



Primary
ETHICS

Annual Report
2019

"I believe that it takes a village to raise a child and that children benefit greatly from the ability to make good choices."

Volunteer ethics teacher



Ethics Coordinator Workshop, Central Coast

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Cover: Hallidays Point Public School: Ethics teachers Brian Crowther, Josh Crowther and Mellissa Hammond with students Zahara Clarke, Sienna Bell, Charlie Malign, Solomon Hiley, Zara Crowther, Adma Pursch, Ella Whight and Abby Yelavic.
Photo: Scott Calvin © 2018 Manning River Times.

Message from the Chair



Bruce Hogan
Chair of the Board of Directors

It has been an incredibly full and exciting year for ethics education. Our 2019 May census revealed that 45,000 students now attend ethics classes each week – a 12.5% increase from last year. While some of the growth occurred as part of new school programs, the increase can be largely attributed to more schools offering full K-6 programs, which is really pleasing. What a wonderful achievement, and thank you to our dedicated volunteers, donors and supporters for enabling the success of the Primary Ethics program.

With every forward step we strive to remember everything important about Primary Ethics is about people, whether that's the students who benefit from the lessons, or the volunteer teachers, coordinators, regional managers, and classroom support, and of course our supporters.

WELCOME CHANGE TO ENROLMENT PROCEDURES

Increased demand from ethics classes is partly due to the change in enrolment procedures signed off by the Minister for Education in November 2018. The new enrolment process gives parents options for Special Religious Education, Special Education in Ethics and Meaningful Activities at the same time and on the same form. This removes the added barriers that parents of children seeking ethics classes have been forced for years to endure. The full impact of the new process is likely to be felt in 2020 and we are building capacity in our organisation in readiness.

BOOST IN VOLUNTEER APPLICATIONS

We saw a significant increase in volunteer applications over December-February when compared to the previous year, partly due to positive media coverage around improved measures of fairness in enrolment. A new application process was put in place to remove reliance on an older HR system that was straining under the weight of so many user records.

Two key focuses during terms 1 and 2 this year have been training and support for our new inductees so they can begin delivering the program, along with the development of additional training for ethics coordinators to help them manage the changed procedures in their school.

“The new enrolment process... removes the added barriers that parents of children seeking ethics classes have been forced for years to endure.”

Bruce Hogan, Chair



Volunteers gather to workshop ideas as part of the South West Sydney Schools Project.

CONFERENCE

To continue our work engaging with as many volunteers as possible, we held two 'mini' conferences in regional NSW. Conferences were held in Newcastle in July 2018 and Wollongong in September 2018 and provided excellent opportunities to share a range of ideas from creating quality learning environments to program development both locally and across the organisation. The feedback from all involved was that it was a very worthwhile experience.

PROJECT UPDATES

SOUTH WEST SYDNEY SCHOOLS PROJECT

Our six-month research project has now wrapped up. We thank project coordinator Rebecca Iliffe and the many ethics volunteers who shared their knowledge and views. The outcomes have included a much deeper understanding of the factors that make a school ethics program thrive, and a clearer picture of why there are some schools in which ethics programs struggle to get established. These findings, and the 42 recommendations of the report, will assist us to nurture ethics education in the South West Sydney region as well to support volunteers and improve connections to families and school communities across NSW.

DIVERSITY AND INCLUSION PROJECT

Primary Ethics is committed to always reviewing our curriculum to ensure we meet best practice goals as they develop and change in education. We have completed the first stage of a diversity and inclusion project to ensure our characters and scenarios reflect the diversity of our communities and avoid negative stereotypes. With a set of research-based criteria, we can now audit current lesson materials. In the next stage we will be seeking assistance (and possible funds) to conduct an audit of all our lesson scenarios to better understand what changes may be needed.

SPECIAL THANK YOU

We owe a special thank you to our wonderful long-term supporters John and Jill Kinghorn of the Kinghorn Foundation, who gave Primary Ethics the largest single donation we've ever received this year. This donation has gone a long way toward providing additional staff and other resources to build capacity for increased delivery of ethics classes.

Our four new directors Christina Erskine, Justine Felton, Amanda Morgan and Roger Reidy officially joined the Primary Ethics Board in December last year and they've quickly become a valuable source of guidance and support for the way forward for ethics education.

