

# Thank you to our volunteers

### Active volunteers as at 30 June 2017

# "Ethics classes help me to think about things more carefully and to try to make better choices."

Hallie, stage 2 ethics student



### Contents

Volunteers	Inside cover	Our volunteers	12
Contents	1	Our staff	14
Message from the Chair	2	Primary Ethics Board	15
Who we are	4	Financial overview	16
Highlights	6	The need for Primary Ethics	18
Curriculum topics	8	Our appreciation	19
How does ethics help you?	10	Volunteers (continued)	Inside back cover
Future focus	11	Please join us	Back cover

# Message from the Chair



**Bruce Hogan**Chair of the Board of Directors

### SUSTAINED GROWTH

It's been a big year for ethics education. Each week we've supported volunteers to deliver ethics education to 36,500+ children; that's an increase of around 4000 from mid-2016. More than 450 schools ran Primary Ethics programs, up from 405 last financial year, with 2239 classes, or a growth of 17% from the previous year. Welcome to the new volunteers, students and school communities who have joined the program.

On behalf of the Board of Primary Ethics, I thank all our generous donors, our hard working ethics teachers and coordinators, regional managers, classroom support team, trainers and staff for enabling the continued growth of a unique program which teaches the next generation essential life skills including critical thinking, ethical reasoning and respectful discussion.

### **RELEASE OF ARTD REPORT**

The long awaited report from the 2015 review into Special Religious Education and Special Education in Ethics was released in April. The report compliments Primary Ethics volunteer training and authorisation processes, and its high quality curriculum and teaching methods. We're proud of our curriculum, which has just gone through an extensive review process, and it's a credit to the professionalism of our volunteers in the way that it is managed and delivered.

The report also highlighted the hurdles parents face in understanding what options are available to them since the removal of the option to enrol in ethics classes from the school enrolment form. This is a challenging operating environment for Primary Ethics, and we need to continue to be proactive in liaising with the Department of Education regarding access to information for parents and carers as well as raising awareness of our program through other channels outside of schools.

### **INAUGURAL CONFERENCE**

To take stock of how far we've come as we approach the end of our seventh year, and to prepare our path for the future, planning for the inaugural Primary Ethics conference took place throughout this financial year, with the successful conference held on Saturday 28 October 2017.

More than 340 volunteers and supporters attended the conference, which was held at the Sir John Clancy Auditorium at the University of NSW. The conference was a resounding success and we thank all those who gave up their Saturday to attend and UNSW for generously providing the venue and technical support.

"The ARTD report compliments
Primary Ethics volunteer training and
authorisation processes, and its high quality
curriculum and teaching methods."

Bruce Hogan, Chair of the Board of Directors

### **VOLUNTEER RECOGNITION**

During Volunteer Week in May, we launched a recognition scheme inviting volunteers to nominate a colleague for their extraordinary efforts as an ethics teacher, ethics coordinator, regional manager, classroom support team member, or a combination of these roles. We received more than 130 inspiring nominations which were recognised as finalists in the Centre for Volunteering's Volunteer of the Year Award.

### ORGANISATIONAL DEVELOPMENTS

We are thankful to Leonie Johnson for what she has achieved in her time as Primary Ethics CEO, and welcome Evan Hannah into the role for 2017.

Our goal is to grow the program so that all parents have the option of choosing ethics classes for their child. While establishing new programs in schools is one way to achieve this, the other is to support our ethics coordinators and regional managers to build the programs in their schools to achieve full K - 6 coverage and reduce or eliminate waitlists for places in ethics classes.

There's plenty on the plate for 2018, and we thank you for your continued support.

I'd also like to thank my fellow directors for lending their time and skills to our organisation this year, including The Hon Nick Greiner AC who we welcomed to the Board in October 2016.



Primary Ethics volunteers from Sydney's North Shore and Northern Beaches receiving nomination awards for 2017 Volunteer of the Year

A review of the entire year's curriculum was completed, incorporating feedback from teachers who've delivered the lesson materials in the classroom.

