A photograph of five school children, three boys and two girls, sitting in a row outdoors. They are all wearing blue and white school uniforms. The children are smiling and looking towards the right of the frame. In the background, there is a brick building with large windows and a tiled roof.

Primary
ETHICS

Annual Report
2015/2016

***“In time, not very much time at all,
it will be the decisions of the children we
teach today that will shape the world.”***

Dr Simon Longstaff AO, Executive Director – The Ethics Centre



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Back cover

Message from the Chair

It has been an absolute honour to guide Primary Ethics into its sixth year of operation.

This year, over 32,000 children in 405 NSW primary schools have regularly attended ethics classes. This would be impossible without the dedication and skill of our volunteers, the generosity of our donors, and the hard work of our trainers and small team of staff.

We are deeply grateful to our 2,300 volunteers who turn up to teach each week, who carefully coordinate their schools and manage their regions, and who provide classroom support to our ethics teachers. Some of our volunteers have been with us for over five years, and their level of commitment is exceptional and deeply valued. A sincere thank you to you all.

It's amazing too how readily our volunteers will jump in and take an extra class, help a neighbouring school or

Many of our ethics teachers tell us that in the course of a year, their students noticeably improve their listening skills and that they are better able to consider their friends' opinions and explain their own. Ethics classes support children to learn to discuss ethical issues respectfully and make reasoned decisions rather than according to habit or peer pressure. These are skills that help children tackle issues in their lives today, and continue to help them through their teen years and into adulthood.

Our goal is to make ethics education an option for all parents and carers of children at NSW public primary schools, so we must continue to work hard to raise awareness and engage volunteers, particularly in those regions we've identified where our presence is at its lowest. These are the real opportunities in this next year, and beyond. Within schools where we already have a presence, there remain children on waiting lists. Another



...the US Bioethics Committee singled out our program as an innovative way to support lifelong ethical literacy.

region in times of volunteer shortage, or offer to take on additional tasks in the Primary Ethics office or on projects. Teaching ethics to children is truly a community effort.

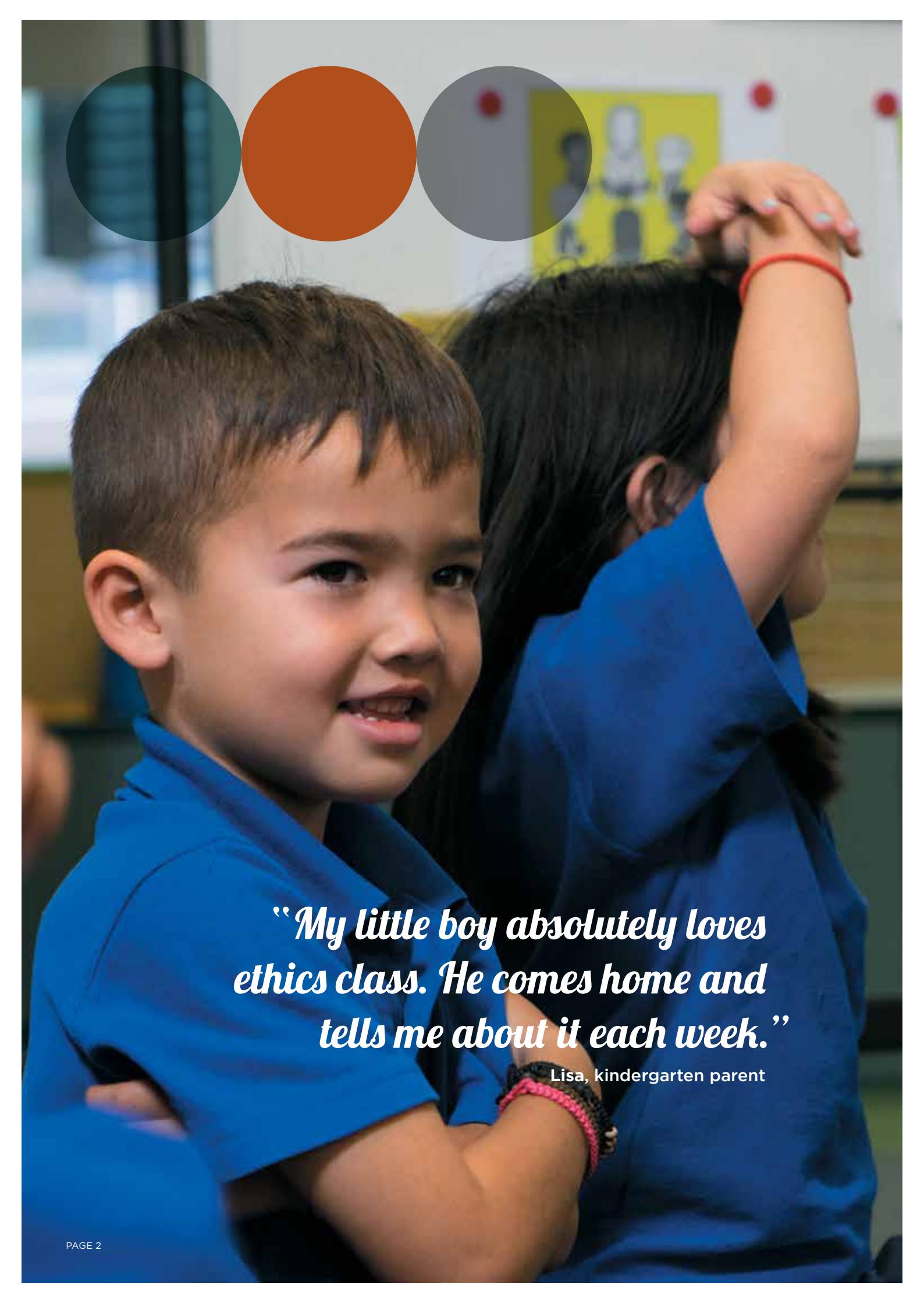
In fact, when presenting its recommendations to outgoing president Barack Obama in May 2016, the US Bioethics Committee singled out our program as an innovative way to support lifelong ethical literacy. This was the result of starting lessons as early as kindergarten, as well as involving adults of all ages from the community to deliver the program.

