

2017



# Shine

Annual Report



The background of the entire image is a solid red color with a complex, swirling pattern of white and dark red lines, creating a sense of movement and depth. The word "empower" is written in a large, white, cursive script font, positioned in the upper half of the image. Below it, the words "Our Mission Statement" are written in a smaller, white, sans-serif font.

# empower

*Our Mission Statement*

Our mission is to support,  
educate and empower  
young women with the life  
skills and tools to ensure  
their future is in their hands.





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# From the Chair

*On behalf of the Board of Directors, it gives me great pleasure to present the Annual Report for SHINE Inspire Achieve Belong Incorporated.*

2017 was a strong year of consolidation for SHINE. We were delighted to continue our partnerships with John Willcock College and Geraldton Senior College and have 76 young women participate in our program. Having now completed eight years of operation, SHINE has directly worked with over 450 students. Of course, the 'ripple effect' of our impact through schools, students' families and the Geraldton community means that our influence reaches a much higher number of people.

I am immensely proud of the work SHINE does and the results that our unique program delivers. At our annual board strategy session in 2017, one of the key themes

was that 'our students are at the centre of everything we do'. I believe that this constant reminder that our students are our key stakeholders ensures that we stay focused on equipping students with the life skills to ensure their future is in their hands.

We are blessed with an amazing line-up of Board members, employees and volunteers at SHINE, and I would like to extend my sincere thanks to each of them for their unwavering commitment to our work. In 2017 we bid farewell to Board members Jessica Barber, Trish O'Reilly and Paul Stone. Each of these people gave generously of their time and expertise to assist SHINE on our path towards improved governance. They contributed so much because of their belief in the SHINE program. We were fortunate to welcome Shona Zulsdorf to the Board late in the year, and look forward to the governance and strategy expertise that Shona will bring. Alan Bradley, Mandy Jolley, Erin Bethel and Jorgen Mackie remain on the Board and I thank them for their substantial contributions.

As well as sitting on the Board, SHINE's founder Mandy Jolley continues as our Lead Facilitator at Geraldton Senior College. Mandy's vision for SHINE and her endless creativity ensures that our program remains fresh, relevant and engaging for our students. During the year, SHINE was fortunate to welcome Tonia Swetman as Program Manager. Working closely with our facilitator team in Geraldton, Tonia built positive relationships with sponsors and partner schools and improved our administrative processes.

*"Our students are at the centre of everything we do"*

SHINE also enjoys the support of many volunteers who give generously of their time and expertise to ensure we remain viable and

can focus on our students. They are too numerous to mention individually here, but I extend my heartfelt thanks to each of them.

SHINE's major challenges during the year came in the form of funding, the trial of an alternative delivery method and the common growth dilemma faced by many not-for-profits. I am pleased to report that all major sponsors renewed their support for SHINE in 2017. I sincerely thank the Department of Prime Minister and Cabinet's Indigenous Advancement Strategy, Iluka Resources, EMR Capital, Mount Gibson Iron, Rio Tinto and John Willcock College for their continued confidence in our program and their investment in the Geraldton community. Thank you also to AMD Chartered Accountants, Buswest, Regional Development Australia and Lavan for their continued in-kind support.

In July, Rio Tinto hosted a business breakfast event for SHINE, to promote the program to businesses interested in partnering with us, either in Geraldton schools or at other locations in WA. SHINE regularly receives enquiries from schools interested in providing our program for their students but funding continues to be the main obstacle. The event provided an excellent information session and SHINE continues to follow up with those companies who expressed an interest in being involved.



# Inspire



The Minister for Education and Training, Hon Sue Ellery MLC attended the business breakfast. She expressed her support for the program and since then, there have been a number of discussions with the Minister and the Department of Education, exploring ways the Department could support the SHINE program. These discussions will continue in 2018, as it is the Board's goal to secure financial support for the program from the state government.

SHINE trialed a new delivery method at Geraldton Senior College in 2017, in which our program was offered to students as an elective 'option' in two blocks on two different days, rather than a full day once a week. Although this trial was intended to reduce disruption to SHINE students' attendance at their mainstream classes, we did not achieve the same improvement in overall attendance as in previous years and observed a reduced engagement with the SHINE program. In 2018 we will therefore be reverting to the full-day model at Geraldton Senior College. A positive outcome of reverting back to the full-day model will be the opportunity for the development of an innovative delivery model for a third school. In 2018 we are looking forward to welcoming students from Northampton District High School to the Geraldton Senior College SHINE facility one day per week.

*"Each student faces her own unique challenges and I am so proud of their achievements this year."*

It is common for not-for-profit organisations to experience a period several years after establishment where they 'plateau' and spend time and resources consolidating their structure, finances and governance practices before they are positioned for sustainable growth. SHINE has experienced this challenging situation over the past year – we have a unique, innovative program that meets a real need in the education system and demonstrably improves outcomes for at-risk students, but in order to grow and reach more students each year we need certainty of funding. Attracting additional financial support requires a higher level of administrative

rigour and governance, but this in turn requires funding – the classic growth conundrum. Navigating our way through this phase occupies much of the

Board's attention and I am pleased at the substantial progress SHINE is making in this respect.

Finally, nothing speaks to the success of the SHINE program like the individual stories of student achievement, which you will find throughout this report. Each student faces her own unique challenges and I am so proud of their achievements this year.

Miriam Stanborough



# About Us

*SHINE is multi-faceted life skills program that offers a safe environment where at-risk girls are provided with opportunities to:*

- *be inspired*
- *experience achievement*
- *gain a sense of belonging and*
- *have every chance to blossom into women who contribute positively to society and become self-assured role models for their daughters and other girls.*

## **A small organisation that makes a big impact**

SHINE's mission is to support, educate and empower young women with life skills and emotional tools that help to place their future in their hands.

SHINE is a complementary education program targeting teenage girls who are at risk of disengaging from the mainstream education system because of personal disruption to, disconnection from, or discontinuity with the school curriculum and the school community.

Built on the premise that true generational change starts with the empowerment of girls, SHINE is a fresh young organisation, incorporated in 2012, that creates a safe haven where girls can be themselves, be inspired, experience achievement and gain a sense of belonging with a group of peers facing similar issues.

With the support and guidance of a positive, trained adult mentor, participants learn vocational skills including communication and customer service as well as gaining an understanding of general employer expectations.

The multi-faceted life skills program develops a fundamental understanding amongst students of accountability, responsibility, connection, confidence, self-love, trust, structure, respect for oneself and others, communication and the ability to make decisions in their own lives.

Since its inception, the primary outcomes of the SHINE program have been:

- improved school attendance rates
- student re-engagement in the learning process
- positive relationships with other students, teachers and the broader community
- identification of alternative ways to address issues and events happening in the students' lives
- enhanced post-school opportunities
- improved health and wellbeing.

Because SHINE makes a positive and lasting difference to the lives of young women through support and education, the benefits are felt by families, the school and the general community.

The SHINE model of learning and development is unique, designed around key strategic fundamentals. It delivers positive outcomes because:

- It has been designed to supplement and support the school curriculum by encouraging participants of the SHINE program to attend school classes regularly and consistently to maximise learning and growth opportunities.
- Students are invited to apply for a position in the program where they must demonstrate a commitment to participate.
- The program is designed to be delivered one day a week within the girls' regular school timetable in an on-campus, custom-built hairdressing and beauty salon. This provides learning activities that not only appeal to the participant age group, but which require physical contact. The benefits of human touch in building trust, decreasing stress and increasing emotional wellbeing are well documented. As trust is developed and participants disclose challenges faced in their everyday lives, the program facilitator provides confidential assistance and connects students with suitable program partners who provide qualified external support.
- Clear options for further education, vocational training, traineeships, apprenticeships and employment are explored and supported. SHINE's partnerships and links with community employers help SHINE students gain part time jobs and help SHINE students who go on to graduate from Year 12 to secure traineeships and full time jobs.



