



Shine

Annual Report 2018

empower

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

*We respectfully acknowledge the Southern Yamatji Peoples who are
the Traditional Owners and First People of the lands on which we
live, work and study the Nhanhagardi, Wilunyu, Amangu.*

*We pay respect to the Elders, past, present and emerging for they hold the
memories, the traditions, the culture and hopes of the Southern Yamatji Peoples.*



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From the Chair

*On behalf of the SHINE Inspire Achieve Belong Inc Board of Directors,
I am delighted to present our 2018 Annual Report.*

In 2018, SHINE increased our reach, with 90 students participating in our programs across four schools in the City of Greater Geraldton. In addition to continuing our partnership with John Willcock College and Geraldton Senior College, this year SHINE expanded our secondary school program to a third school, Northampton District High School (DHS). We demonstrated our capacity for innovative program delivery by using the existing SHINE facility at Geraldton Senior College to host these students one day per week. We are excited by the future possibilities for our partnership with Northampton DHS, and I extend my sincere thanks to Principal Mel Hancock for her support for the program in 2018.

SHINE also piloted an exciting primary school program at Allendale Primary School during the year, reflecting our objective of working with younger students who are facing periods of significant transition in their lives. I thank Principal Lisa Criddle for sharing our vision for the younger girls in our region. The SHINE team looks forward to further developing the curriculum and program delivery model for primary school students in 2019.

I continue to be immensely proud of the work SHINE does and the results that our unique program delivers. The dedicated members of our Board of Directors work hard to ensure SHINE is well-governed, financially sustainable and attuned to the needs of young women in our community. I thank Alan Bradley, Mandy Jolley, Erin Bethel and Jorgen Mackie for their continued and substantial service to the SHINE Board. During the year, we bid farewell to Shona Zulsdorf and I would like to thank her for her significant contribution to our strategic planning process. Shona's expertise in governance and focus on financial sustainability will be missed. We were fortunate to welcome director Jill Jamieson to the Board early in 2018. Jill brings a wealth of experience from senior administrative roles in the education sector and has been a valuable addition to SHINE.

In addition to her director duties, Mandy Jolley continues to be the creative force behind SHINE. As Lead Facilitator, Mandy's passion for working with girls to ensure their future is in their hands keeps our program dynamic and relevant to our key stakeholders. I thank Mandy for her continued dedication to SHINE and our students.

A pivotal role in the small SHINE team is that of Program Manager. We were sorry to lose Tonia Swetman from this role during 2018, but not before she made an immense contribution to our organisation. Tonia brought outstanding professionalism to the role, particularly in the area of school partnerships and sponsor engagement. I sincerely thank Tonia for her significant contribution to SHINE and wish her well with her new ventures.

"Of course, SHINE is bolstered by our significant community of volunteers..."

Board members were delighted to welcome Rebecca Millar to the role of Program Manager in the second half of 2018. Rebecca brings a wealth of leadership experience working with not-for-profit organisations and on projects that strengthen communities. Her passion for providing girls with the opportunity to thrive and her high professional standards are clearly evident.

Of course, SHINE is bolstered by our significant community of volunteers who help us in a huge range of ways, but who are united in their belief in the difference our program is making. In 2018, this included the huge effort by Women Inspiring Better Business who coordinated a successful fundraising event that brought Geraldton women together in support of young SHINE women and girls in the region. This, along with our online donation campaign, saw people from across Australia give to our program in the belief that empowering young women can change their lives. We could not have the impact we do without these amazing and generous members of our community – thank you to you all.



Additionally, we value the productive relationship we have with our partners Desert Blue Connect and Geraldton Regional Aboriginal Medical Service (GRAMS), who present part of the curriculum to our students. These local partnerships have been very rewarding, and together we form part of a network of health and education organisations supporting SHINE students.

SHINE is equally grateful to our sponsors who all returned to continue their support in 2018. We are greatly appreciative of the Department of Prime Minister and Cabinet's Indigenous Advancement Strategy, Iluka Resources, EMR Capital, Mount Gibson Iron and Rio Tinto 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 Midwest Gascoyne and Lavan for their continued in-kind support.

In our quest for financial sustainability and a diversified funding base, SHINE has been talking with the State Government of Western Australia for several years about funding opportunities. I am pleased to report progress on this front, with a one-off grant from the WA Department of Education in 2018. We continue to work with the Department with a view towards ongoing financial support and thank the Hon. Sue Ellery MLC, Minister for Education and Training for her interest in the work that SHINE is doing.