This financial year saw the completion of the curriculum by author Dr Sue Knight, which was an achievement to be celebrated! The 79 topics now cover every year of a child's schooling from kindergarten to year 6. We have also begun the process of reviewing the curriculum, with lesson materials undergoing refinement and reformatting.

challenge is to grow these existing programs to adequately meet the demand.

On behalf of the Primary Ethics Board, thank you for being part of this unique and rewarding service to the children of today who are set to become the decision makers of tomorrow.

Bruce Hogan AM
Chair of the Board of Directors
Primary Ethics Ltd



*“My little boy absolutely loves
ethics class. He comes home and
tells me about it each week.”*

Lisa, kindergarten parent

Who we are

OUR MISSION

To support children to develop skills in ethical reasoning, critical thinking and respectful discussion by enabling community volunteers to deliver ethics classes in public primary schools.

OUR GOAL

To grow our program so that all parents have the option of choosing ethics classes for their child.

OUR VALUES

Primary Ethics is a child-focussed organisation valuing respect, integrity, independence, excellence and teamwork.

RESPECT

We respect the rights of parents and carers to make informed choices about the most suitable option for their child. We create learning environments in which children practice respectful discussion. We respect the teaching environments and requirements of each school community and behave in a way that earns respect within each school community.

INTEGRITY

We employ robust recruitment and screening practices to ensure the integrity of our volunteers and highest standards in child safety. We use a strong evidence base in the design of our curriculum and strive for continuous improvement. We are open and transparent about our teaching methods and curriculum.

INDEPENDENCE

We provide a secular learning environment in which students of all faiths or no faith can learn together. Our volunteer ethics teachers impartially facilitate discussions, supporting children to develop the skills to form their own judgements on ethical issues. Our curriculum is independently developed, reviewed and approved.

EXCELLENCE

Our teacher training and curriculum are continuously improved to ensure excellence in the classroom. We provide classroom support and ongoing training to help volunteers improve their classroom skills. We welcome volunteer, parent and school feedback to improve our training, curriculum, systems and processes.

TEAMWORK

In ethics classes children learn that ethical issues are more easily understood by talking with others than by thinking alone. Members of the school and broader communities work together to provide ethics education for children. We rely on volunteers, donors, corporate partners and many others working with us to make this program a reality — thank you!