# Achieve



In 2017 SHINE collaborated with John Willcock College and Geraldton Senior College to make a difference in the lives of at-risk girls thanks to the partnership approach with schools, community service providers, community businesses and the general community.

SHINE partners help to build capacity for prosperous and vibrant communities and enrich the SHINE program. The partnerships are mutually beneficial, contributing to the social and economic development in the region and creating long-lasting solutions to shared challenges.

With the necessary resources, SHINE has the potential to make a bigger impact, help more young women in more regions and continue to grow sustainably.

SHINE's key point of difference is the targeted demographic, offering the program to all 10-16 year old at-risk students identified in collaboration with the school partner.

This demographic has significant opportunity for personal growth and future impact in changing the path of generations to follow.

Another point of difference is that SHINE provides an engaging learning program that is built around activities that appeal to a broad range of students, with the aim of developing life and vocational skills.

## **SHINE's history**

In 2009, while SHINE founder Mandy Jolley was working for a women's refuge, she became aware of issues confronting many families that caused long-term damage to the future prospects of women and their children. These issues included family violence, poverty, drug abuse, unemployment, parental neglect, physical and sexual abuse, intimidation and hopelessness.

Working with John Willcock College (JWC), Mandy developed SHINE, a program to provide a safe environment for those girls who exhibit signs of disengagement from school and from their peers.

In 2010, the program commenced at JWC, focusing on Year Nine students. It was immediately successful. Since then, SHINE has won a number of coveted state and national awards.

In 2012, SHINE was incorporated. The program continued to develop and in 2016, SHINE expanded to Geraldton Senior College, catering for Year Ten students.

## **SHINE Team**

### **Mandy Jolley, Lead Facilitator and Founder**

Mandy operates from SHINE's facility at Geraldton Senior College. She provides ongoing training and support to all SHINE facilitators.

### **Tonia Swetman, Program Manager**

Tonia is responsible for overseeing the ongoing development of SHINE and the expansion across Western Australia.

### **Jodie McAuliffe, Program Facilitator**

Jodie began her association with SHINE in 2013 as a dedicated volunteer before becoming a facilitator of the SHINE program at John Willcock College.

### **Natasha Lay, Coordinator**

After working as a volunteer for SHINE for over five years Natasha took on the administration role of Coordinator, providing critical support to SHINE facilitators.

# Student Disengagement

*There are many reasons why students become disengaged from school. Some of the most common amongst SHINE students include:*

- Students may be responsible for younger siblings, looking after their needs, wellbeing, and safety.*
- Students may lose sleep on school nights due to adults or others partying or partaking in alcohol or drug abuse. A growing teenager needs 8-10 hours of sleep, but this can be difficult to achieve in a house which may be unsafe, or where a teenager is kept awake all night.*
- Students may come from homes where food and other necessities are scarce due to factors including low income and poor decisions.*
- Students may come from homes where they are the sole carer of their parent or guardian.*
- Students may lack positive role models to encourage school attendance and engagement.*
- Students may have unstable living conditions*
- Students may come from homes where mental illness, addiction, abuse or violence is common.*

*Belong*





# 2017 SHINE Student Snapshot

*These life experiences of SHINE students help to gain an understanding of why SHINE students are considered to be at risk.*

## **Student Experiences**

As part of a Child and Youth Resilience Measurement (CYRM) used by SHINE to assess resilience amongst students, a 'life experiences' survey was completed by the students in early 2017.

The purpose of the survey was to assess the life experiences of students for the six months prior to the commencement of their involvement with SHINE, to gain an understanding of the student cohort. Life experiences include events ranging from trauma or the death of a family member, to winning a prize or contest. The results were then grouped into negative, positive and general experiences. The participants were then asked to explain how they felt about each event. In total, 76 questions were asked as part of this survey and the answers provided a good insight into program needs of the student cohort.

## **General life experience questions**

- 59% of students stayed away from home overnight (e.g. camp trip, hospital), with the majority of students feeling positive about these life events.
- 54% had parents who stayed away from home overnight (e.g. hospital, holiday, work), with the majority of students feeling positive about these life events
- 43% of students changed schools and mostly felt positive about this change.
- 26% of students moved house and mostly felt positive about the move.
- 23% of students had someone in their family leave home during the period. Students mostly felt negative about this change.

## **Positive life experience questions**

- 20% of the students had not experienced any positive events during the survey period.
- 31% of respondents experienced getting a new boyfriend/girlfriend and 38% made a new special friend, both of which the students felt overwhelmingly good about.
- 28% took up a new hobby/sport or activity with some of the students not feeling good about it.
- 23% of students went on a holiday and felt very good about the experience.

## **Negative life experiences**

- 33% of students had to deal with the death of a family member.
- 20% had to deal with the death of someone special (not in the family).
- 67% of students had to cope with someone in their family being very sick or injured.
- 38% of the students themselves were very sick.
- 26% had someone special to them become very sick.
- 59% of students had a big argument with someone in the family, with 83% of these students feeling bad about the events.
- 44% had an argument with someone special to them (not a family member), leaving most feeling bad.
- Arguments were also experienced in the family, leaving 46% of students feeling bad.
- 33% of students were involved in a fight with people outside their family and this mostly left them feeling bad.
- Other notable negative experiences were students being bullied (31%), parents of students splitting up (23%), pets getting sick, injured or lost (23%), and students breaking up with their boyfriend/girlfriend (18%).

# From the Lead Facilitator

## **The SHINE Program**

2017 was a dynamic year for the SHINE program at our partner schools, Geraldton Senior College (GSC) and John Willcock College (JWC). With 32 Year Ten students at GSC and 44 Year Nine students at JWC participating in the program, the year was full of learning, empowerment and growth.

Throughout the year we invited a diverse range of interesting and informative presenters to connect with the students in an intimate, inclusive and fun learning environment. Stephen Gallagher from Ngala provided a fascinating session on the development of the human brain and why it is important we look after it by living a healthy lifestyle. Well-known local rapper, Ryan Crothers captivated and motivated the students to write a rap song about self-harm. Students also heard from local makeup artist Javier Beauty, who spoke of resilience and dealing with bullying, something she has personally suffered and withstood.

Our guest presenters bring an exciting dimension to the program and while it may not seem obvious to the students, there is always an underlying life skill, common issue impacting on the girls and/or a vocational need being addressed. This alternative approach to addressing and teaching basic life skills is the foundation of the SHINE classroom program.

SHINE takes a holistic approach to education development, providing a platform for families and communities to become more involved. The program's hands-on nature and strong links to the community assist the development of students' vocational and life skills, with an emphasis on accountability, responsibility, open communication and trust.

I am delighted to report that we had many opportunities to reward students for high levels of attendance and improved behaviour throughout the year. Reward activities included dinners, a sleepover, a weekend camp at Horrocks beach and a week-long camp in Perth at the end of the year for those students whose attendance rate was 90% or above.

2017 also saw the opening of the RISE'n'SHINE Café, a classroom-run, business-like venture for the GSC SHINE students. Thanks to donations from teachers and students, the café operated before school two days a week. Students prepared and served coffee for school teachers and hot chocolate for fellow students.

This enabled SHINE students to learn and implement barista and customer service skills, while gaining money handling experience and a basic understanding of running a small business. It created a lively, inviting and friendly environment for teachers and students to

mingle and to meet in a different context. This is an important step in changing attitudes and building relationships which translates directly to the school classroom.

*"SHINE takes a holistic approach to education development, providing a platform for families and communities to become more involved."*

## **SHINE at John Willcock College**

With a strong foundation supported by the school and staff, the dynamic SHINE program continued with great success, having 46 students participating in 2017.