Bruce Hogan AM

Chair of the Board of Directors
Primary Ethics Ltd

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 practise 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!



2019 NSW Centre for Volunteering Volunteer of the Year Awards, Mid-Western Sydney ceremony.



“Ethics teaching is a way to become more involved in our grandchildren’s education while helping young people learn how to reason and make better decisions.”

Volunteer ethics teacher

Umina Beach Public School: Ethics teachers Annie Bilton (left) and Sally Jope with James Griffith, Elena Johnson, Sabine Johnson, Annabelle Griffith and Max Johnson. Photo: Andrea Buschner © 2018

2019 Highlights



45,000
STUDENTS

STUDYING ETHICS
(UP FROM 40,000 LAST YEAR)



>500
SCHOOLS

ACROSS NSW WITH
ETHICS PROGRAMS



805

NEW ETHICS
TEACHERS
TRAINED



**RESEARCH
PHASE ONE**

CURRICULUM
REVIEW PROJECT
(DIVERSITY & INCLUSION)
COMPLETED

**PILOTED
PRIMARY
ETHICS**

IN A MONTESSORI SCHOOL



LAUNCHED
SELF-REGISTRATION
FOR NEW APPLICANTS AND
RETIRED OUTDATED SYSTEM



**NEW
TEACHER
TRAINING
WORKSHOPS**

(19 OF THESE IN
REGIONAL AREAS)

**NEW CONTINUING
PROFESSIONAL DEVELOPMENT**

FOR COORDINATORS & REGIONAL MANAGERS ROLLED OUT

**SOUTH WEST SYDNEY
SCHOOLS PROJECT**

6 MONTH RESEARCH & IMPLEMENTATION PROJECT

NEW FACE-TO-FACE WORKSHOPS

FOR ETHICS COORDINATORS & REGIONAL MANAGERS DEVELOPED

South West Sydney Schools Project update

GETTING TO KNOW SOUTH WEST SYDNEY SCHOOLS

The South West Sydney Schools Project (SWSSP) was Primary Ethics' first location-specific project. With data indicating the area had a relatively low take-up of ethics classes compared to other parts of Sydney, the aim of SWSSP was to research, plan and trial methods to increase awareness of and engagement with the program in a region that straddled seven local government areas: Canterbury Bankstown, Cumberland, Fairfield City, Liverpool, Campbelltown, Camden and Wollondilly.

The project was generously funded by the Fred Archer Charitable Trust through Perpetual Impact and managed by Rebecca Iliffe, an ethics teacher with extensive experience in community development.

Many Primary Ethics volunteers across the project area generously contributed their ideas and time, including regional managers Marbecc Webb and Dick Harfield, and ethics coordinators Bet Turgut, Catherine Maher, Christy Nguy, Elizabeth Rowlings, Leanda Lazarevic, Lylian Francis, Michelle Stack and Rebecca Wise.

Some of the recommendations from the project, such as translating information for families, have been implemented. We're also trialling different management hierarchies as alternatives to our traditional role responsibilities and structures. A sustainability rating is being developed to help identify the particular support required to set up, maintain and grow ethics classes according to the needs of different school communities. The first local training session for South West Sydney is scheduled for February 2020.



Front row (L-R) Evan Hannah, Rachel Neely, Susan Bond, Marbecc Webb, Amy Epple. Back row (L-R), Andrea Fernadez and Megan Moss.