“The subtle development in the way pupils relate to issues and to their peers in our discussions is extremely rewarding.”

Vicki, Primary Ethics volunteer

Why ethics for children?

This year saw some important recognition of the Primary Ethics program and the benefits of philosophy based programs in schools.

The United States Presidential Commission for the Study of Bioethical Issues recommends ethics education from an early age, stating that ethics education is foundational to decision making on complex ethical issues in democratic societies. The report singled out and commended the Primary Ethics program for its approach to intergenerational ethical literacy.

As a central hub of ethics research and education at Penn State, the Rock Ethics Institute invited our curriculum author, Dr Sue Knight, to share the NSW experience of ethics education. Her talk, *After Lipman: A Developmental K-6 Ethics Curriculum*, explained the design of the Primary Ethics' curriculum and how it helps volunteer teachers come to grips with the ethical issues raised, while at the same time, supporting them to facilitate children's philosophical dialogue. <http://rockethics.psu.edu/events/after-lipman-a-developmenta-k-6-ethics-curriculum-1>

Dr Sue Knight's presentation to the Victorian Association for Philosophy in Schools Conference in April 2016, *A Sequential K-6 Ethics Curriculum: What role might it play in building ethical capability?* focussed on the curriculum's theoretical underpinnings and their practical application in the classroom. <https://vaps.vic.edu.au/members/vaps-2016-conference-resources>

The panel discussion *Love, Compassion & Ethics: A Dialogue with His Holiness the Dalai Lama* at the Happiness & Its Causes 2015 Conference included Dr Sue Knight, discussing the importance of secular ethics education in primary schooling. <http://www.happinessanditscauses.com.au/Sue-Knight.html>

In July 2015 the United Kingdom Education Endowment Fund published the findings of its research into the impact that 12 months of weekly philosophical practice would have on children in years 4 and 5. Forty-eight schools took part in the study to evaluate the impact on academic attainment in maths, reading and writing and general cognitive ability of regular philosophical inquiry. Primary Ethics' curriculum is based on the same learning model as was evaluated in this study. The results showed that, compared to the control group, children in the weekly philosophical inquiry classes showed improvements in reading and maths and teachers reported increased listening ability and self-esteem and improved confidence in speaking. **Philosophy for Children, Evaluation report and Executive summary July 2015:** https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Philosophy_for_Children.pdf

"Ethics classes are designed to get children thinking, deeply and well, about ethical issues."

Dr Sue Knight, Primary Ethics Curriculum Author



Training and curriculum

709

new ethics
teachers trained



79

curriculum topics
finalised

23

new teacher
training sessions
held in Sydney

10

new teacher
training sessions
held in regional
areas

9

CST
(classroom support team)
members

141

CST
(classroom support team)
visits

PRIMARY ETHICS CURRICULUM COMPLETED

Dr Sue Knight is a specialist in education and philosophy and is Primary Ethics' chief curriculum author. In 2016, Dr Knight handed the final topics over to our instructional designers to prepare for review by the Department of Education and uploading to our Learning Centre.

Completion of the curriculum represents a monumental effort. The 79 topics are structured with a spiral and sequential design, encouraging children to build skill and ability without ever repeating a topic in their seven years of primary schooling.

CURRICULUM REVIEW PROJECT INITIATED

As soon as the topics are available in the Learning Centre, our ethics teachers bring the lessons to life in the classroom. Ethics teachers then submit their feedback on how children engaged with materials, and any suggestions are considered by the Curriculum Review Committee, whose recommendations, along with Dr Knight's own observations, contribute to the refinement of the topics and lesson materials.

NEW LEARNING CENTRE

Primary Ethics is fortunate to receive in-kind support from our partner Janison, an independent developer of Learning Management Software based in Coffs Harbour. Converting to their new cloud-based Learning Centre was a major focus during 2015/2016. This included system design and uploading of resources, and the development of new online modules to assist existing volunteers navigate the new system.

The improved functionality of the new system made it possible for us to develop and roll out online induction modules for each role: teachers, coordinators, regional managers and classroom support team members.