A program of Continuing Professional Development for teachers has been developed, comprising online and face to face workshops on Classroom Management and Facilitation Skills, and a comprehensive Ethics Teacher Handbook which is now available as a reference guide for ethics teachers.

### LOOKING AHEAD

Primary Ethics relies entirely on donations, both for operating expenses and to help build a fund to future-proof its operations. We've made some progress in fundraising in each of these areas this year and will continue to work to cover our operational shortfall and move closer to our goal of reaching \$20 million in investments in our fund to support future operations. We are very grateful to our donors for their contribution towards these goals.

It's with great pleasure I bring you the 2017 Primary Ethics Annual Report.

### **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 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!

"Watching the students grow with their communication and reasoning abilities is fantastic!"

Dan, ethics teacher



# Highlights



IN 2016)



>450

**ACROSS NSW WITH ETHICS PROGRAMS** (UP FROM 405 IN 2016)



**NEW TEACHER TRAINING** WORKSHOPS (18 OF THESE IN REGIONAL AREAS)



ETHICS TEACHER HANDBOOK DEVELOPED AS A RESOURCE FOR **VOLUNTEERS** 



# PRIMARY ETHICS

RELAUNCH OF PRIMARYETHICS@HOME. INVOLVING PARENTS IN THE DISCUSSIONS THEIR CHILDREN ARE HAVING IN CLASS<sup>†</sup>

†primaryethics.com.au/parents



### CONTINUING PROFESSIONAL DEVELOPMENT

2 NEW ONLINE COURSES



NEW FACE-TO-FACE COURSES

IN CLASSROOM MANAGEMENT AND FACILITATION SKILLS



# ARTD REPORT RELEASED

FINDS PRIMARY ETHICS HAS CREATED A HIGH QUALITY CURRICULUM WHICH IS PEDAGOGICALLY EFFECTIVE\*





151 CLASSROOM SUPPORT VISITS



A SCHOOL STARTS A NEW ETHICS PROGRAM APPROXIMATELY EVERY 10 DAYS



\*https://primaryethics.com.au/2017/04/11/long-awaited-report-revealed



### RECOGNISE & SUPPORT

MULTIPLE NSW UNIVERSITIES
OFFER RECOGNITION OF
PRIMARY ETHICS' PROGRAM
INCLUDING PROMOTION OF
VOLUNTEERING TO STUDENTS
AND STAFF PLUS IN-KIND
SUPPORT

Curriculum topics



When, if ever, should we tell on someone? Leaving many and being friends and being good friends? Deep How important are the reasons? Deep How important of Courage Are you the same person you used to be? Deep How in the same person you used to be a same person yo

STAGE \

Intention: 'I didn't mean to do it!' STAGE Disagreeing respectfully about Should we keep animals in captivity? Puzzles, clues and what follows: **3eauty** O Introduction to or getting someone O others feel omise controversial issues O

U

How should we

living things?

far does our moral responsibilitu extend Human rights: do other animals have them?

morally wrong Spirits, rhino horns, big bangs and genes: why should we trust science? Beliefs, opinions, tolerance and respect O <u></u> S illegal ure of arguments A fair society Drugs in Sport ling animals for food: morally right to eat animals? Fairness: treating people equally or unequally?

Are some things just wrong?

Should we take circumstances into account?

# How does ethics help you?

When we listen to feedback offered by students about their experiences of ethics classes, we gain a greater understanding of the benefits the program has on different aspects of a child's education and development.

Our main sources of feedback are:

 The end of year lesson, where teachers are invited to deliver a lesson which asks students to reflect on their experience of ethics classes throughout the year The annual survey for parents and carers, who give feedback about their children's experiences of ethics class

This year we also interviewed children from stages 1, 2 and 3 from Newcastle, Parramatta and southern Sydney to ask how they felt ethics classes helped them in their life.

Here are some of their responses.