2017 was an actioned-packed year with friendship and creativity, introducing the Year Nine SHINE students to the 'SHINE code' for the very first time.

Communication and building self-esteem was deeply integrated into the curriculum, with trust between students and facilitators and in each other being a new experience for many of the students.

Basic life skills began emerging, as the program focused on demonstrating gratitude and selflessness. Protective behaviours were taught and encouraged, and students learned about their rights to safe sex and feeling safe. The students also learnt and practised team building skills, negotiation skills and how to make positive decisions.

In Term Three when personal issues were disclosed and pressures of school and home life were at a peak, art therapy, building self-esteem and self-empowerment became a priority. The students learned skills in self-care, maintaining a healthy lifestyle and developing a positive mindset.

The students also received a wonderful self-esteem boost when they modelled at Central Regional TAFE.



*"I was proud to see great student development, with students now either stronger and more self-confident, or kinder and calmer."*

### **SHINE at Geraldton Senior College**

Geraldton Senior College had four groups of Year Ten students each attending the program twice a week. This was a significant change from the traditional 'one full day per week' format around which the SHINE program was originally developed.

As a trial, the program was adapted to this new format to fit in with the school and students' needs. While many outcomes were achieved, including improved overall school attendance for some of the students, it was found that the shorter contact times did impact on the ability of students to build relationships with each other and with the facilitator. A positive outcome was that attending the SHINE facility twice a week provided more frequent opportunities for reinforcement of values.

The classroom program commenced with the building of a family environment within the SHINE cohort, based on trust and safety which is all part of the SHINE code. Building stability, structure and routine were main themes in the year, along with building resilience and positive, forward thinking. Leadership and honesty was modelled in the classroom and extended out into positive relationships in school and home life.

By Term Three, new issues began to arise among students. With trust came disclosures and it was soon evident that issues such as self harm and family violence, amongst many others, were impacting on the students' everyday lives. With added support, tools, learning and encouragement, the term saw the growth and empowerment of each student.

As a facilitator I was proud to see great personal development, with students now either stronger and more self-confident, or kinder and calmer. This success was made possible by working with small numbers and building strong, trusting relationships with the students.



We finished the year with an amazing graduation. We recognised the obstacles overcome, the goals reached and the personal journeys and growth of our strong and inspiring SHINE students.

Our program activities would not be possible without the ongoing support of our partners and sponsors. Thank you to the many businesses and individuals who have identified the positive impact SHINE makes and have chosen to support our mission.

I would like to express my gratitude to the Management Committee for their support, guidance and commitment to making a difference in the lives of at-risk young women. In particular, heartfelt thanks to Miriam Stanborough for her outstanding and unwavering leadership. To the SHINE team on the ground, Jodie, Tonia, Natasha and our many wonderful volunteers who bring passion and dedication to the program every day, no matter the challenges – thank you. And finally to our students, who bring sparkle to the SHINE program, keep on SHINING!!

**Mandy Jolley**  
Lead Facilitator  
Program Founder



# Our Impact

*In 2017 SHINE continued to be true to its mission, providing additional educational and personal support to young women in a safe learning environment. The program fosters life-changing outcomes that would otherwise not be available in the existing school curriculum.*

32 Year Ten students and 44 Year Nine students graduated from the SHINE program. A significant proportion of these students were Aboriginal, with 70% of SHINE students at John Willcock College (JWC) and 66% of SHINE students at Geraldton Senior College (GSC) being of Aboriginal descent.

In assessing the impact of the SHINE program on students' school attendance, it must be noted that the students selected for the program are considered to be at-risk. Therefore, school attendance and engagement levels are often particularly low when they are selected to participate in SHINE. Thus, when comparing SHINE student school attendance data to that of whole school populations or year groups, comparisons are not like with like.

However, comparisons are useful because considering the student cohort, SHINE can still demonstrate the positive impact the program is having on the attendance rates of students who were identified at the beginning of the year as being at risk of not attending or disengaging with their school.

While the graph below demonstrates that the average yearly attendance rate for SHINE students is slightly lower than that of the whole school population, when considered in context, the results are pleasing.

With the majority of the 2017 SHINE student cohort being Aboriginal, we can also make some comparison with the schools' aboriginal population attendance rates (all-of-school and year level).

Again, it must be noted that SHINE Aboriginal attendance data is that of at risk girls, whereas the school data is for all Aboriginal students – the majority does not identify as being at risk.

The graph below highlights the SHINE students' average attendance at JWC and GSC.

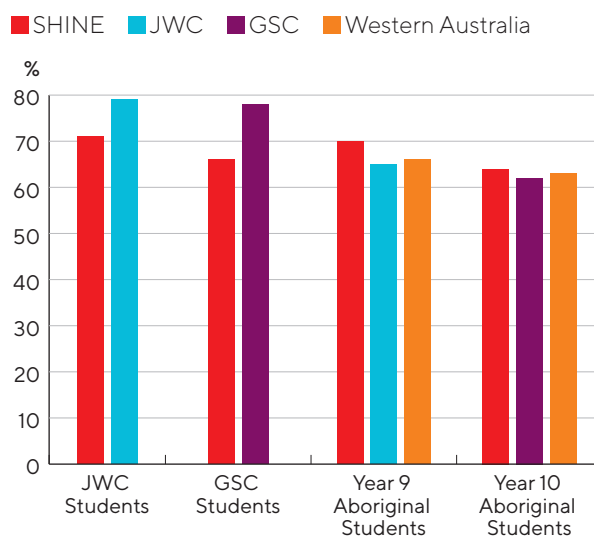
Most remarkable is that the average rate for SHINE Aboriginal students is higher than for the applicable school Aboriginal student attendance rate **and** the average attendance rate for the relevant year group of Aboriginal students for outer regional WA (Australian Curriculum, Assessment and Reporting Authority) – at both GSC and JWC.

At first glance these statistics may not seem significant. However when considered in context of the cohort SHINE supports, they are positive results.

SHINE will continue to strive to improve attendance rates by implementing initiatives to address the challenges faced by students.



## Average Student Attendance Rates





*"As a volunteer with the SHINE program since 2013, I have been able to witness the wonderful value of this program. I have seen the girls involved become more confident and empowered to change their own circumstances through the sense of belonging that the program offers. Once you're part of the SHINE family, you're part of it forever."*

- Lara Watson, SHINE Volunteer

### Shine Student Resilience Measurement

As well as providing a snapshot of our student experiences, the Child and Youth Resilience Measurement (CYRM) assessment tool was the basis for the measurement of resilience amongst SHINE students. This tool provided a range of different questionnaires which were completed by both students and teachers three times during the year.

A detailed analysis was conducted by an independent party with the following observations.

- Despite some students having faced some very negative life experiences leading into the year, they experienced an overall improvement in how happy they felt from May to October.
- The CYRM results indicated that the students show a relatively high mean level of resilience skills (most mean measures were above 70%). It would be expected that students not having such a high level of resilience would not cope as well with life in general and would not show any improvement in behaviour or how happy they felt about different aspects of life. As a whole, SHINE students' mean resilience improved between May and October surveys.

### Behaviour, Peer Support and Social Skills

SHINE facilitators also completed a strengths and difficulties questionnaire based on the behaviour of each individual student in the SHINE program.

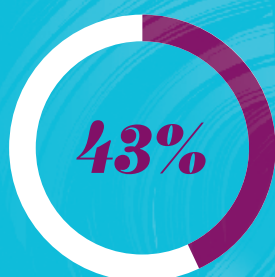
On average across the cohort, the assessment of SHINE students' positive behaviour increased, and negative behaviour decreased between May and October.

Measures of peer support also increased over the same period.

