leases:</i>		
Lease interest expense (included Interest Paid expense category)	315,203	316,629
Expenses relating to variable lease payments not included in lease liabilities	43,099	30,483
Total cash outflow for Leases	358,302	347,112

NOTE 6: TRADE AND OTHER PAYABLES	2024	2023
	\$	\$
Trade Payables	84,468	132,299
Accruals	50,458	69,648
Fees Paid in Advance:		
- Tuition Fees	31,773	46,337
ATO Recoups & Refunds	95,038	-
Superannuation Payable	-	51,260
Other Payables	6,481	-
TOTAL	268,218	299,544

NOTE 7: LEASE LIABILITIES	2024	2023
See accounting policy in Note 1	\$	\$
Current		
Lease Liability – Telethon Speech & Hearing	328,214	328,214
Total Current	328,214	328,214
Non Current		
Lease Liability – Telethon Speech & Hearing	3,058,471	3,078,526
Total Non Current	3,058,471	3,078,526
TOTAL	3,386,685	3,406,740

The discounted incremental borrowing rate utilised to discount previous operating lease commitments (relating to the Sublease provided by The Speech and Hearing Centre for Children WA Inc.) was the current variable interest rate of the School's historic fixed rate borrowings, 9.77% per annum.

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

NOTE 8: INTEREST BEARING LOANS	2024	2023
	\$	\$
Current		
State Government Low Interest Loans	107,089	107,089
Total Current	107,089	107,089
Non Current		
State Government Low Interest Loans	765,332	843,276
Total Non Current	765,332	843,276
TOTAL	872,421	950,365

Low interest loans were received from Department of Education Services, a state government agency, after a formal application was submitted. The loans are payable within 15 years and currently attract a 3.5% interest charge per annum. These loans are secured via a mortgage dated March 2004 and November 2017 over the registered sublease from The Speech and Hearing Centre for Children of WA Inc.

NOTE 9: RELATED PARTY TRANSACTIONS

There were no related party transactions in the 2024 Financial Year.

NOTE 10: AUDITORS' REMUNERATION	2024	2023
	\$	\$
Auditing services	14,100	13,488
Other Services	4,375	4,188
TOTAL	18,475	17,676

NOTE 11: FINANCIAL INSTRUMENTS

Financial Risk Management

The school financial instruments consist mainly of hire purchase liabilities, long term low interest loans, cash at bank, accounts receivable and accounts payable.

The school does not have any derivative instruments as at 31 December 2024

i. Treasury Risk Management

The Advisory Council meets on a regular basis to review performance of the school, which includes general analysis of the interest rate exposure and evaluate strategies to manage the interest rate risk exposure.

ii. Financial Risk

The main risks the school is exposed to through its financial instruments are interest rate risk, liquidity risk and credit risk.

iii Interest Rate Risk

Interest rate risk is managed with a fixed rate debt. At 31 December 2024, 100% of this debt is fixed. (The overdraft has a variable rate of 11.72% and is only used as a short-term funding measure over the end of the financial year. The overdraft of \$300,000 was undrawn and fully available as at 31 December 2024.

iv Liquidity Risk

The Advisory Council manages liquidity risk by monitoring forecast cash flows and ensuring that adequate unutilised borrowing facilities are maintained.

BOLD PARK COMMUNITY SCHOOL ADVISORY COUNCIL (INC)
SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024

v Credit Risk

The maximum exposure to credit risk, excluding the value of any collateral or other security, at balance date is the carrying amount, net of any provisions for impairment of those assets, as disclosed in the balance sheet and notes to the financial statements.

The school does not have any material credit risk exposure to any single receivable or group of receivables under financial instruments entered into by the association.

NOTE 12: EVENTS SUBSEQUENT TO REPORTING DATE

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

NOTE 13: CONTINGENT LIABILITIES

The Advisory Council believes that there are no contingent liabilities.



BoldPark
COMMUNITY SCHOOL

REIMAGINING
WHAT A SCHOOL CAN BE

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