"You can always link back to what you've learned in ethics." ASHLEY "I get to understand how other people's brains work." LILLIAN



"If I don't know something and there's a problem there, ethics fits in and helps me." MARCUS



"It makes me think, like, how I would feel if I was in someone else's position." NOLAN



"Ethics can just be really helpful in everyday life." HANNAH



"It really helps with your personal confidence to know that your opinion is valued in ethics class, and that everyone will be kind to you."

ZIPPY

"Ethics keeps you thinking." LACHLAN



"I love ethics!"

MIA



### Future focus

Primary Ethics will be working on some fascinating challenges in the coming 12 months or more.

A continuing focus for us is expanding to meet the needs of students wanting to do ethics. Currently, our programs are running in a third of the public primary schools in NSW that have enough students in each stage to run a class with a minimum of eight participants.

However, only 30% of the 450 schools who currently have ethics classes offer the full K - 6 program. We are working to increase that percentage.

And we're always looking to begin programs in schools where ethics isn't yet an option, at the same time seeking to better understand the barriers to program development in some areas, such as a lack of awareness, or a lack of volunteers for a range of reasons.

We are working on plans to support our volunteers, beginning with asking them what they need, instead of making what we believe are informed guesses.

Another priority is better connected systems to manage our volunteers, schools, curriculum, and compliance pieces such as the child protection learning modules.

Our excellent Janison learning centre will hopefully be joined by a data management system to keep all the operational and volunteer data issues away from our training and curriculum system.

We need to be more in command of our operations information via automatic capture of data including the number of classes taught in any given week or how many teachers taught multiple classes. We can project based on historical data but rely totally on volunteer feedback.



Certainly Department of Education policy still impedes awareness of Primary Ethics – the school enrolment form remains a politically-contrived block to fair and informed choice for parents when starting their children at primary school. There is no tick box on the form to say "Yes, enrol my child in ethics". Instead there is only one box for scripture – and this remains the default position.

As we work on establishing ethics programs in more schools, and adding more classes to schools that already have ethics programs, we must also look to recruit and retain more volunteers.

Workplace volunteering is key in both areas. We will be working to help companies appreciate the social impact value of our program, and the benefits that flow both ways when employees are involved.

We know the considerable effort required to be a teacher, or coordinator, and the extra hours needed to be a good regional manager or classroom support team member. And we know we have many volunteers who fill more than one role at once.

We will also be developing new approaches to fundraising. We do not receive a cent of funding from the government. Nor do parents pay for their children to attend ethics classes.

To date, we survive on the generosity of a relative few major donors and a number of other generous individuals. We need to broaden this funding base, and will work on developing a community fundraising program.

Primary Ethics has prepared the ground for an evaluation project, seeking to provide evidence of the benefit ethics classes bring to students, their families, to schools, and the broader community. We are now mature enough to begin exploring a research project into the various outcomes of teaching critical thinking and ethical reasoning to children.

This future work can only aid Primary Ethics as we continue our efforts to help students develop skills for life.

**Evan Hannah** Incoming CEO

# Our volunteers

### **ETHICS TEACHERS**

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**

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

### **REGIONAL MANAGERS**

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

### **CLASSROOM SUPPORT TEAM (CST)**

CST members support ethics teachers by observing a class, sharing observation feedback and reflecting together with teachers. Team members work as coaches to support teachers to work within our facilitation and teaching framework in ways that suit both the teacher and their particular students and school context.

### **BOARD MEMBERS**

Board members bring considerable expertise from their respective professional backgrounds to discuss the organisation's progress and advise on the overall strategic direction of Primary Ethics. The Board meets at least six times per year, and members take positions on various sub-committees.

"As a CST member and trainer, you meet a lot of interesting people, learn from each other and develop an appreciation for robust ethical discussions."

Carol, CST member and ethics teacher Coffs Harbour region "I volunteer
because I want my
grandchildren to have a
balanced view of their
world and the importance
their thinking and decision
making will have on
their future."