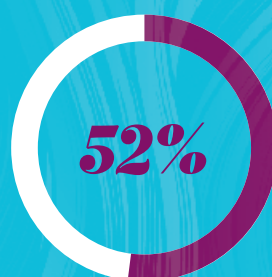
Measures of social skills also indicated improvement with responses to questions about positive behavioural changes increasing, and responses to questions about negative behavioural changes decreasing.



12.5% of SHINE students achieved an average yearly attendance exceeding 90%



43% of SHINE students achieved an average yearly attendance exceeding 80%



52% of SHINE students achieved an average yearly attendance exceeding 70%

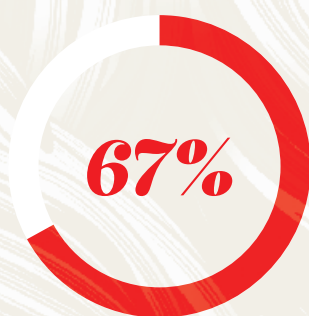
18

18 SHINE students graduated from Year 12

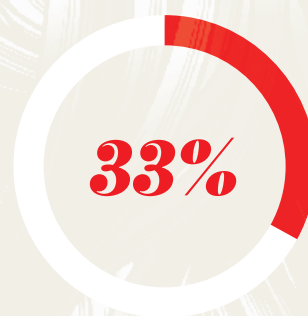
# Other Ways SHINE Helped



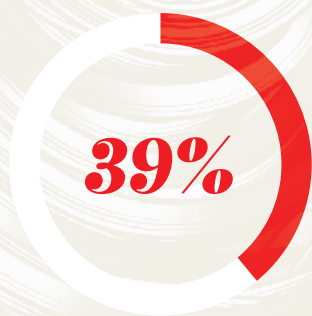
**85%** of SHINE students were treated for lice.



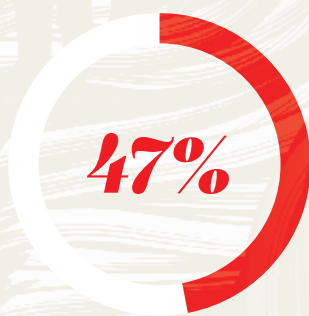
With parental / guardian permission, **67%** of SHINE students, all sexually active, commenced a contraception program under the supervision and guidance of a medical practitioner.



**33%** of the SHINE cohort was referred to health services after having their hearing tested.



**39%** of SHINE students were identified as having bacterial infections while participating in SHINE health checks.




**47%** of SHINE students received part-time employment for the school holidays, with SHINE support and mentoring.

**3,200**



**Approximately 3,200** before-school breakfasts were provided throughout the year.

**8,000**



A large proportion of students and / or their families were referred to external agencies including, but not limited to, Department of Child Protection, WA Police, and Headspace.

**Over 8,000** lunch / snack toasties were provided to students throughout the year.



"True generational change starts with the empowerment of young women."

Freedom  
Resilience and Acceptance  
Appreciation  
Wisdom and Spirituality  
Confidence  
Loyalty and Alliance  
Reflection  
Strength and Empowerment  
Adventurous  
Compassion and Friendship  
Forgiveness  
Love and Honesty  
Creativity  
Respect and Confid



# Student Success Stories

*In 2017 many SHINE students experienced success, ranging from improved school attendance and results, improved classroom behaviour and relationships, and even employment outcomes. Here are just three examples of SHINE students and their achievements.*

*The following stories have been written by each student, in their own words, to tell their stories and the impact SHINE has had on their life.*

## Zoe

*Graduated from SHINE as a Year 10 student in 2017*

*Zoe was suspended from John Wilcock College several times and expelled at 14, but was given an opportunity to return as a SHINE student.*

I have thought about sharing this story long and hard. I could tell you that my dad is dying of cancer or my mum struggles with drugs or how I have self-harmed but I actually want to tell you about how I have moved forward. What changes I have made and how much happier I am.

- I now know how to meditate to help control my anger.
- I now own my crap and say sorry when I am wrong.
- I tell the truth, there's no more lies.
- I now know what my triggers are and who to talk to.
- I no longer starve myself because I now like myself.
- I now believe my blue eyes are really pretty.
- I completely understand that teachers are actually human and most of them are doing their best.

I can't share them all because there are way too many positive changes. Thank you to my SHINE sisters. Thanks for being honest with me, helping me make better choices and see that life isn't so bad if you surround yourself with good people. I am only one of many other girls that owe big time to SHINE. We are grateful that you understand our madness we live in every single day.

*(Zoe has gone on to Year 11 and plans to go to TAFE to undertake veterinarian or community service studies)*



## Isabelle

*Graduated from SHINE as a Year 9 student in 2011*

I could say thank you one million times but it wouldn't show my full appreciation for the SHINE program. The program changed me into who I am today. It changed my attitude, my attendance, my confidence, my schooling, absolutely everything.

I didn't have a bad upbringing, I just didn't like school; I didn't come. If I did, I would walk home. I used to get rumours spread about me; I had a lot of enemies. I even had physical fights. I got suspended a couple of times and I felt as though it was me against everyone else – the teachers, the students and my family. That's when I got offered the spot in SHINE. At first I declined because all the girls I didn't get along with were in it.

Mandy (SHINE facilitator) then gave me the opportunity of having a trial. After the trial I loved it, I loved Mandy and the full program. It made me feel like I was good at something or worth something. At first it was a little weird working with people I disliked and working with teachers I used to be naughty to, but after they saw my whole new personality towards the teachers, they gave me a new beginning. My enemies then became friends.

If it wasn't for SHINE or Mandy's support we couldn't have shown our families our hard work to make them proud. Being able to make them proud makes you feel like you have completed one thing in life.

I hope that SHINE goes very far because it could help a lot of teenage girls just like it helped me.

*In 2017, Isabelle won Apprentice of the Year at Central Regional TAFE and is currently competing to become WA Apprentice of the Year*



# Shine



## Savannah

*Graduated from SHINE as a Year 9 student in 2014*

I entered the SHINE program when I was a Year Nine student at John Willcock College. I now have graduated Year 12 from Geraldton Senior College.

When I was ten years old my parents split and my father left to live in Perth while my five siblings and I lived with our mum in Geraldton. The effect that this had on my life was bigger than I thought it would be, especially soon after my mother adopted a drug habit.

I went to school hungry every day. I never took anything to eat because we had no food and no money. Every day, Mandy would have the SHINE

breakfast room open for anyone and everyone to help themselves. It was like my sanctuary.

When I graduated from SHINE at the end of Year Nine, I was so upset as were many of the other girls, because I would miss the support, friends, environment and SHINE as a whole.

Soon I was in Year Ten at Geraldton Senior College. My oldest brother and sister had moved to different towns, my mum was still smoking and our relationship had gotten so sour that I decided to leave Geraldton to live with my grandmother and sister in Shark Bay. Later that year I was back at home with mum. My mum did not pay any bills during this time so when I got back from Shark Bay there was no electricity, gas or food at my house.

I argued with my mum day and night because of the wellbeing of me and my siblings. I was so upset that she let our lives get to this point. I went to school in the morning(s) hungry, dirty, no clean clothes and bawling my eyes out.

My mum soon got a job, she stopped smoking and life was getting better for all of us. However, my mum got a job on the mines two weeks on, one week off. I was 16 by this time, I stayed at home and took on the role of my mother, cooking dinner, running errands and waking my siblings up for school, whilst also trying to live the life of a 16-year-old girl.

Mum had to stop working because my little sister and brother were getting into a lot of trouble at school and with the police. When mum quit and came home we were back to square one. I had a job and my 17-year-old brother had a job, mum was trying for Centrelink but didn't end up getting on it until six months later, so we were really the only source of income in our family at that time. I was slowly giving up on everything - no food, no

gas, no electricity, we had nothing, again. I was 16 and trying to support my family. I wagged at least half of my classes every day for most of Year Ten and part of Year 11.