BUILDING THE CLASSROOM SUPPORT TEAM (CST)

Classroom support team members are volunteers who support our ethics teachers by observing a class, sharing observation feedback and reflecting together with teachers. Team members work as coaches helping ethics teachers improve their facilitation and behaviour management skills.

“A visit from CST was a game-changer. Improvement was dramatic once changes were implemented in my class.”

Vicki, Primary Ethics volunteer

Curriculum topics

1 EARLY STAGE

How do we know we've done something wrong?

Sharing with those in need When, if ever, should we tell on someone?

Being friends and being good friends

How important are the reasons?

Being similar and being different

A different kind of courage

Courage Laziness

STAGE ONE

YEAR 1 AND YEAR 2

Empathy

When is it fair? Ownership

Stereotyping

Coming to grips with inductive inference

Are you the same person you used to be?

Is it important to understand the rules?

Coming to grips with deductive reasoning

Being kind and working out how others feel

1 STAGE

Does telling the truth matter?
Changing your mind
Secrets and a big, important question
Disagreeing
Doing harm without meaning to
Showing off, telling on someone and finding reasons
Intentions - what might a whale know?
Questions, puzzlement and what is okay
Owning up and telling the truth
Stories, distinctions and inferences
How can we work out what's true?

EARLY STAGE ONE
KINDERGARTEN

Making things up, being cross and hurting someone

STAGE 2



STAGE 3



In their own words

HOW STUDENTS EXPERIENCE ETHICS CLASSES (As told to their parents in our 2015 parent survey)

“Quite deep and different to other classes.”

“Delightful.”
“Awesome.”
“Amazing.”

“You can’t judge people by how they look.”

“Should somebody have more cake than the other children because he didn’t eat his breakfast?”

“Cheating is not always a good choice because it can hurt people’s feelings and it is unfair. It has stopped me from cheating.”

“How to deduct my thoughts.”

“To think ethically (to choose the right opinion).”

“What is morally wrong and right.”

“How to be more of a deeper thinker.”

“I learnt about getting along with people who are not the same as me.”

“There is always more than one point of view.”

“People have different talents.”

“We have talked about beauty and what is really beautiful like a person’s personality.”

“That what you do has effects on other people.”

“Never give up, if you learn something and it goes wrong, take a break and try again.”

“How to be a better person.”

“How to be nice to people.”

“There is always something further to look for in any subject.”

“Why it’s good to be a good person.”

“Everyone is entitled to their own belief as long as it doesn’t harm others.”



Our volunteers

Ethics teachers prepare and deliver Primary Ethics' approved lesson materials to a class of between eight and 22 students at their local primary school each week.

Ethics coordinators establish and manage the ethics program in their school. This vital role includes liaising with the school community, recruiting and supporting volunteer ethics teachers and ensuring the smooth running of classes.

Regional managers establish, grow and manage ethics programs at schools across their region, typically working with around 15 schools.

This financial year, Primary Ethics comprised over 2,300 hardworking volunteers. We thank these people for their valuable time and energy and for their commitment to supporting ethics education in their local schools.

"I'm embarrassed - thought I was giving my time to teach but you're giving me valuable professional facilitation skills!"

Brett, Primary Ethics volunteer

The teacher's job is not to make judgements on right and wrong but to encourage questioning and reflection by the kids themselves.

Hugh, Primary Ethics volunteer

"Blown away by the discussion I've just enjoyed with my grade 6 ethics students about...[the topic]... 'Thinking'."

Rimmelle, Primary Ethics volunteer

"Primary Ethics has created an outstanding course that is easy to teach."

Respondent, 2016 volunteer survey

Respondent, 2016 volunteer survey

"As an ethics teacher the lessons we teach to children are applicable to us. Teaching ethics is to try to live ethically as adults."

Roger, Primary Ethics volunteer

Ethics classes are structured to allow children to share their opinion and build on each other's ideas. They are encouraged to really think about issues and told that their opinion is important.

Debra, Primary Ethics volunteer

"I really enjoy teaching ethics to primary school kids. Great support and training from Primary Ethics."



"The most rewarding volunteering experience that I've had so far. I didn't expect it to be so fulfilling on a personal level."