Narelle, ethics teacher Wagga Wagga

### **ADVISORY COMMITTEE MEMBERS**

Advisory committee members provide specialised professional insight into specific aspects of our operations. All members provide their advice pro bono.

This financial year, Primary Ethics comprised over 2300 hardworking volunteers. We thank these people for their valuable time and energy and for their commitment to supporting ethics education in their local schools.

For a full list of current volunteers as of 30 June 2017 please see the endpapers of this report.



Ethics teachers, coordinators and students from Chipping Norton, Milperra and Newbridge Heights get together for an end of year picnic

"I jumped at the regional manager role and enjoy it immensely as it gives me similar personal challenges and rewards as I enjoyed in my career."

Marbecc, regional manager,

ethics coordinator & teacher
Camden-Campbelltown
region
this program is
alping to shape
great leaders

helping to shape
great leaders
for the future!"
Cathy,
ethics coordinator
Liverpool region

"Teaching ethics is one of the highlights of my week!"

Emma, ethics teacher, Hornsby region

"I have enjoyed teaching Primary Ethics enormously and I have learned a lot doing it."

Mark, ethics teacher, Inner West Sydney Region



### Our staff

### **LEONIE JOHNSON**

### CHIEF EXECUTIVE OFFICER (OUTGOING)

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.

### **EVAN HANNAH**

### CHIEF EXECUTIVE OFFICER (INCOMING)

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.

#### **ALISA KELLEY**

### **GENERAL MANAGER**

Alisa managed the organisation's day-to-day operations for this financial year, 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. Alisa has now resigned and has been replaced by Elizabeth Allen. We thank Alisa for her valuable contribution.

### 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 and continuing professional development programs, 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.

### HEIDI MCELNEA

### **COMMUNICATIONS MANAGER**

Heidi joined the team in 2014 to work for a cause she was passionate about. She coordinates communications for volunteers, supporters and parents, manages Primary Ethics' online platforms and works with volunteers and media to raise the profile of Primary Ethics across the state. Heidi also volunteers as an ethics coordinator and ethics teacher. She holds a Bachelor of Communications from Macquarie University.

### MARIA MCCARTHY

### **VOLUNTEERING MANAGER-NORTH**

Maria's role is the recruitment, engagement and development of our volunteers north of Sydney's CBD to the Queensland border. She joined Primary Ethics as an ethics teacher in 2011, became regional manager in 2013 and then Development Manager before taking charge of schools north of Sydney's CBD 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, a role he continues to hold. Rob has had a long career in corporate Human Resources, and holds a Bachelor of Economics and a Master of Commerce. Rob oversees ethics programs in schools south of Sydney's CBD down to the Victorian border.

### 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 managed the helpdesk and assisted volunteers with their enquiries. She also coordinated curriculum and training resources. Hana finished up with Primary Ethics in August 2017 and has since been replaced by Paula Lam. We thank Hana for all her assistance.

# 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, 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: Simon Longstaff, Nick Greiner, Bruce Hogan, Nigel Stokes, Robin Low, and Scott Mannix.

### DR SIMON LONGSTAFF AO

Named a 21st Century Leader by Australian Financial Review, 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.

### THE HON NICK GREINER AC

Nick was Premier and Treasurer of New South Wales from 1988-1992. Since his retirement from politics he has been heavily involved in the corporate world as Chairman of several large companies and as the Deputy Chairman or a Director of others. 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 made 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.

### 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.

### Financial overview

### PRIMARY ETHICS LIMITED INCOME STATEMENT

Adjusted surplus after tax1 for the year ended 30 June 2017

	2017 (\$)	2016 (\$)
REVENUE BEFORE INVESTMENT INCOME		
Donations <sup>2</sup>	1,493,318	1,359,142
Other income	250	-
	1,493,568	1,359,142
OPERATING EXPENSES		
Employee & sub-contractor benefits	617,336	530,925
Administration	22,850	15,486
Consultants & professional services	93,165	87,300
Marketing & communication	11,453	9,945
Occupancy	55,584	50,728
Information technology	11,090	15,612
Travel, accommodation and other	5,909	6,266
TOTAL OPERATING EXPENSES	817,387	716,262
OPERATING SURPLUS	676,181	642,889
Investment income <sup>3</sup>	482,903	191,505
Surplus before income tax	1,159,084	834,384
Income tax expense	-	-
SURPLUS FOR THE YEAR	1,159,084	834,384