Why only part of Year 11? Because this was the year SHINE had been built and introduced to Geraldton Senior College. I finally saw Mandy again and it didn't take her long to realize I was really struggling.

I know that if SHINE didn't come to Geraldton Senior College that year, I would not be writing this letter; I would not have graduated last year. I would not have worked at a local grocery store. I would not have supported my mother and helped her. I would have done nothing, and my life would have faded away into an endless cycle of pain and stress.

I am now working with a company called CSIRO. Mandy always taught us how important it was to find a purpose and you will be passionate. She is so right.

I am now a strong independent person and I do not put up with stuff that brings me down.

*"Once a SHINE girl, always a SHINE girl."*



# Our Year



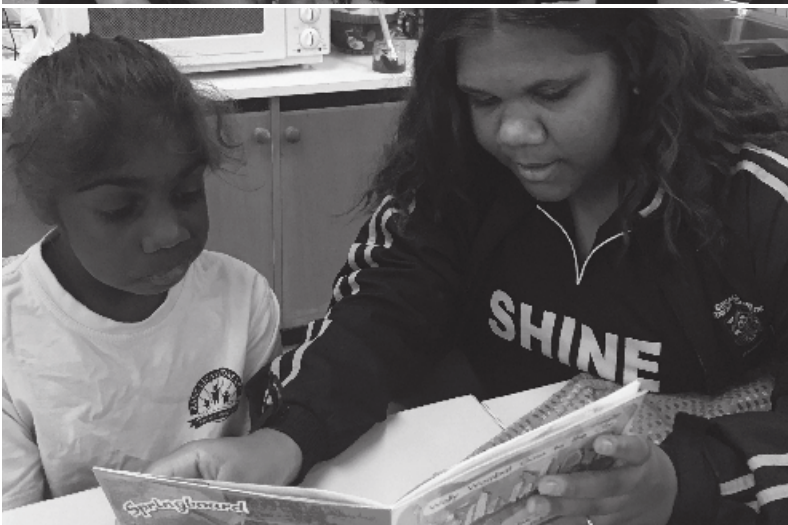
confidence







respect



trust



# SHINE Partners

*In 2017 SHINE worked with an impressive list of corporate and government partners who actively supported our social impact and contributed towards SHINE's financial sustainability.*

SHINE thanks all partners for their valued contribution towards supporting, educating and empowering young women with life skills and emotional tools to achieve their full potential.



SHINE's **Cornerstone Partner** is the **Department of Prime Minister and Cabinet**, through their Indigenous Advancement Strategy. This three year grant from the federal government provided for the expansion of the program to a second school, Geraldton Senior College in 2016 and a contribution to the ongoing costs of providing the SHINE program at two schools.



**ILUKA**

SHINE's **Principal Partner** is **Iluka Resources**, an Australian-headquartered resources company, specialising in mineral sands exploration, project development, operations, marketing and rehabilitation. Iluka's Narngulu mineral separation plant near Geraldton is one of the largest mineral separation facilities globally. SHINE is proud to engage with Iluka, a company that seeks to build and foster trust in the communities in which it operates. In 2017 Iluka's support was integral to the delivery of the SHINE program. Beyond a generous financial contribution, this support extended to direct engagement with students as Iluka employees visited the SHINE salons to discuss career pathways.

## SHINE Program Partners

SHINE also received the support of a number of **School Program Partners** who are organisations that strive to make a positive difference to the social and economic development of the Mid-West. SHINE thanks these partners for their ongoing engagement, in-kind support and financial assistance provided during the year.



**EMR Capital's Golden Grove** is a copper, lead, silver, zinc and gold mine located approximately 280km east of Geraldton. Situated in the Mid-West region of Western Australia within the Shire of Yalgoo, Golden Grove is a long-term operational resource within the region. As a responsible resource developer, EMR has a broad and proactive approach to community to ensure their programs support local and regional priorities for community development.



**Mount Gibson Iron** is an established independent Australian iron ore producer with an iron ore mine, Extension Hill DSO (Direct Shipping Ore) in the Mount Gibson Range, 260km south-east of Geraldton, where production commenced in late 2011. Mount Gibson sponsors a wide range of local community initiatives throughout the Mid-West region and embraces the positive community impact SHINE delivers.



# Thank you



## John Willcock College

Principal Julie Campbell was a driving force in the development of the SHINE program at John Willcock College. Her investment in establishing a unique complementary education program for the needs of at-risk girls in Geraldton includes an annual financial contribution for the benefits SHINE provides to the school community.



## Regional Development Australia Midwest Gascoyne

Regional Development Australia (RDA) is a nationwide initiative of the Federal Government for the betterment of regional Australia. Providing SHINE's book-keeping services, student uniforms and other critical in-kind support, RDA Midwest Gascoyne also assists SHINE with its government stakeholder engagement.

## Rio Tinto

**Rio Tinto** operates the world's largest integrated portfolio of iron ore operations in the Pilbara region of Western Australia. A proportion of their fly-in, fly-out workforce lives in Geraldton. As such, Rio Tinto aims to have a positive impact on the Geraldton community, including a focus on Aboriginal employment opportunities. Rio Tinto's support of SHINE contributes to its social and business objectives in this regard. SHINE, by pursuing its objectives, is proud to be able to assist Rio Tinto in achieving theirs.

## Program Supporters



There are a number of businesses that provide in-kind support and without this, the SHINE program could not operate. Thanks to **Lavan** who provide legal advice, **Buswest** who provide transport for the SHINE students, and **AMD Chartered Accountants**, who provide external auditing services.

*"As a school principal, it is humbling to see how far the 2017 SHINE graduates have come this year. What makes the SHINE program so successful are the purpose built facilities (the SHINE room), an education program that has integrity and meets the needs of the students, and the right person in charge. The SHINE program is about developing the potential of young women who will hopefully be the strength of the community in the future."*

*- Julie Campbell, Principal,  
John Willcock College.*

### School Partners

#### John Willcock College

John Willcock College (JWC) has a long history with the SHINE program. First established in 2010, the program helped to facilitate the successful transition to Year Ten of some of JWC's Year Nine students. The success of the program has been the ability of the program to provide targeted support to identified students to enable increased participation in the education process. From day one, SHINE has provided an intensive pastoral care program. SHINE is an accepted part of the schools timetable with the teachers and the SHINE facilitator working together for the students.

The student cohort of JWC is currently comprised of approximately 800 students in Years Seven, Eight and Nine. It is a multicultural environment with a diverse range of students from Geraldton and the Mid-West region.

SHINE was first established in 2010 and is offered to Year Nine, at-risk students. The support and backing of the school community particularly the school principal, Julie Campbell and her leadership team, has been a critical component of the program's development and success.

At JWC the SHINE program is facilitated by Jodie McAuliffe.

#### Geraldton Senior College

Geraldton Senior College (GSC) currently caters for students in Years Ten to Twelve and provides a comprehensive education for students with pathways leading to attainment of an Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) qualifications or future employment.

With over 800 students, many GSC students come from diverse, multicultural families with over 20% of students from Aboriginal descent. Most enrolments come from the local lower secondary school, JWC.

SHINE was officially opened at GSC on 11 April 2016 and is offered to selected Year Ten students, identified as being at-risk. With the support of Principal Greg Kelly, the program is adapting to the school environment to best meet the needs of students. The SHINE facility showcases a purpose-built hairdressing and beauty salon with facilities for café service and a common area for life-skills program delivery.

At GSC the SHINE program is facilitated by Mandy Jolley.



### Community Partners

During 2017, the SHINE program was augmented by the expertise and support of a number of community based organisations, individuals and volunteers. Their contribution adds to the depth and breadth of the SHINE program and SHINE is extremely grateful for their support.