Stephanie, Primary Ethics volunteer

Our staff

TERESA RUSSELL

CHIEF EXECUTIVE OFFICER (OUTGOING CEO)

In 2016 we farewelled our CEO Teresa Russell. Teresa's legacy to the organisation is massive. She played a central role in successfully navigating seemingly insurmountable political and financial hurdles to create an organisation that is now supported by more than 2,300 volunteers. Teresa holds a Bachelor of Business (Marketing).

LEONIE JOHNSON

CHIEF EXECUTIVE OFFICER (INCOMING CEO)

Leonie became Primary Ethics' CEO in April 2016 after a decade of consulting to industry and government on strategy, risk and organisational culture. Leonie has volunteered for Primary Ethics since classes began in 2011, establishing the program in her local school while developing and delivering state wide ethics teacher training. Leonie has a Master of Education focussing on educational psychology and research and is a graduate of the Australian Institute of Company Directors.

ALISA KELLEY

GENERAL MANAGER

Alisa manages the organisation's day-to-day operations, including accountancy, operations management and systems analysis. She has previously worked in the not-for-profit sector, customer service, construction, logistics and IT industries as well as at The Ethics Centre.

KAREN LEE

TRAINING MANAGER

Karen has extensive experience in community education, training and the VET sector. Karen develops and manages Primary Ethics' new teacher training program, develops online learning and manages the team of trainers. She also has a pivotal role in the Classroom Support Team and in curriculum management. Karen holds a Bachelor of Science (Honours) in Psychology from UNSW.

MARIA MCCARTHY

VOLUNTEERING MANAGER-NORTH

Maria's role is the recruitment, engagement and development of our volunteers north of Sydney's CBD. She joined Primary Ethics as an ethics teacher in 2011, became regional manager in 2013 and then Development Manager before taking charge of the North in 2014. Maria holds a Bachelor of Economics and a Graduate Diploma in Women's Studies.

ROB HARDEN

VOLUNTEERING MANAGER-SOUTH

Rob supports the volunteer network through the regional managers. His first contact with Primary Ethics was as a volunteer ethics teacher in 2015, something he continues to do. Rob has had a long career in corporate human resources, and holds a Bachelor of Economics and a Master of Commerce. Rob also moonlights as an adventure travel writer.

HEIDI MCALNEA

ADMINISTRATION MANAGER

Heidi joined the team as Administration Manager in 2014 to put her organisation, communication and education skills to work for a cause she was passionate about. Heidi also volunteers as an ethics coordinator and ethics teacher. She holds a Bachelor of Communications from Macquarie University.

CHRISTINE LEESON

MARKETING AND DEVELOPMENT MANAGER

Christine joined the team in 2015, using her marketing background to increase the awareness of Primary Ethics across Greater Sydney and regional NSW. Christine holds a Bachelor of Business (with Distinction) in Business, Marketing and Public Relations.

HANA ABBOTT

ADMINISTRATION COORDINATOR

Studying a Bachelor of Science majoring in Psychology and History & Philosophy of Science drew Hana to the work of Primary Ethics. Hana manages the help-desk and assists volunteers with their enquiries. She also coordinates curriculum and training resources. Hana's position is three days per week.

Primary Ethics Board

BRUCE HOGAN AM

Bruce is the founding Chair of the Primary Ethics Board and also a director of the Stolen Generations Testimonies Foundation and the Hogan Family Foundation. Past directorships include Coles Myer, Metcash, GIO, Funds SA, Energy Australia, State Super Financial Services, Adelaide Casino, The Royal Prince Alfred Yacht Club, St Vincent's Public and Private Hospitals, the St Vincent's Clinic and the NSW Treasury Corporation. Bruce is past Chair of Snowy Hydro Limited and the Coles Myer Superannuation Fund. In June 2001 Bruce was appointed a Member of the Order of Australia for services to business and commerce and to the community through support of biotechnology research.



Primary Ethics Board members left to right: Scott Mannix, Simon Longstaff, Robin Low, Nigel Stokes and Bruce Hogan.