STAGE 1

Curriculum topics

KINDER-
GARTEN

1 Questions, puzzlement and what is ok

2 Secrets and a big, important question

3 Doing harm without meaning to

4 Intentions and knowledge

5 Making things up, being cross and hurting someone

6 Showing off, telling on someone and finding reasons

7 *Disagreeing*

8 Changing your mind

9 Owning up and telling the truth

10 Does telling the truth matter?

11 How can we work out what's true?

12 Stories and inferences

1 *Empathy*

2 Being similar and being different

3 *When is it fair*4 *Good reasons*

5 Different kinds of animals and different kinds of needs

6 Is it important to understand the reasons?

7 *Stereotyping*

8 Being friends and being good friends

9 Coming to grips with inductive inference

10 *Being kind*

11 Pride: vice or virtue

12 How important are the reasons?

13 Are you the same person you used to be?

14 *Laziness*

15 Examples and counter examples

16 Sharing with those in need

17 Courage or being brave

18 Forgiving and being forgiven

19 Another kind of courage

20 Coming to grips with deductive reasoning

21 *Ownership*

22 How do we know when we've done something wrong?

23 When should we tell on someone?

STAGE

2

STAGE

3

1 *Being greedy*

2 Is lying wrong?

3 *Persuading*

4 Being an ethical consumer

5 *Getting even*

6 Intention (I didn't mean to do it)

7 Puzzles, clues and what follows

15 Should we keep animals in captivity?

8 Insides and outsides

16 *Bragging*

9 Generalising inductive reasoning

17 Imagining how others feel

10 *Cheating*

18 Understanding diversity

11 *Friendship*

19 How should we treat living things?

12 Being selfish

20 Inferring or figuring things out

13 Staring, excuses and reasons

21 Breaking a promise

14 Disagreeing respectfully

22 Thinking about giving

1 *Voting*2 *Punishment*3 *Being vain*

4 Structure of arguments

5 How far does our moral responsibility extend?

6 *Stealing*

7 Jumping to conclusions

15 Beliefs, opinions, tolerance and respect

8 Homelessness

16 Moral responsibility

9 Killing animals for food

17 Appeal to authority

10 Why should we trust science?

18 *Teasing*11 *Fairness*

19 Drugs in Sport

12 A fair society

20 *Thinking*

13 Human rights - do animals have them?

21 Should we take circumstances into account?

14 *Fatalism*

22 Are some things just wrong?

Farmhouse Montessori School Primary Ethics Program update

Farmhouse Montessori School is an independent, non-denominational school on Sydney's Northern Beaches providing Montessori education programs for children aged 2-12 years.

In 2018, with the cooperation of Primary Ethics, the school ran a pilot implementation of the Primary Ethics curriculum in early stage 1, stage 1 and stage 2 classes. The school was fortunate to have one of its Montessori teachers, Philippa Alford and a parent/board director, Renée Bilston, both trained and current Primary Ethics teachers to facilitate the curriculum. The pilot classes mirrored the roll out in NSW public schools in duration (30 minutes) and topic sequencing.

"The Montessori pedagogy", says Principal Gavin McCormack, "is based around developing students of the world who will graduate into the community as global citizens – citizens who show compassion and empathy for others. The Primary Ethics program aligns beautifully with the overarching Montessori philosophy. Children are engaged in big picture thinking, they discuss personal opinions and disclose emotions as a group, which fosters the development of essential life skills. The Primary Ethics curriculum links to the national syllabus and covers a wide range of topics which promote social and emotional development in our students.

"Since establishing our connection with Primary Ethics the students at Farmhouse Montessori School have started to ask some of the bigger questions of themselves such as *What do I think? Who am I? or Does it really matter?* On a weekly basis children meet in groups to open up about how they feel. Ethics gives the students a platform to have a voice and establish a better understanding of themselves and the community in which they reside. A truly remarkable change has happened within our school."

Ms Alford has seen children using the skills developed beyond the ethics class timeslot. She says, "I can see the children are building on each other's ideas more in their day-to-day interactions, since they have been introduced to this approach of building upon others' ideas. The structure of the weekly lessons of recalling the content from the week before has been a good tool for the children as it supports their memory and gives them opportunities to reflect on the issues and dilemmas being discussed. It provides opportunities for us to evaluate their understanding and apply what they've learnt. This also reinforces the opportunities to build on each other's thoughts to think about different perspectives on a topic."

Following a successful pilot, the Primary Ethics curriculum was taught again in 2019 with the intention to include it as an ongoing part of the school year at Farmhouse Montessori School. Primary Ethics lessons support the Personal Development component of the NSW curriculum making it a truly integrated part of the children's learning.

"Both parents and children have enthusiastically welcomed the introduction of the Primary Ethics program to the school," comments Ms Bilston. "By addressing current and relevant scenarios with the children it gives them strategies and tools to manage similar situations in other settings. Primary Ethics sets the children up with a set of skills to have respectful conversations, even when perhaps they may not agree. These skills will serve them well far beyond the classroom."



Students from Farmhouse Montessori School have responded well to the Primary Ethics pilot.

Why I like ethics classes

Feedback from 2019 ethics students.