*"We are very proud to be in partnership with SHINE at Geraldton Senior College. As a school, it is important we are able to provide the level of support that meets the needs of all students. SHINE is an integral part of our school because of the significant 'wrap around' support it offers a number of our at-risk Year Ten girls. This support complements what the school already provides through our pastoral care program. We have certainly seen firsthand the benefit that SHINE provides in supporting our at-risk girls. The difference that SHINE has made at Geraldton Senior College in two years is significant."*

*- Greg Kelly, Principal,  
Geraldton Senior College*

# Our Corporate Governance

## **Legislation**

SHINE Inspire Achieve Belong is an Incorporated Association, established under the WA Associations Incorporation Act 2015 (the Act). A not-for-profit organisation, SHINE is also a registered charity with the Australian Charities and Not-for-profits Commission (ACNC).

SHINE is governed in accordance with a unique framework, detailed in the SHINE constitution, by a group of elected trustees who pursue the specific objects set out in the constitution. Under the constitution, the trustees are known collectively as the Management Committee and meet monthly.

## **The Role of the Management Committee (Board)**

The Management Committee can comprise four to nine volunteer members who possess a broad range of skills and expertise relevant to the objectives of the organisation, including representation from business, the community sector and the education community.

In undertaking its role, the Management Committee must fulfil a number of legal responsibilities, including ensuring the association complies with:

- Its obligations under the Act.
- Its rules and any funding agreements or other contracts.
- Its legal responsibilities to any employees, such as complying with employment awards or agreements, paying tax and superannuation and providing a safe working environment.
- Its legal responsibilities to members, volunteers and any clients or customers who may use the association's services.
- Its obligations to assess whether insurance cover is required and to what extent.
- Other relevant laws or regulations.
- Specific responsibilities ensuring the financial sustainability of the organisation.

SHINE Management Committee members (known as directors) act in the interests of the whole organisation and apply an independent mind to the Board's work and decision making.

## **Conflicts of Interests**

A director who has a notifiable interest in a matter involving SHINE must, as soon as possible, after the relevant facts have come to the director's knowledge, disclose the nature of the interest. At the beginning of each Board meeting directors are given the opportunity to update their previous disclosures and any changes are recorded in the minutes of the relevant board meeting.

## **Code of Conduct**

The SHINE Management Committee ensure and actively promote ethical behaviour and decision making as set out in the SHINE Board Member Code of Conduct.

SHINE places the highest emphasis on ethical behaviour in the workplace. As such, the Board has developed a Code of Conduct that applies to all Board members and employees.

The Code of Conduct is designed to assist directors and employees to fully understand their rights, responsibilities and obligations in their respective roles.

## **Members of the SHINE Management Committee**

### **Chair Miriam Stanborough**

*Appointed March 2016*

Miriam Stanborough is a chemical engineer and is currently Innovation Manager with Iluka Resources. Miriam holds additional degrees in Arts and Mineral Economics and is a graduate of the Australian Institute of Company Directors. Passionate about education as a means to alleviating social disadvantage, Miriam has experience on a number of not-for-profit and government boards.

### **Treasurer / Secretary Alan Bradley**

*Appointed October 2012*

Alan is Executive Officer for Regional Development Australia - Midwest Gascoyne. He has provided strong leadership in the recent Midwest Gascoyne Regional Development Plan and regularly undertakes stakeholder negotiations across industry, local, state and federal governments and agencies. Alan is a founding SHINE Board member.



**Director Jessica Barber***Appointed September 2015**Resigned May 2017*

Jessica is experienced in managing large-scale residential and FIFO mine sites specialising in financial modelling and mine planning in a variety of different commodities and locations throughout North America and Western Australia.

Holding a degree in Mining Engineering, Jessica is a General Manager with Fortescue Metals Group.

**Director Erin Bethel***Appointed September 2014*

Erin holds law and arts degrees from the University of Queensland. She is currently Principal Solicitor for the Chamber of Commerce and Industry WA. Erin has also had considerable involvement with a number of not-for-profit organisations.

**Director Amanda Jolly***Appointed October 2012*

Founder of SHINE and Lead Facilitator, Mandy has a diploma in Community Services, a Certificate One in Counselling and Youth Work as well as extensive training in mental health, suicide prevention and sexual assault. Prior to her work with SHINE, Mandy worked as a counsellor in a local women's refuge. Mandy is also a qualified hairdresser and has worked in the industry for 30 years.

**Director Jorgen Mackie***Appointed July 2016*

Jorgen is an experienced senior manager with proven success in senior management and executive roles within the community services sector. He currently works for The Smith Family as their Community Development Manager WA. Jorgen sits on several WA school boards.

**Director Trish O'Reilly***Appointed October 2016**Resigned July 2017*

Trish has over 30 years' experience in social policy, operating at high levels in state government and the non-government sector. As then CEO of AAMEG, the leading member association supporting the Australian resources industry operating in Africa, Trish was responsible for developing the strategic direction of the organisation and building strong alliances among members including the resource sector, governments, NGOs and academia.

**Director Paul Stone***Appointed August 2016**Resigned October 2017*

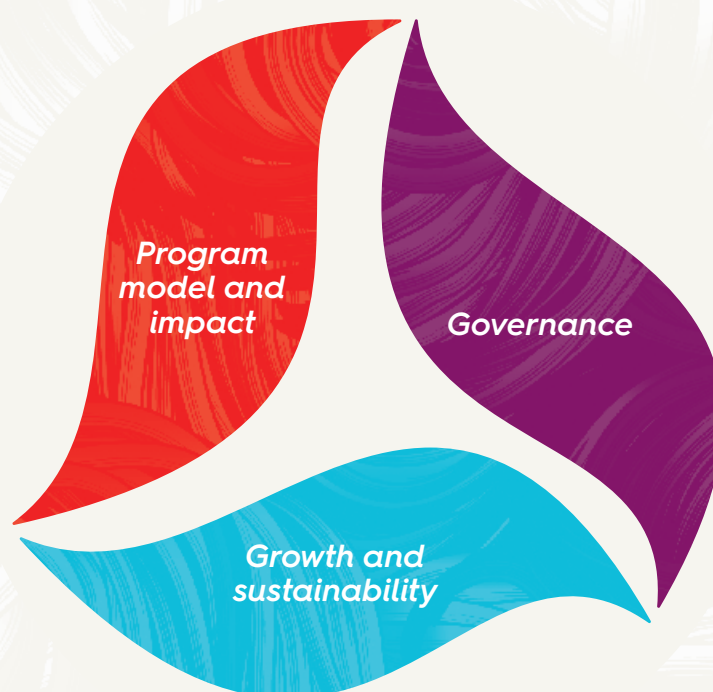
Paul has over twenty five years' experience gained in the offshore / onshore oil and gas industry in the UK, Europe, Australia, Asia and the Middle East. Paul is also the Deputy Chairman of an Independent Public (Primary) School, a Non-Executive Director of a not-for-profit organisation in the disability services sector and has recently been appointed to the Board of Governors at the Petroleum Club of Western Australia.

**Director Shona Zulsdorf***Appointed November 2017*

Shona is highly regarded for her governance and strategic thinking skills and has a passion for social justice. Shona has previously chaired the board of Starick and has extensive experience working in the government sector, consultancy and mentoring services for not-for-profit organisations.

# Our Strategy

*SHINE participants are at the centre of everything we do. Decisions made by the board and staff of SHINE are always based on the best outcomes for participants.*



## **Program model and impact**

**SHINE makes a measurable difference in the lives of young women, their families, schools and communities.**

### **Strategies**

Increase awareness of SHINE and share our story with a broad range of stakeholders.

Increase capacity to scale SHINE by building and developing tools and resources that reflect our unique culture, practices and program.