As SHINE enters our tenth year of operation in 2019, I take this opportunity to reflect on the achievements of our students. From traineeships in business administration and successful post-school employment to increased school attendance, educational engagement and community participation, the growth and achievements of our students has been inspiring. I invite you to dive deeper into this annual report to find out more.



Miriam Stanborough

About Us

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

SHINE is a complementary education program targeting young 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 dynamic 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 gain 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.

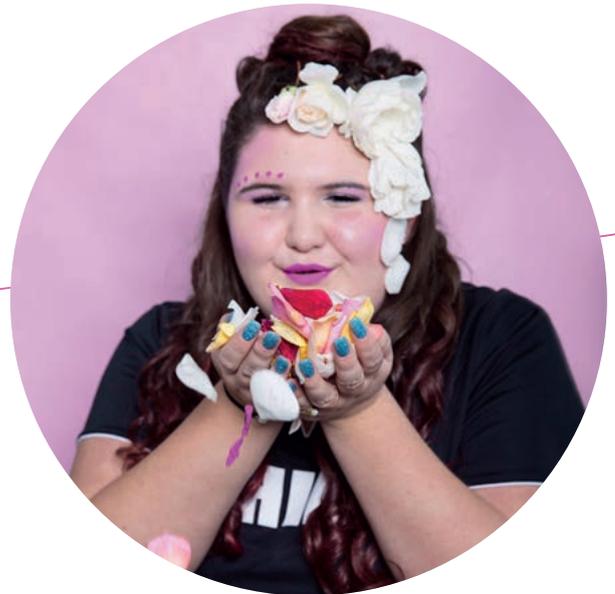
Because SHINE makes a positive and lasting difference to the lives of young women and girls through support and education, the benefits are felt by families, the school and the general community.

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.

In 2018 SHINE continued to provide programs tailored to the needs of students at John Willcock College and Geraldton Senior College. SHINE also worked with Northampton District High School to support their students to build positive relationships and improve their life skills.

Inspire



After evaluating our impact, researching current issues affecting women and girls and liaising with Midwest principals, parents and community, the need to engage and support Year Six students was identified. The issues of low self-esteem, high anxiety, challenged social skills and stress associated with transitioning to high school were key indicators of this age group not coping with life pressures.

This review led to SHINE broadening its mission and scope to include support for this younger demographic. A pilot program called SHIMMER and SHINE was designed and commenced with 21 Year Six girls from Allendale Primary School. This was delivered in a weekly half-day session, starting in August 2018.

The objectives of the pilot program were:

- To engage Year Six girls in nurturing the skills to improve self-esteem, healthy relationships and wellbeing.
- To support Year Six girls with strategies and resources to understand and manage the changes and transitions associated with moving into high school.

SHINE will continue this pilot in 2019 and will use the learnings to improve, adapt and meet the needs of this target group.

With a focus on building resilience, relationships and life skills, we believe in building lifelong bonds and acceptance of diversity. Our partnership model brings schools, community service providers, businesses and dedicated community members together to make a difference in the lives of young women and girls.

SHINE's key point of difference is in targeting a defined age group, offering the program to all 10-16 year old at-risk students, identified in collaboration with the school partner. Working with this age group, we pride ourselves on being a program for all girls, irrespective of their backgrounds, culture and current life situations.

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

Mandy Jolley, Lead Facilitator and Founder

**Tonia Swetman (departed June 2018)/
Rebecca Millar, Program Manager**

Jodie McAuliffe, Program Facilitator

**Cherie Hewitt (departed June 2018)/
Jessica Ronan, Administration Officer**

Kama Fitzgerald, Relief Facilitator

From the Lead Facilitator

The dream continued in 2018 and through prevention, intervention and transformation we were able to touch the lives of 90 young women and girls.

In 2018 our focus was on body image, sexual health, relationships and protective behaviours. These topics are somewhat similar each year but the focus is based on the needs of our students. This is led by our understanding of the girls' personal circumstances and background.