“A chance for children to share their opinions”

“Time to think about tricky questions”

“It’s interesting to hear what your friends think about different issues”

“It’s thinking about ideas”

“Talking through problems together”

“It’s a different kind of learning than what you do in other classes”

“Everyone sits in a circle”



“An ethics class is where you learn to be a better you”

“To be able to think more freely”

“A way to learn and understand what a good or bad decision is”

“For a deeper understanding of what I should do”

“A better understanding about what other people think”



“To try and make the world a better place”

“To be able to have better discussions with others about all kinds of important things”

“Ethics helps you think smarter”

“It makes you think, unlike any other subject”

“I like it because I don’t get the answers wrong”

“I definitely recommend ethics to other children”

Our volunteers

Feedback from 2019 ethics volunteers.

"Ethics teaching has been an opportunity to use my skills and experience which would otherwise lie dormant."



"I love teaching ethics and I love the way it challenges children to think critically about assumptions and beliefs, to listen actively and respectfully and to embrace new ideas."

"I can spend time doing something which connects me with who I am as a person."

"A role where I can contribute to a better world."



"I believe what we do makes a difference, especially to young growing minds that are curious and creative."

"Great satisfaction when you see the 'light bulb moment' as they start realising that their way of thinking is not the only way."

"Teaching ethics brings heart and mind together."

"I want to work with youth and help them to learn skills to navigate life and learn how to overcome challenges in a productive and positive way."

"A gift for life."

"I can give something to the school my children attend and educate myself at the same time."




"The classroom teacher who sits in the ethic classes said that she has enjoyed listening in and noted how the children's discussions have matured over the year."

"A chance to work in an area where I could act directly upon key social principles which I hold dear - namely that our young people are our most precious asset and are deserving of any efforts we can make to enrich their path through school and life."

"My first year as an ethics teacher was a successful one with lots of great experiences. My confidence has grown dramatically!"

"Essential that our children be given strategies to communicate well with their peers and adults and to become capable of making informed decisions."

A photograph of two women smiling at the camera. The woman on the left has long blonde hair with bangs and is wearing a dark denim jacket. The woman on the right has long brown hair and is wearing a white t-shirt with a colorful pattern. They are standing outdoors with a blurred green background.

*“Ethics classes teach
children to think, not just
copy what others say.”*

Volunteer ethics teacher

Message from the CEO

It's been another year of expansion for Primary Ethics, and another year where our continuing success lies in the generous hands of our committed volunteers.

We explored several new opportunities to reach more children with our program. There are always two considerations with any new idea we explore:

- Does it benefit the students we teach or better support our volunteers?
- Is it sustainable and repeatable without draining our limited resources?

The South West Sydney Project gave us good information about how we could better support our regional managers and coordinators in all regions, particularly those where ethics classes are only in a few schools.

Adapting this information and new processes for use elsewhere will be aided by the new data system finally nearing reality. This new data system will not just aid and simplify current work, but will enable much deeper engagement with our many volunteers and supporters.

As always, there is much to be excited about, and a lot of challenging work ahead – none would be possible without the wonderful contribution of all our volunteers and financial supporters.



Volunteer get-together hosted by St George Regional Manager Jill Hennessy.

We are fortunate to have such a great team behind the continuing work to bring skills in critical thinking and ethical reasoning to more of our young people.

Evan Hannah
Chief Executive Officer
Primary Ethics Ltd

Our staff

EVAN HANNAH **CHIEF EXECUTIVE OFFICER**

Evan took on the role of ethics coordinator at his son's school in 2014, and joined the Primary Ethics staff in 2017. Evan's career began in journalism, before moving to management positions within media organisations. Now CEO of Primary Ethics, Evan's focus is to build and strengthen the Primary Ethics program across the state.

KAREN LEE **TRAINING MANAGER**

Karen has extensive experience in community education, training and the vocational education and training sector. Karen develops online and face-to-face training for new recruits and continuing professional development for volunteers. Karen also manages our team of trainers and has a pivotal role in curriculum development. Karen holds a Bachelor of Science (Honours) in Psychology from UNSW, a Cert IV in Training and Assessment, Cert IV in Project Management, Graduate Diploma in Management Communications and additional skills in E-Learning and Adult Education.