Increase use of data and learning to inform planning and measure our impact on participants, families, schools and communities.

## **Growth and sustainability**

**Scale our impact by delivering SHINE to more young women in more locations to reach a total of 500 students each year across 10 schools, within 5 years.**

### **Strategies**

Increase use of financial models and growth scenarios to plan and scale services.

Deepen and broaden stakeholder relationships.

Expand strategic partnerships to scale SHINE to reach more young women across more communities.

Raise the profile of SHINE through a broad range of revenue-generating opportunities.

## **Governance**

**Our collaborative and integrated approach to governance enables us to increase our impact and deliver our mission.**

### **Strategies**

Strengthen governance processes and resources to foster conditions for SHINE to thrive.

Foster a unified governance culture and build practices that ensure we have the people and capability to deliver our mission.

# Treasurer's Report

*With 76 girls in the program in 2017 this equated to a cost of approximately \$4,500 per student, which the board considers to be extremely good value for money.*

In 2017, SHINE achieved a small accounting surplus of \$116,641 for the year. In combination with future committed funds from corporate partners, SHINE was set to commence 2018 with funds only sufficient for 6 months of operation. However, SHINE was successful in applying for Indigenous Advancement Strategy (IAS) funds for 2018 from the Australian Government, and a new 12-month agreement was signed in late December.

These additional funds have secured the program for 2018 and SHINE has submitted an application for a further three years' funding from the Indigenous Advancement Strategy however the ongoing support is not guaranteed. Longer-term funding is the focus for the Board, in order to provide security for current and future operations.

State Government support for the program is limited to small contributions from some of the schools participating in the SHINE program. It is hoped that SHINE can gain more substantial financial support directly from the Department of Education in 2018.

The most significant expenditure for the SHINE program is staff salaries, with two full time facilitators (one at each campus), part-time administration support and for the latter half of 2017, a part-time program manager was employed.

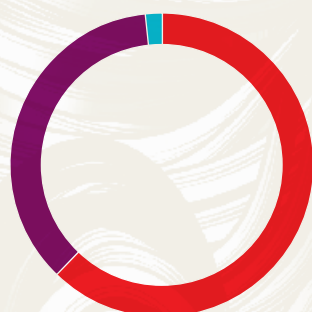
Directors of the board are voluntary and do not contribute to the salary expenses.

With 76 girls in the program in 2017 this equated to a cost of approximately \$4,500 per student. With our emphasis on keeping overheads as low as possible, the board considers this cost per student to be extremely good value for money, particularly when benchmarked against similar programs.



Alan Bradley

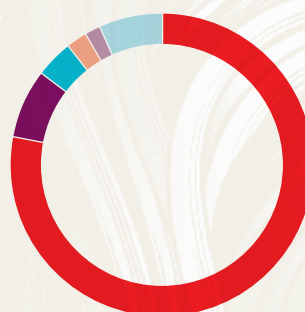
## Where the money comes from



### Income by Category

Aboriginal Advancement Strategy	62%
Sponsorships/Donations/Grants	36%
All Other	1.4%

## Where the money goes



### Expense by Category

Wage expenses	78%
Superannuation	7%
Rewards Program/Camps etc.	4%
Insurance expenses	2%
Depreciation	2%
All Other	6%



# Our Finances



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[www.amdonline.com.au](http://www.amdonline.com.au)

AMD Midwest Pty Ltd

ACN 143 284 799 t/a AMD

156 Durlacher Street,  
Geraldton, WA 6530  
PO Box 288, Geraldton, WA 6531

**SHINE INSPIRE ACHIEVE BELONG INC**

**ABN 78 319 066 811**

**Financial Statements  
For the year ended 31 December 2017**

AMD CHARTERED ACCOUNTANTS  
156 DURLACHER STREET  
GERALDTON WA 6530

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Liability Limited by a scheme approved under Professional standards Legislation

Liability limited by a scheme approved under Professional Standards Legislation

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INTERNATIONAL

  
**CHARTERED ACCOUNTANTS**  
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**SHINE INSPIRE ACHIEVE BELONG INC**  
**ABN 78 319 066 811**  
**Independent Auditor's Report to the Members**

## **Report on the Audit of the Financial Report**

### **Opinion**

We have audited the financial report of SHINE INSPIRE ACHIEVE BELONG INC (the association), which comprises the Statement by Members of the Committee, Income and Expenditure Statement, Balance Sheet as at 31 December 2017, a summary of significant accounting policies and the certification by members of the committee on the annual statements giving a true and fair view of the financial position and performance of the association.

In our opinion, the accompanying financial report presents fairly, in all material respects, the financial position of the association as at 31 December 2017 and [of] its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements and the requirements of the Associations Incorporation Act 2015.

### **Basis for Opinion**

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the association in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our ethical responsibilities in accordance with the Code.

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

### **Emphasis of Matter – Basis of Accounting**

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the association to meet the requirements of Associations Incorporation Act 2015. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

### **Emphasis of Matter – Going Concern**

Without modifying our opinion, we draw attention to Note 2 in the financial report, which indicates that the organisation has not secured funding beyond the 2018 calendar year. As is inherent with all government funded entities, doubt can exist as to the security of future funding to ensure continued operation. Funding has not yet been received beyond the 2018 calendar year which indicates the existence of a material uncertainty that may cast significant doubt about the organisation's ability to continue as a going concern. As at 31 December 2017, I am satisfied that SHINE Inspire Achieve Belong Inc. has sufficient assets to pay its debts and obligations as and when they fall due. However as funding has not yet been secured beyond the 2018 calendar year, there is doubt of the guaranteed future operation of the organisation



**SHINE INSPIRE ACHIEVE BELONG INC**  
**ABN 78 319 066 811**  
**Independent Auditor's Report to the Members**

## **Responsibilities of the Committee for the Financial Report**

The committee is responsible for the preparation and fair presentation of the financial report in accordance with the financial reporting requirements of the Associations Incorporation Act 2015 and for such internal control as the committee determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

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

## **Auditor's Responsibilities for the Audit of the Financial Report**

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

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

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the committee.
- Conclude on the appropriateness of the committee's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the association to cease to continue as a going concern.



**SHINE INSPIRE ACHIEVE BELONG INC**  
**ABN 78 319 066 811**  
**Independent Auditor's Report to the Members**

- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

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

Signed on 19 March, 2018:



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Andrew Ford, CPA

AMD Chartered Accounts

**SHINE INSPIRE ACHIEVE BELONG INC**  
**ABN 78 319 066 811**  
**Statement by Members of the Committee**  
**For the year ended 31 December 2017**

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The Committee has determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the Committee the Income and Expenditure Statement, Statement of Financial Position, and Notes to the Financial Statements:

1. Presents fairly the financial position of SHINE INSPIRE ACHIEVE BELONG INC as at 31 December 2017 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that the association will be able to pay its debts as and when they fall due.

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



Chair



Treasurer

19 March, 2018

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The accompanying notes form part of these financial statements.