Prevention

The SHINE vision expanded in 2018 with a strong focus on prevention. The new SHIMMER program provides support to Year Six students. It aims to provide these younger girls with strategies to deal with their anxiety as well as building their self-esteem and confidence through powerful workshops. This early participation gives them the opportunity to start to see themselves as strong, valuable voices in our community. We hope that by building this resilience at an earlier age we may be able to assist in overcoming fears of the transition to high school and prevent at-risk girls from disengaging with school and their community.

SHIMMER was piloted at Allendale Primary School and I thank Principal Lisa Criddle for her vision and trust in helping us trial this program.

Intervention

Protective behaviours and awareness have always been a large part of SHINE's program content, covering topics such as healthy relationships, domestic violence awareness and prevention, online behaviour and communication. With Protective Behaviour programs now mandatory in Western Australian schools, SHINE plays an important role in supporting the curriculum.

We have a holistic approach, creating a sense of belonging and acceptance and a safe place so the girls can experience a trusting family-like environment.

In the community we spread the SHINE message in 2018 by volunteering in the Geraldton Lighthouse Church soup kitchen weekly. This exposure to other community members, including those who are homeless or have disabilities, created a deeper sense of empathy amongst our students.

The girls also visited elderly residents in aged care and shared the spirit of SHINE. They listened to stories, joined in activities and provided care and support including assisting with meal times. It was rewarding to see the students apply the skills they have learnt through the program when engaging with their community. These activities teach the importance of community and the joy of volunteering.

Transformation

Every year the students participate in a photography session. This not only provides a hands-on activity to practice various skills but also offers a great platform for many discussions around self-confidence and image. For many students, the simple fact that they are willing to be photographed and can enjoy participating is a sign of how far they have come in the program.

The theme for the 2018 photography session was Body Image and the girls were encouraged to express their personal views on healthy body image. The girls challenged expectations and discussed the unrealistic, often edited, images of young women which are seen regularly on social media. Seeing the students write messages such as "Be true to yourself." and "It doesn't matter what size, shape or culture, every girl SHINES." was a very rewarding experience for our mentors as it reflects the girls' positive mindset in relation to their image. Facilitators took this opportunity to discuss the importance of having a strong sense of self.

In each year we spend with our students, we endeavour to equip them with the life skills they need to not only get through that year but to prepare them for a successful future. In 2018 we covered a range of topics including:

- personal ambition and community leadership
- relaxation techniques and anger management
- emotional health and wellbeing
- resilience, confidence and self-motivation
- physical health, self-care and personal hygiene.

Achieve



As always, one of SHINE's basic principles is to encourage and support students' school attendance. Many of the girls have joined SHINE following a period of low attendance. The support network that we provide offers a sense of belonging and a motivation to attend. Where appropriate, the girls are rewarded for high levels of attendance and for positive behaviour throughout the year, in the form of social events and camps. For example, at the end of 2018, Year Ten students who had reached an attendance level of 85 per cent were invited on a group trip to Melbourne, an exciting inaugural event held in conjunction with the Geraldton Regional Aboriginal Medical Service.

It has been exciting to watch the success of the Rise'n'SHINE café which has become a social hub for the Geraldton Senior College school community. Operating the café has given our students an opportunity to experience responsibility and to build relationships with fellow students and teachers.

Through every stage of the program, our staff are key to our success. The bond that the team members build with the students provides a trusting, stable environment for our students. Our staff are empathetic, caring and knowledgeable. I am grateful for their dedication to our mission and to the development of our students.

A highlight for me this year was being included in 'Women of Substance', an elite group of women who are making a difference. Being part of this group and attending their events gave me the opportunity to speak to women from all over Western Australia, raising awareness of our program. This and other valuable networking opportunities have allowed me to discuss the importance of communicating with our youth and encourage others to engage with schools.

"It was rewarding to see the students apply the skills they have learnt..."

Our Board of Directors are fantastic advocates for our program. Not only do they provide ongoing leadership and dedication but are also champions for SHINE in our community. I sincerely thank them for their time and dedication to SHINE throughout 2018.

On behalf of the entire team and students, I would like to acknowledge our partners, sponsors and supporters. Without the financial and in-kind support that SHINE receives we would not be able to continue. Thank you for recognising our important role in the community and for supporting our mission.

Who would have thought the reflection of a mirror could become a foundational teaching stone in a program to help girls? I ask our students to spend time in front of the mirror, not just to do make-up and hair, but to look deeper and discover their true self. I am eternally humbled to be working with these brave girls who have overcome a great deal and achieved so much success.