<sup>&</sup>lt;sup>1</sup> This statement is presented in the manner in which the business is managed and monitored. It can be reconciled to the Statutory Surplus for the year from continuing operations of \$4.7m by adding back the deferred revenue described in footnote 2.

<sup>&</sup>lt;sup>2</sup> Donations in 2017 excludes \$3.5m in donations which relate to the support of operating expenses in future periods. This income will be recognised in this statement in the year in which the income is to be applied and has been deferred in the balance sheet.

<sup>&</sup>lt;sup>3</sup> 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 funds the investment income is viewed as building capital.

### PRIMARY ETHICS LIMITED CONSOLIDATED BALANCE SHEET

As at 30 June 2017

	2017 (\$)	2016 (\$)
CURRENT ASSETS		
Cash and cash equivalents		
Operating	983,757	1,119,847
Investments	4,439,542	-
Trade and other receivables	100,044	100,913
Tax Credits	21,686	32,286
TOTAL CURRENT ASSETS	5,545,029	1,253,046
OTHER ASSETS		
Investments	4,080,879	3,905,203
Office Equipment	10,158	12,209
TOTAL OTHER ASSETS	4,091,037	3,917,411
TOTAL ASSETS	9,636,066	5,170,458
CURRENT LIABILITIES		
Trade and Other Payables	115	50
Borrowings	50,000	-
Superannuation Payable	5,945	6,019
Provision for Employee Entitlements	36,622	31,514
Deferred administration revenue	500,000	-
Tax Liabilities	11,818	10,393
TOTAL CURRENT LIABILITIES	604,500	47,976
NON CURRENT LIABILITIES		
Borrowings	-	250,000
Deferred administration revenue	3,000,000	-
TOTAL NON CURRENT LIABILITIES	3,000,000	250,000
TOTAL LIABILITIES	3,604,500	297,975
NET ASSETS	6,031,566	4,872,482
FUNDS		
Retained earnings brought forward	4,872,482	4,229,602
Surplus for the year	1,159,084	642,880
TOTAL FUNDS	6,031,566	4,872,482

The comprehensive Primary Ethics Ltd Consolidated Financial Report for the year ending 30 June 2017 may be downloaded from https://primaryethics.com.au/about/annual-and-financial-reports/

# The need for Primary Ethics

Primary Ethics came about because NSW public primary schools must by law set aside time to teach scripture each week. This requirement came about as part of a late 19th century deal when churches agreed to let the state run its own schools.

The idea that schools should allow time for scripture wasn't contentious at the time – less than 0.5% of the population then identified as having no religion, and the vast majority belonged to only a few major religions.

Some 150 years later, about half of NSW students still attend scripture classes each week. However until 2011 'non-scripture' students were left in a limbo where they officially were not allowed to do anything that would advance them academically while their fellow students attended faith-based classes.

A push by parents fed up that their children were sitting and watching DVDs during this non-productive time – or in worst cases picking up rubbish – led to the P&C Federation picking up the call from parents, and supporting the work of the head of The Ethics Centre, Dr Simon Longstaff, to develop classes in secular ethics as an option to non-scripture.

After years of rejection the Education Department, under then Education Minister Verity Firth, finally agreed to a pilot study of ethics classes, strongly promoted by activists Colleen McKinnon and Teresa Russell.

That study, based in 10 schools in just one term in 2010, proved successful, and in 2011 the government gave the go-ahead for Primary Ethics to become the sole approved provider of what is now known as Special Education in Ethics.