**SHINE INSPIRE ACHIEVE BELONG INC****ABN 78 319 066 811****Income and Expenditure Statement  
For the year ended 31 December 2017**

	2017 \$	2016 \$
<b>Income</b>		
Department of Prime Minister & Cabinet	180,000	270,000
Sponsorships	104,613	256,663
Other income	4,000	5,856
Total income	288,613	532,519
<b>Expenses</b>		
Advertising & promotion	1,812	10,949
Bank fees & charges	4	-
Cleaning & rubbish removal	146	379
Consultants fees	227	-
Depreciation - Plant	5,958	4,234
Entertainment	611	5,601
Fuel & oil	-	113
Hire/Rent of plant & equipment	32	655
Insurance	7,740	13,426
Legal fees	600	600
Materials & Consumables	3,641	33,125
Meeting Expenses	3,232	1,397
RDAMWG Expenses	-	8,567
Office & Administration Expenses	-	6,358
Postage	163	110
Printing & stationery	1,812	2,329
Project Studies Surveys Assessments	1,302	1,996
Repairs & maintenance	54	200
Rewards Program/Camps Etc	13,762	7,456
Staff amenities	162	10
Staff training	309	1,255
Subscriptions	303	-
Superannuation	24,926	17,877
Telephone	2,381	4,312
Travel, accommodation & conference	5,252	3,532
Wages	265,732	188,178
Total expenses	340,159	312,658

**The accompanying notes form part of these financial statements.**



**SHINE INSPIRE ACHIEVE BELONG INC**  
**ABN 78 319 066 811**  
**Income and Expenditure Statement**  
**For the year ended 31 December 2017**

	2017 \$	2016 \$
<b>Profit (loss) from ordinary activities</b>	(51,546)	219,861
<b>Net profit (loss) attributable to the association</b>	<u>(51,546)</u>	<u>219,861</u>
<b>Total changes in equity of the association</b>	<u>(51,546)</u>	<u>219,861</u>
 Opening retained profits	 -	 -
Net profit (loss) attributable to the association	<u>(51,546)</u>	<u>219,861</u>
<b>Closing retained profits</b>	<u>(51,546)</u>	<u>219,861</u>

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The accompanying notes form part of these financial statements.

**SHINE INSPIRE ACHIEVE BELONG INC**  
**ABN 78 319 066 811**  
**Detailed Balance Sheet as at 31 December 2017**

	Note	2017 \$	2016 \$
<b>Current Assets</b>			
<b>Cash Assets</b>			
Cash at bank		114,501	160,629
NAB Credit Card		2,134	2,478
Load & Go Card Alan		6	6
Load & Go Mandy		-	-
		<u>116,641</u>	<u>163,114</u>
<b>Receivables</b>			
Trade debtors		<u>33,000</u>	<u>25,200</u>
		<u>33,000</u>	<u>25,200</u>
<b>Total Current Assets</b>		<u><b>149,641</b></u>	<u><b>188,314</b></u>
<b>Non-Current Assets</b>			
<b>Property, Plant and Equipment</b>			
Plant & equipment - At cost		100,266	96,166
Less: Accumulated depreciation		<u>(10,192)</u>	<u>(4,234)</u>
		<u>90,074</u>	<u>91,932</u>
<b>Total Non-Current Assets</b>		<u><b>90,074</b></u>	<u><b>91,932</b></u>
<b>Total Assets</b>		<u><b>239,715</b></u>	<u><b>280,246</b></u>

The accompanying notes form part of these financial statements.



**SHINE INSPIRE ACHIEVE BELONG INC**  
**ABN 78 319 066 811**  
**Detailed Balance Sheet as at 31 December 2017**

	Note	2017 \$	2016 \$
<b>Current Liabilities</b>			
<b>Payables</b>			
Trade creditors		-	741
		-	741
<b>Current Tax Liabilities</b>			
GST clearing		347	(7,439)
PAYG withholding tax		14,498	12,045
		14,845	4,606
<b>Provisions</b>			
Superannuation Expenses		6,323	4,805
		6,323	4,805
<b>Total Current Liabilities</b>		<b>21,167</b>	<b>10,152</b>
<b>Total Liabilities</b>		<b>21,167</b>	<b>10,152</b>
<b>Net Assets</b>		<b>218,548</b>	<b>270,094</b>
<b>Members' Funds</b>			
Accumulated surplus (deficit)		218,548	270,094
<b>Total Members' Funds</b>		<b>218,548</b>	<b>270,094</b>

The accompanying notes form part of these financial statements.

**SHINE INSPIRE ACHIEVE BELONG INC**  
**ABN 78 319 066 811**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2017**

**Note 1: Summary of Significant Accounting Policies**

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Associations Incorporations Act of Western Australia. The committee has determined that the association is not a reporting entity.

The financial report has been prepared on an accruals basis and is based on historical costs and does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report.

**(a) Property, Plant and Equipment (PPE)**

Leasehold improvements and office equipment are carried at cost less, where applicable, any accumulated depreciation.

The depreciable amount of all PPE is depreciated over the useful lives of the assets to the association commencing from the time the asset is held ready for use.

Leasehold improvements are amortised over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

**(b) Impairment of Assets**

At the end of each reporting period, the entity reviews the carrying values of its tangible and intangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expensed to the income statement.

**(c) Employee Benefits**

Provision is made for the association's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits have been measured at the amounts expected to be paid when the liability is settled.

**(d) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, deposits held at call with banks, and other short-term highly liquid investments with original maturities of three months or less.

**(e) Revenue and Other Income**

Revenue is measured at the fair value of the consideration received or receivable after taking into account any trade discounts and volume rebates allowed. For this purpose, deferred consideration is not discounted to present values when recognising revenue.

Interest revenue is recognised using the effective interest rate method, which for floating rate financial assets is the rate inherent in the instrument. Dividend revenue is recognised when the right to receive a dividend has been established.



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**For the year ended 31 December 2017**

Grant and donation income is recognised when the entity obtains control over the funds, which is generally at the time of receipt.

All revenue is stated net of the amount of goods and services tax (GST).

**(f) Goods and Services Tax (GST)**

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Tax Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the assets and liabilities statement are shown inclusive of GST.

**(g) Trade and Other Payables**

Trade and other payables represent the liability outstanding at the end of the reporting period for goods and services received by the association during the reporting period, which remain unpaid. The balance is recognised as a current liability with the amounts normally paid within 30 days of recognition of the liability.

**Note 2: Going Concern**

As at the date of this report Shine Inspire Achieve Belong Inc has not yet received funding beyond the 2018 calendar year. As at 31 December 2017, Shine Inspire Achieve Belong Inc has sufficient assets to pay its debts and obligations as and when they fall due. However as funding has not yet been secured beyond the 2018 Calendar year, there is doubt of the guaranteed future operation of the organisation.

ABN 78 319 066 811

## Depreciation Schedule for the year ended 31 December, 2017

	Total	Priv	OWDV	DISPOSAL		ADDITION		Value	T	DEPRECIATION		Priv	CWDV	PROFIT		LOS
				Date	Consid	Date	Cost			Rate	Deprec			Upto	Above	
<b>Plant &amp; Equipment &amp; Cost</b>																
WA Country Builders Fit Out Carson Tce	86,166	0.00	82,799		0		0	82,799	P	5.00	4,308	0	78,491	0	0	0
Choices Flooring Fit Out Carson Tce	9,000	0.00	8,193		0		0	8,193	P	10.00	900	0	7,293	0	0	0
620L Side by Side Fridge	1,000	0.00	940		0		0	940	P	6.67	67	0	873	0	0	0
Wega Coffee Machine	4,100	0.00	0	02/08/17	0	02/08/17	4,100	4,100	D	40.00	683	0	3,417	0	0	0
	100,266		91,932		0		4,100	96,032			5,958	0	90,074			
								Deduct Private Portion			0					
								Net Depreciation			5,958					

The accompanying notes form part of these financial statements.





# Shine

*I harm myself so I can feel in control  
Dripping blood upon the floor as the room grows cold  
See my scars tell a story, of loneliness and stressin'  
Darkness and pain, disappointment and depression  
I'm all alone with my blade and my self  
Swallowed up in darkness crying out for help*

*...Looked around for help and saw a sea of burning candles  
People just like me, people who needed help  
People who need love and couldn't find it for them self  
We all have to shine, one day at a time  
And hold each other up, and keep the fire alive  
Beautiful thing about a flame - with support it grows  
So I can light your candle if you lose your glow  
You gotta keep shining if the darkness comes back  
Let your light shine and always remember that*

*- Lyrics written by SHINE students*





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