Mandy Jolley
Lead Facilitator
Program Founder



SHIMMER and SHINE

Following extensive stakeholder engagement, a gap was identified in the support network for Year Six students. In response, SHINE's mission and scope were broadened and a new program was developed.

SHINE has partnered with Allendale Primary School to reach a younger demographic and empower Year Six girls to hold their future in their hands. The SHIMMER and SHINE pilot program commenced in 2018 to support 10-12 year old girls.

Mental disorders in adolescence are the leading cause of illness and disability for young people aged 10-19 years, ahead of any physical disease. In Australia, approximately 14 per cent of 4-17 year olds experience a mental health problem each year, amounting to 560,000 Australian children and adolescents in any one year, with 278,000 and 112,000 experiencing anxiety and depression disorders, respectively.¹

The issues of low self-esteem, high anxiety and challenged social skills have been identified by Midwest principals and families as key indicators of 10-12 year olds not coping with life pressures. The impending transition to high school has been flagged as a significant trigger for stress in this age group.

SHINE facilitators and participating primary and secondary school principals believe that a preventative program which provides added support will make a difference to the lives of these young girls. The pilot program is exploring how we can build the resilience of Year Six girls.



The pilot program supports the learning areas in the Western Australian Health and Physical Education curriculum, providing students with experiences and guidance in:

- being healthy, safe and active
- communicating and interacting for health and well-being
- contributing to healthy and active communities.

SHIMMER and SHINE students are mentored by Year Nine SHINE students. They will have the opportunity to build familiarity and understand what to expect at high school. They are encouraged to approach change as being exciting and offering bright new opportunities, not something to fear.

The pilot commenced in 2018 and will continue in 2019. Evaluation processes are in place to determine the students' well-being before and after participating in the SHIMMER and SHINE Program. Initial reports have been positive and a number of schools are discussing ways to participate in future.

¹ Prevention of depression and anxiety in Australian Schools. Black Dog Institute. October 2016

2018 SHINE Student Snapshot

Understanding what SHINE students have been through and how they feel about those life experiences gives us an insight into their potential to become disengaged, their need for support and their resilience.

Student Experiences

As part of a Child and Youth Resilience Measurement (CYRM) used by SHINE each year to assess resilience amongst students, a 'life experiences' survey was completed by the students in early 2018.

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 valuable insight into program needs of the student cohort.

General Life Experiences

During the six months prior to their commencement with SHINE:

- 86% of students stayed away from home overnight (e.g. camp trip, hospital), with the majority of students feeling positive about these life events.
- 59% had parents who stayed away from home overnight (e.g. hospital, holiday, work), with just over half of the students feeling positive about these life events.
- 71% of students changed schools and mostly felt positive about this change.
- 70% of students moved house and mostly felt positive about the move.

Positive Life Experiences

During the six months prior to their commencement with SHINE:

- 85% of SHINE girls took up a new hobby/sport/activity, with all of these girls finding this to be a positive influence in their lives.
- 47% of SHINE girls managed to have a special holiday, with a high majority saying that these holidays made them feel good.
- 50% of SHINE girls did well in an important test or exam and felt good about their achievement.

Negative Life Experiences

During the six months prior to their commencement with SHINE:

- 70% of the students had a family member die.
- 71% of the girls had a direct family member suffer ill health or an injury.
- 71% of students had been or were being bullied or teased, leaving them feeling bad.
- 62% of SHINE students' parents split up, with the majority of this group finding this event having a bad impact on them.
- 74% of the students had been part of a big argument with a family member.
- 82% of students' families had a big fight, with all of these students feeling negatively about it.
- 73% of the SHINE cohort were involved in a big argument with someone that they were close with who was not a family member.
- 41% of the students had found themselves being seriously reprimanded by a teacher.
- 53% of students performed poorly in a test or exam with 93% of this group feeling bad about their results.

Compared to the previous year's SHINE cohort, the 2018 students reported a higher number of challenging life experiences. Despite their diverse background and circumstances, all of the SHINE students faced challenging events but also experienced some very positive life experiences.

This understanding of individual circumstances helps us to appreciate the impact of the SHINE program, outlined on the following pages.

Our Impact

Where possible, analytics and measurement are implemented to monitor the success and the ongoing impact of SHINE programs on the lives of our students. While many benefits are intangible, the results of our practical support and flow-on impacts have been identified.