Teresa Russell then became the first CEO, and Dr Sue Knight, a distinguished academic in the field of philosophical education for children, was commissioned to develop the curriculum, which has now grown to 79 topics across all primary school years.

After several years working with the Board – and in particular chair Bruce Hogan – to survive funding crises and chronic staff and volunteer shortages, Teresa left Primary Ethics in 2015 after building a stable organisation. She was replaced by volunteer teacher and trainer Leonie Johnson, who then introduced a formal policy framework around the organisation to ensure a consistent approach to recruitment, training and management of our volunteers.

The current CEO is Evan Hannah, a former volunteer coordinator who is committed to continuing Leonie's work to ensure the organisation's continued growth.

In designing our curriculum, Dr Sue Knight has adapted a long respected philosophical tradition of dialogue and discussion. Each lesson is reviewed by an expert panel, chaired by Dr Simon Longstaff of The Ethics Centre, for both philosophical rigour and best practice in instructional design.

Most topics are designed to address particular ethical issues but a number are skill-focused and explicitly teach core critical thinking skills and encourage collaborative inquiry.

The curriculum is written in a "spiral and scaled" style, so that its concepts are revisited and developed in subsequent topics and in later years.

The program has grown steadily, and we now teach 36,500 students each week in more than 450 schools, and have 2300 active volunteers.

Teachers at schools are supported by a volunteer ethics coordinator, who is often a parent at their school and who may also be an ethics teacher. A regional manager supports all the coordinators in the area, and regional managers are supported by the organisation's two full-time volunteering managers who split the state between them.

All our funding comes from donors who believe strongly in the work we do. We do not receive a cent from government, nor is there a student fee for ethics classes. These donations range from monthly payroll deductions from dozens of supporters, to much larger, sometimes annual contributions from philanthropic trusts established to support programs that benefit the community in various ways.

The search for funding support never stops - we are striving to build a capital base to fund future operations while constantly trying to cover our annual operating costs.

# 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:



### **OUR DONORS**

Primary Ethics would like to thank the following generous donors in 2016/2017:

The Kinghorn Foundation Berg Family Foundation Pty Ltd Chris Cuffe Foundation Hogan Family Foundation The Ainsworth Foundation Ferris Family Foundation The Hunt Family Foundation Georgiana & Cameron McCullagh Robert Keldoulis Wilson Asset Management John Gerahty Andrew Kaldor Ian & Linda Martin Charitable Foundation Brennan Family Foundation Susan Gabriel Eric Cadzow Robin Low

James Chen

John Turner Lenore Grunsell David Callaghan Robert Barry Michael Ahrens David Hirsch Colin Jones **Geoffrey Burgess** Penny Young Tracey Ellis Alex Redgrove Joanne Taylor Lloyd Swanton Irene Justiniano Keith Platt Priscilla Beresford Gabrielle Wood David Corby Aloke Phatak

Paul Sowter Joy Nason **Kate Connors** Simon Stone Warwick Burton Leonie Johnson Barbara Anderson Brett Haydon Andrea Fernandez Jade Hudson Glynis Bailey Nigel Hearn Rodney Rimes Amber Moncrieff Ian Smith Geoffrey Bradshaw Andrew Boleyn Alastair Bor Gordon Christie

Farnaz Azimzadeh **Andrew Goldstiver** Jon Wilson **Ewan Coates** Craig Stephen Mark Hancock Alisa Kelley Michael Patterson Peter McLean Shaun Kelleher Judy Christie Caitlin Platt Ali Shahnazi Kevin Badin Craig Stephen Kyong Han Heidi McElnea

### **OUR CORPORATE SUPPORTERS**

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



















tin cat productions

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 donating your images of ethics classes in action:

- Mark Muirhead (front cover, pages 1 & 7) http://inspirationalatmospheres.com/
- Rowan Turner (pages 6, 7, 13 & 20) http://www.rowanturnerphotography.com/
- Cathy Maher (pages 5, 6, 11, 12 & back cover) https://www.facebook.com/pg/curephotography/