DR SIMON LONGSTAFF AO

Named a 21st Century Leader by Australia's financial newspaper, one business identity observed they "don't know one CEO or chairman in corporate Australia who has not worked with Simon Longstaff". For over 25 years, Simon has been executive director of The Ethics Centre, a unique not-for-profit bringing ethics to personal and professional life. With a Doctorate in Philosophy from Cambridge University, Simon is a Fellow of CPA Australia and Honorary Professor at the Australian National University's Centre for Indigenous Studies. Simon helped give birth to the Banking and Finance Oath, the annual Festival of Dangerous Ideas, and ethics classes in schools. Simon serves on a number of boards and committees.

ROBIN LOW

Robin is a non-executive director serving on the boards of ASX listed companies: Appen Limited, AUB Group Limited, CSG Limited and IPH Limited. She is also on two Federal Government boards: Auditing and Assurance Standards Board and Australian Reinsurance Pool Corporation. Her other not-for-profit boards are Public Education Foundation and Sydney Medical School Foundation. Robin was with PricewaterhouseCoopers for 28 years where she specialised in financial reporting, governance, risk, control and assurance. Robin is a Fellow of the Institute of Chartered Accountants in Australia and has a Bachelor of Commerce from UNSW.

NIGEL STOKES

Nigel has held the role of Financial Adviser in the NSW Government for 10 years working on a number of Government projects. At Bankers Trust Nigel worked on a series of significant privatisations including GIO, NSW State Bank and NSW TAB. He also advised on the demutualisation of the ASX as well as consulting to the NSW Treasury Corporation on risk strategy. Nigel has also sat on the Boards of the CSIRO and the Electricity Commission of NSW.

SCOTT MANNIX

Scott holds the role of Company Secretary and is Special Counsel for Maddocks State Government group. Scott has extensive experience in advising on commercial and financial matters for both organisations and government agencies. Before joining Maddocks, Scott was General Manager Legal & Strategy at New South Wales Treasury Corporation where he was responsible for advising on and managing the legal risks for the State's borrowing programs, investment management products and asset financing transactions. He brings a depth of understanding of the unique requirements of government agencies and how legal risks are effectively understood, managed and controlled within organisations.

Looking ahead

It is a privilege to take on the role of Chief Executive Officer of Primary Ethics. The feedback we receive from parents, schools and volunteers demonstrates the unique and valuable nature of the program. Nowhere else in the world are parents and community members able to come together to provide a philosophy based ethics program for children on the scale seen here in NSW.

Ethics classes continue to be a popular choice for families around NSW. Primary Ethics' challenge is to grow our program to ensure that every family who wishes to select ethics classes for their child is able to do so.

We continue to seek funding to support our volunteer attraction, teacher training and community awareness raising efforts. Many parents are still unaware that ethics classes are an option for their child and we work with local media and community networks to ensure parents

Our focus for 2016/2017 will be to reduce our class waiting lists, assist schools in low uptake regions to offer ethics classes and ensure our volunteers are well supported.

Planning will also begin for the inaugural Primary Ethics conference, a day of learning, development and networking to engage volunteers and other stakeholders and to further establish the reach and impact of the ethics education program.

Thank you to our donors and volunteers for supporting ethics education for children.

Leonie Johnson
CEO
Primary Ethics Ltd



can make an informed choice. In schools where there is high awareness of ethics classes our challenge is to attract and recruit enough volunteers to meet demand.

We're also seeking to partner with an organisation that can assist us to create an online classroom so that schools with only a few students wishing to have ethics can participate in an ethics class with other children from around the state. Creating an online classroom is a significant step towards reaching our goal of providing the option for all parents to select ethics for their child.

Our funding journey

Primary Ethics provides educational services to students in public primary schools, and does so without any cost to schools or parents. We also receive no government funding.

So how, then, do we do it? Running an organisation that trains and supports over 2,300 volunteers to deliver a comprehensive, unique program to 32,000 children is not a small task!

Our answer, to date, has been with the generous support of our donors.

Starting from scratch in 2011, our first year of operation, the early years were incredibly rewarding in terms of growth but very difficult in terms of funds with constant, desperate last minute efforts to fund wages and expenses in order to keep the program running. Not a sustainable business model for an organisation with a long-term vision.

The challenge at present is to fundraise in order to meet both the annual operating costs, while also continuing to build the capital fund.