DARCIE FUNK **TRAINING ADMINISTRATOR (INCOMING)**

Darcie has lengthy experience as an ethics teacher, ethics coordinator and most recently a regional manager, as well as professionally coordinating events and supporting not-for-profits with communications, marketing and fundraising. Darcie has lived and worked in China, Japan, India and the UK. Darcie will be scheduling training sessions, booking venues and supporting volunteers booking into training.

HEIDI MCELNEA **COMMUNICATIONS MANAGER**

Heidi joined the team in 2014 to work for a program she was passionate about. She coordinates communications for volunteers, supporters and parents, and manages Primary Ethics' online platforms and media. Heidi also volunteers as an ethics coordinator, ethics teacher, classroom support team member and is a teacher trainer. She is based in the Northern Tablelands, where she is helping local volunteers to grow the program. Heidi holds a Bachelor of Communications from Macquarie University and a Cert IV in Training and Assessment.

ELIZABETH ALLEN**ENGAGEMENT AND ADMINISTRATION MANAGER**

Elizabeth is a seasoned ethics teacher who joined Primary Ethics staff in 2017 to assist with running the organisation and building relationships with stakeholders. Elizabeth has extensive experience in corporate communications and holds a Bachelor of Arts (Honours) in Political Science and German and a Graduate Diploma in Marketing and Consumer Behaviour.

MARIA MCCARTHY**VOLUNTEERING MANAGER**

As a volunteering manager, Maria's role involves recruitment, engagement and development of our volunteers in regions across NSW. She joined Primary Ethics as an ethics teacher in 2011, became regional manager in 2013 and then development manager before moving to volunteering manager in 2014. Maria holds a Bachelor of Economics and a Graduate Diploma in Women's Studies.

CAREY FRANCIS**VOLUNTEERING MANAGER (PART-TIME)**

Carey has taught and coordinated the ethics program at her children's school since 2013, as well as teaching at other local schools. Carey formerly worked for a global natural gas business, where she designed and ran interactive workshops enabling employees to explore ethical dilemmas and build decision-making skills. She also managed external dialogue and reporting on corporate responsibility issues. She began her tenure as Volunteering Manager in 2017.

JOHN BURGESS**VOLUNTEERING MANAGER (INCOMING) (PART-TIME)**

John comes to Primary Ethics from a background in small business ownership. He assembled and developed teams to lead adventure tours in the Middle East and Asia in the pre-internet age. Upon moving to Australia in 2001, he set up and ran a chain of retail food outlets across Sydney. He joined us as a volunteer teacher at the start of 2018, keen to advance our mission to make secular ethics available to every child in NSW. John joined the staff in mid 2019. John holds a BSc in Mathematics and has a keen interest in philosophy and moral reasoning.

PAULA LAM**ADMINISTRATION COORDINATOR (PART-TIME)**

Paula's background in IT support and recruitment administration, and strong customer service skills, have made her a valuable asset to the team. Since becoming a parent she has taken a keen interest in education and has completed a Cert III in Early Childhood Education. Paula runs the helpdesk and assists with enquiries from both existing volunteers and people who are new to the program.

CORAL STURGESS**CLASSROOM SUPPORT TEAM MANAGER (PART-TIME)**

Coral is an experienced high school teacher and executive, senior education officer and teacher trainer for the Department of Education. Coral is also a university lecturer and tutor in school education courses. Coral teaches ethics at Brisbania Public School, is one of Primary Ethics' teacher trainers and has been a member of the classroom support team for over 3 years. In 2017, Coral stepped up to grow and manage this team of coaches who support ethics teachers and help them achieve the best outcomes for their students.

LIZ RUSHTON**SCHOOL LIAISON OFFICER (INCOMING) (PART-TIME)**

Liz has a wealth of experience in the Department of Education as a high school principal, School Education Director and a senior policy advisor. She joined the Primary Ethics Classroom Support Team in early 2019 before taking up the newly created School Liaison role.

As the School Liaison Officer, Liz's role is to work closely with the Department and schools to effectively implement and grow the Primary Ethics program across the state.

Liz and Coral split their time between the Sydney office and a shared office on the NSW Central Coast.