In 2018, 67 girls graduated from SHINE, with 45 Year Nine students at John Willcock College (JWC), 15 students at Geraldton Senior College (GSC) and seven of the nine students at Northampton District High School (DHS). Our pilot program, SHIMMER and SHINE engaged 21 Year Six students from Allendale Primary School.

Over the year, 90 girls benefited from weekly engagement in our program, along with 75 SHINE Alumni members seeking support and making connection with the facilitators.

Our program respects cultural diversity and our 40 Aboriginal students had many personal successes alongside their SHINE sisters as they worked together on social inclusiveness, empathy and giving back to their community. In 2018, our student cohort and engaged SHINE Alumni (total 165) comprised of 58 per cent Aboriginal, and 42 per cent non-Aboriginal.

Attending and engaging in learning at school is paramount and we have seen a consistent improvement in school attendance by SHINE students. Our partner schools' goal is for all students to achieve 90 per cent school attendance. Considering the challenges some of the girls faced this year, SHINE students' school attendance has been remarkable.

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 undertaken by an independent party with the following observations.

All students across Geraldton Senior College, John Willcock College and Northampton District High School showed continual overall improvements in how happy their life is as a whole from February, July and November 2018 surveys (see graph opposite).

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.

Healing



Attendance and Achievement

100%

100% of girls improved their individual school attendance which is what SHINE aims for.

88%

88% attendance by GSC students over the school year, up from 74% at the end of Term One.

90%

25 students achieved 90% attendance at John Willcock College which has never occurred before.

90%

90% attendance by Northampton DHS students over the school year.

88%

88% attendance by JWC students over the school year.

93%

93% attendance at Allendale Primary School, with seven students achieving 100% attendance.

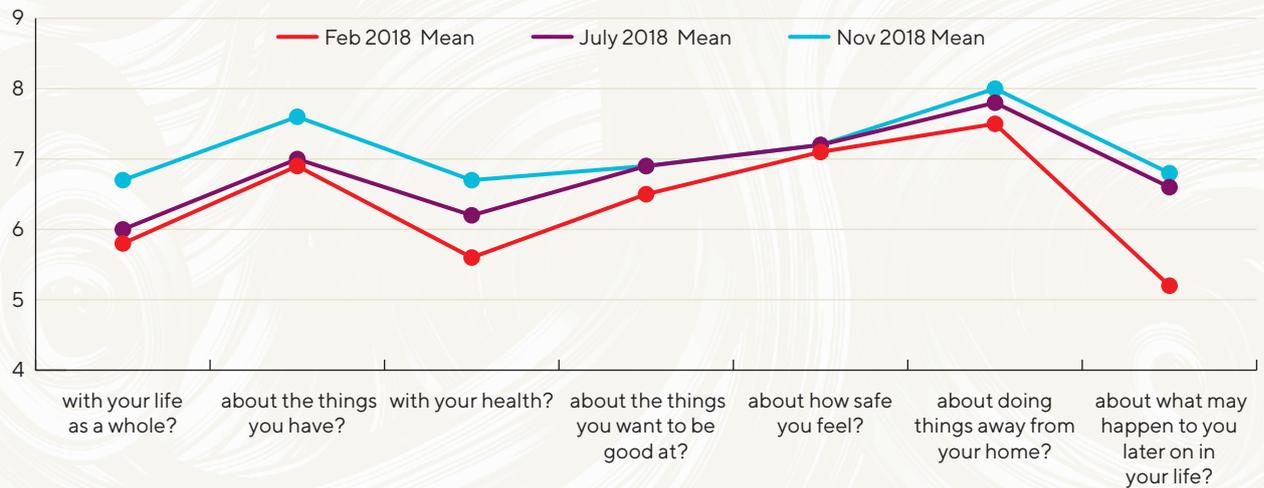
90%

11 students achieved 90% attendance at Geraldton Senior College, one student achieved 100% attendance which is outstanding.

17

17 SHINE students completed Year 12.

How Happy Are You...



Outside the Classroom

94%

94% of SHINE girls achieved the personal goals they set themselves for the year.

4

Four primary schools were able to offer their students mentoring by SHINE students.

100%

100% of SHINE students had health checks and were connected to health professionals.

43%

43% of students engaged in part-time employment during school holidays.

23%

SHINE girls received eye examinations and 23% were diagnosed with having poor eye sight.