Over the past five years we have moved halfway towards our goal, as indicated on the balance sheet. We continue to work on increasing our ongoing fundraising capacity to achieve our goals.

Primary Ethics is a charity with Deductible Gift Recipient (DGR) status. We warmly welcome any donations that will help secure ethics education for future generations.



The Board resolved that teaching children ethics is far too important to allow a lack of funds at any given time to jeopardise the program. To this end, the Board further resolved to adopt a more sustainable funding strategy. There is now a plan in place to raise a capital fund of at least \$10 million to invest, so that the earnings can provide around 50% of Primary Ethics' annual operating expenses, with the remainder of the annual expenses continuing to be raised through donations from the public.

Financial overview

INCOME STATEMENT	FY2016	FY2015
REVENUE AND OTHER INCOME		
Donations	859,142	1,333,804
Donations – in kind	9,928,795	4,392,454
Non-government grants	500,000	500,000
Sponsorships	-	-
Investment income	191,505	400,654
Other incidental income	-	225
TOTAL INCOME	11,479,442	6,627,137
EXPENSES		
In kind	9,928,795	4,392,454
Administrative expenses	716,263	722,009
TOTAL EXPENSES	10,645,058	5,114,463
PROFIT/(LOSS) FOR THE YEAR	834,384	1,512,674
Other comprehensive income	-	-
TOTAL COMPREHENSIVE INCOME FOR THE YEAR	834,384	1,512,674

The comprehensive Primary Ethics Ltd Consolidated Financial Report for the year ending 30 June 2016 may be downloaded from <https://primaryethics.com.au/about/annual-and-financial-reports/>

BALANCE SHEET	FY2016	FY2015
CURRENT ASSETS		
Cash and cash equivalents	1,119,847	1,444,267
Trade and other receivables	100,913	92,364
Tax credits	32,286	8,170
TOTAL CURRENT ASSETS	1,253,046	1,544,801
OTHER ASSETS		
Prepayments	-	8,942
Investments	3,905,203	2,990,636
Office equipment	12,209	12,400
TOTAL OTHER ASSETS	3,917,412	3,011,978
TOTAL ASSETS	5,170,458	4,556,779
CURRENT LIABILITIES		
Short term loans	-	200,000
Payables	50	28,190
Employee liabilities	47,926	40,491
TOTAL CURRENT LIABILITIES	47,976	268,681
NON CURRENT LIABILITIES		
Directors loans	250,000	250,000
TOTAL NON CURRENT LIABILITIES	250,000	250,000
TOTAL LIABILITIES	297,976	518,681
NET ASSETS	4,872,482	4,038,098
FUNDS		
Retained earnings at the start of the year	4,038,098	2,525,424
Current year surplus/deficit	834,384	1,512,674
TOTAL FUNDS	4,872,482	4,038,098

Our appreciation

Primary Ethics receives no government funding. We rely on our donors and corporate supporters to enable us to develop curriculum and to recruit and train volunteers. Without this support our ethics education program would not be possible.

A sincere thanks to the following individuals and organisations:



OUR DONORS

Primary Ethics would like to thank the following generous donors in 2015/2016:

The Kinghorn Foundation
Berg Family Foundation Pty Ltd
Chris Cuffe Foundation
The Ainsworth Foundation
Robert Keldoulis
Hogan Family Foundation
The Hunt Family Foundation
Ferris Family Foundation
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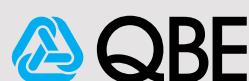
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Samantha Maddock
Gillian Jeffery
Rachael Becket

OUR CORPORATE SUPPORTERS

Thank you to the following corporate supporters for their pro bono and low bono assistance:



NATIONAL
CRIME CHECK

A huge thank you to our generous volunteer Julia Reingold (0438 647 320) for designing this Annual Report. To our talented photographers, thank you for sharing your images of ethics classes in action.





Please join us

Become a teacher

You can help support ethics education in public primary schools:

- Become a teacher
- Coordinate an ethics program in your local school
- Manage ethics programs in your region
- Make a donation
- Leave a bequest

Find out more

www.primaryethics.com.au

 facebook.com/primaryethics

 twitter.com/EthicsEducation

 linkedin.com/company/primary-ethics

Get in touch

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