ANUYA VELPANUR**VOLUNTEER SUPPORT OFFICER (INCOMING) (PART-TIME)**

Anuya joins us in the new part-time role of volunteer support officer. Anuya will support new recruits and existing and returning volunteers to ensure that they move smoothly through background checks and induction. Anuya has been an ethics teacher at Westmead Public School for more than three years. She has a background as a dental practitioner and holds a Master of Science in Psychotherapy & Counselling.

Primary Ethics Board

CHAIR

BRUCE HOGAN AM

Bruce is the Founding Chair of Primary Ethics. A director of the Stolen Generations Testimonies Foundation and the Hogan Family Foundation, he is also a past director of Coles Myer, Metcash, GIO, Funds SA, Energy Australia, and other boards. He is past Chair of, among others, Snowy Hydro Limited, State Super Financial Services, Proteome Systems and the Coles Myer Superannuation Fund.

"When we formed the Board in late 2010, we had no curriculum, no staff, no offices, phones or computers and no money. But we did have passionate supporters and volunteers and belief and a vision."

"Today we have a world class curriculum and are delivering ethics classes in over 500 schools to over 45,000 children through the extraordinary generosity and skill of over 2700 volunteers supported by an outstanding staff of just 8 dedicated professionals. It's been incredibly rewarding to be part of this journey."

DIRECTORS

CHRIS ERSKINE

Chris is a marketing leader who brings her experience to help Primary Ethics build its brand with authenticity and purpose. In her career, Chris leads with passion, focus and energy and has helped shape the marketing and brand agenda within some of the world's most recognisable entertainment entities such as Andrew Lloyd Webber's production company (Cats, Phantom of the Opera) and the Top Gear Festival (with BBC Australia). Chris joined the Sydney Opera House in 2014 and is currently General Manager Marketing (leading a team that won the 2017 Mumbrella Marketing Team of the Year).

"I am thrilled to join the Board of such a vital organisation like Primary Ethics and contribute my expertise in the areas of brand and marketing. The future of Primary Ethics will be forged where we are able to continuously and meaningfully engage with the passions in staff, volunteers, teachers and families, and I hope to play my part in growing those connections."

JUSTINE FELTON

Justine is an experienced director who brings strategic expertise in corporate responsibility and sustainability, having worked for 16 years in management roles in the not-for-profit and business sectors across the UK and Australia. For Justine, joining the Primary Ethics Board brings together many passions: the evolving role of education, the chance to unlock the skills and drive of volunteers, and the measurement of Primary Ethics' impact.

"There's also a real relevance for me personally right now, and I'm immensely grateful to Primary Ethics that my children are benefiting today from ethics classes that equip them with the skills and courage to navigate their futures."

THE HON NICK GREINER AC

Nick was Premier and Treasurer of New South Wales from 1988-1992. He holds an Honours Degree in Economics from Sydney University and a Master of Business Administration with High Distinction from Harvard Business School. In 1994 he was awarded a Companion of the Order of Australia for public sector reform and management and services to the community. He is a Life Fellow of the Australian Institute of Company Directors, an Honorary Fellow of CPA Australia and a Life Member of the South Sydney Rugby League Club.

Nick brings invaluable experience in corporate governance and government practice to his role, along with his extensive network of connections across philanthropic groups.

"I'm happy to help do all we can to give children an opportunity to learn the critical thinking, ethical reflection, and decision-making skills which are developed in Primary Ethics, whether that help is volunteering, becoming a donor, or spreading the word among friends and colleagues."

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.

"Primary Ethics is playing an essential role in helping our next generation to address the profoundly important ethical challenges facing our society. I am thrilled to be supporting this work."

ROBIN LOW

Robin was a partner at PricewaterhouseCoopers for over 17 years, specialising in governance, risk, control and assurance. Her clients included many leading Australian financial institutions. Robin has considerable not-for-profit experience and is currently a director of the Public Education Foundation and Treasurer of the Sydney Medical School Foundation. Robin is a Fellow of the Institute of Chartered Accountants in Australia and brings to Primary Ethics risk, process, governance and financial skills.

"I believe that Primary Ethics is building a societal capability which will support our students to navigate a changing world with an enhanced ability to question, listen and to negotiate through an ethical lens."

AMANDA MORGAN

Amanda has taught ethics at Lucas Heights Community School and Fort Street Public School. As an ethics teacher, Amanda sees her role as both student and teacher.