4000

Approximately 4000 before-school breakfasts were provided throughout the year.

144

144 hours donated. Every SHINE student gave back to the community with eight community organisations receiving support from the SHINE girls, totalling 144 contact hours.

8300

Approximately 8300 lunches were provided to students throughout the year.

Support From Our Partners and Community

32

Desert Blue Connect delivered 32 Protective Behaviours workshops.

1000+

Community volunteers and Central TAFE students committed over 1000 hours to supporting SHINE.

36

Geraldton Regional Aboriginal Medical Service delivered 36 workshops on female health and drug and alcohol awareness.

\$14,000+

SHINE raised over \$14,000 in community donations to support our engagement programs.

Through the Eyes of a Parent

The engaging SHINE program empowers students. It teaches through self-exploration and validates their individual story, equipping students with confidence, courage, strength and in turn, compassion and empathy towards others.

Speaking as a parent, I am very passionate about the SHINE program and its obvious positive impact on not only my daughter, but her friends and classmates.

The SHINE program readies our girls for work placement by teaching some much-needed practical skills and exposing them to a variety of workplace environments and career pathways.

All of this happens in a safe, supportive environment.

Watching the Northampton District High School (DHS) SHINE girls working together as a team at their community event, the 'Mums and Bubs Pamper Morning' at one of our local cafes was a very proud moment for me. They all showed confidence and willingness to follow direction, all with lovely smiles on their faces. They were clearly all enjoying themselves, whilst giving back to their community.



Whilst we are very fortunate to have a fantastic, caring and supportive group of teaching staff at Northampton DHS, their primary job is to deliver the curriculum to the students. The SHINE program, with its supportive, nurturing and grounding foundation, wraps around our education system offering an extension of human connection and a greater sense of belonging.

I believe the SHINE program is a fundamental learning opportunity, something I feel should be offered to ALL eligible high school students.

Mandy Jolley's SHINE program is a beacon of light for our teens, helping them navigate through what can be for some, a very turbulent and confusing time. I would like to thank Mandy and her team for bringing this empowering program to our school and for the wonderful opportunities it's giving our young women and girls.

Vicki McKenzie

Mother of student Rhiannon McKenzie.



Student Success Stories

With our students as our greatest stakeholders, it is important to share their individual stories and achievements, in their own words. It's through these personal stories that we understand the impact SHINE has on their schooling, their personal lives and relationships.



I'm a Year Nine SHINE Sister from John Willcock College.

My journey began in 2015 when I started noticing my parents arguing more than usual. Me and my siblings would go to school with no lunch, come home to no food in the fridge or cupboards. From that moment I knew something was different.

We ended up getting evicted from our home in Perth. My mum and dad decided to go their separate ways, Mum took me and my siblings to Geraldton to stay with my aunty and dad stayed in Perth.

I started Year Six at Waggrakine Primary School halfway through the year. I found it difficult to make new friends due to starting so late and just being the person I was, so shy. Starting at John Willcock College in 2016 as a Year Seven student I first heard about the SHINE Program and was really keen to find out more about it. My cousin was a Year Nine SHINE student at the time and she explained what SHINE was all about.

She told me it was about sisterhood, family and being there for each other. She told me that you can share secrets in SHINE and they will stay in SHINE. She explained that no one will ever judge you based on what your skin colour is or what you look like, the clothes you wear or your family circumstances.

At that point I could only imagine what an amazing program SHINE offered, to change the lives of so many young women. To not only learn life skills but learn to love themselves.

My mum still lived in Geraldton, but I chose not to live with her due to her drug habit (meth). Every time I saw her, I could tell if she was on it. She would act different towards me, get mad at me for no reason. It was really heartbreaking seeing her like that, acting the way she did because I knew this wasn't her, or what she intended to be. Unfortunately, at the end of 2016 my dad passed away from a heart attack while using the drug meth at the age of 41.

In early 2018 I was accepted to join SHINE and my whole world changed around me. I finally felt like I belonged and I was told over and over how amazing I was. It was hard to believe at first, but as I started proving to myself that I'm actually good at a lot of things I just wanted to tell the world. I feel like I stand out now and I like that. SHINE empowers young women like myself with the knowledge they need to overcome their demons.