Amanda has had a unique career in governance, moving between journalism (at Choice magazine) and law before focussing on compliance and risk management. Amanda's focus is to empower excellence in teams, working to embed high standards through mentoring, coaching and building the right culture.

"I will bring that approach, along with my experience helping big organisations make better decisions, to work with Primary Ethics on its ongoing success."

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 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.

"For me, the value of Primary Ethics lies in the feedback we hear from students about how they've developed in ethics classes. They are learning to explain ideas in their own words. They are developing understanding of the basis of fair discussion and of reasoned argument. Most importantly, they are recognising the value and utility of these skills in their everyday lives."

ROGER REIDY

Roger provides HR and strategy advice and consults across a wide range of businesses including several top-tier corporations. Roger joined Primary Ethics in 2011, providing leadership for the Classroom Support Team while also offering pro bono human resources advice and recruitment skills for senior managers, and acting as CEO when necessary.

"Becoming a director is an unexpected but very welcome progression of my long term involvement, bringing my professional skills to help shape the direction of the organisation."

COMPANY SECRETARY

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 a range of 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.

"This course teaches children how to make important decisions, using logic and reason. I wish I'd learned these skills at school."

Volunteer ethics teacher

Financial overview

PRIMARY ETHICS LIMITED INCOME STATEMENT

Adjusted surplus after tax¹ for the year ended 30 June 2019

	2019 (\$)	2018 (\$)
REVENUE BEFORE INVESTMENT INCOME		
Donations	2,393,928	1,398,367
Non-government grants	60,000	–
Other income	7,600	6,426
TOTAL REVENUE BEFORE INVESTMENT INCOME	2,461,528	1,404,793
OPERATING EXPENSES		
Employee & sub-contractor benefits	754,917	605,833
Administration	47,328	23,539
Consultants & professional services	137,786	167,284
Marketing & communication	26,721	24,623
Occupancy	73,943	61,756
Information technology	20,355	14,485
Travel, accommodation & other	9,757	10,921
TOTAL OPERATING EXPENSES	1,070,807	908,441
OPERATING SURPLUS	1,390,721	496,352
Investment income ²	787,677	915,464
SURPLUS BEFORE INCOME TAX	2,178,398	1,411,816
Income tax expense	–	–
SURPLUS FOR THE YEAR	2,178,398	1,411,816

¹ Donations in kind (FY19 \$16,228,416 and FY18 \$15,319,975) are excluded from both revenue and expenses. While a significant indication of volunteer effort and support, the values do not contribute to an understanding of the organisation's financial position.

² Investment income is excluded from the operating result because of the stated aim to build a capital fund which will sustain the long term operations of Primary Ethics. While investment funds can be drawn to fund operations, at this stage of building the fund the investment income is viewed as building capital.

PRIMARY ETHICS LIMITED BALANCE SHEET

As at 30 June 2019

	2019 (\$)	2018 (\$)
CURRENT ASSETS		
Cash and cash equivalents	2,723,841	1,528,237
Trade and other receivables	11,880	28,176
Tax Credits	94,176	30,498
TOTAL CURRENT ASSETS	2,829,896	1,586,910
OTHER ASSETS		
Investments	10,366,393	9,461,181
Office Equipment	9,017	9,587
TOTAL OTHER ASSETS	10,375,410	9,470,768
TOTAL ASSETS	13,205,307	11,057,678
CURRENT LIABILITIES		
Trade and other payables	23,650	8,874
Deferred revenue	–	60,000
Superannuation payable	5,555	5,569
Provision for employee entitlements	44,841	34,240
Tax liabilities	9,481	5,613
TOTAL CURRENT LIABILITIES	83,527	114,296
TOTAL LIABILITIES	83,527	114,296
NET ASSETS	13,121,780	10,943,382
FUNDS		
Retained earnings brought forward	10,943,382	9,531,566
Current year surplus	2,178,398	1,411,816
TOTAL FUNDS	13,121,780	10,943,382

The comprehensive Primary Ethics Ltd Consolidated Financial Report for the year ending 30 June 2019 may be downloaded from <https://primaryethics.com.au/about/annual-and-financial-reports/>

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. Our sincere thanks to the following individuals and organisations:



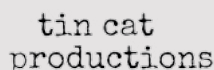
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A huge thank you to Julia Reingold for designing this Annual Report and to our contributing photographers.

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donation
today!***

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