I'd like to thank the facilitators and mentors. They are kind-hearted and always go out of their way just to be here for the SHINE girls. They never judge what we have to say or how we feel about something and will always be our shoulder to cry on. They've helped us turn down the right path and become the people we are today.

Maude

Graduated from SHINE as a Year Nine student and will continue to participate in our program as a Year Ten student in 2019.

Whilst the focus each year is on current students, our connection with past students remains strong. Young women who have previously been part of the program continue to be a source of inspiration, acting as great role models and some even mentoring the younger students. The following two stories provide an insight into the long-term connection and impact of SHINE, as written in their own words.



Why is SHINE like family to me? Well SHINE has been a part of my life since I was 14 years old, I am now 19. Whenever I felt like I was not worthy or didn't fit into this world, being in SHINE made me feel at home again. I loved going into SHINE, I made friends with girls I wouldn't think I could be friends with and I am still friends with most of these girls now.

I started full-time employment with Qube Ports and Bulk in December 2017. It was a struggle for me at the start but I worked my way through it and I am now going great, I currently work in the office as my role is Administration Assistant. When I first started I did payroll, then I was an admin support but now I am happily in the admin office. I enjoy my job, I love waking up and coming to work during the week.

I still struggle with life but I am strong enough to work myself through things and move around what is stopping me with being happy within myself.

I keep to a small group now, I learnt at school that you don't need heaps of people in your life to succeed, all you need is yourself because you're the only one you can rely on. No one else can stop you from being you.

I am proud of the woman I am today, I am successful and strongly independent.

Bradie

Graduated from SHINE as a Year Nine student in 2014.



SHINE all started for me in 2014, I asked if I could join but was first told that it was for girls who struggle at home. Then when I got told I was in the program, Mandy and I were unsure what had happened. We since found out that the teachers had chosen me to participate to help other girls.

For me and a lot of the other SHINE girls, life changed when we finished school. We thought that once we left we wouldn't have the support we need. A lot of the girls were worried they might not have Mandy in their life, but like Mandy always told us we can always call whenever we need, which has helped a lot of the girls.

We all loved SHINE as we had someone to talk to. A lot of the girls were scared to do things like go to the doctors as they thought that their stories were not going to be heard.

See the difference with SHINE is that they want us to tell our stories so we can learn how to fight the problem head on. SHINE has now been running since 2010 and without SHINE I know a lot of these girls wouldn't be here today looking to their future.

Since leaving, I have started a traineeship with Iluka who support SHINE so much we could not thank them enough. I have been with Iluka for nearly a year now and they have given me so many opportunities, including getting to go back to SHINE once a week to help mentor the current SHINE girls.

We get so much support we could not thank the mentors enough for how much hope you bring to us. All the girls that have been in SHINE still stay in touch and catch up on how we are but that's just what sisters do.

Paige

Graduated from SHINE as a Year Nine student in 2013.

Our Year

"SHINE empowers our girls to survive and thrive in the world in which they live. SHINE exposes our girls to the world of opportunities outside of Northampton and encourages them to aspire to meet their potential. Even better, SHINE has tailored the program for our Northampton girls to cater for this potential and extend it even further. As a result, our girls are thriving and we have seen significant improvements within other aspects of their schooling (particularly within their attitude toward their learning), an increased level of maturity and ability to problem solve, as well as improved attendance and engagement with school overall. We can't wait to see what the future brings for our girls and the SHINE program."

Mel Hancock, Northampton District High School.



So many of the girls in our community live with trauma. Like a shadow, it envelops lives and tongues get tied, too afraid to speak up. For these girls, the SHINE program gives them a voice. They find a circle of trust, a stabilising force in a sea of uncertainty, forging positive relationships with each other and the wider community. And they can speak about their trauma, getting help from each other and the ladies who run the SHINE program.

Shelley Ritchardson, John Willcock College.





"In 2018, SHINE continued to provide outstanding support for those Year Ten girls who needed a different level of care that complemented what the school was able to provide. The support given through the SHINE program did make a difference to those girls who needed additional support."

Greg Kelly, Geraldton Senior College.



"Allendale Primary School was proud to be a partner of the SHIMMER and SHINE program in 2018. Our girls flourished in the program which inspired them to be kind, confident and resilient young ladies."

Lisa Criddle, Allendale Primary School.



"I'd never been away, never been on a plane, never left Geraldton so every single thing was scary, exciting and beautiful. I will never forget this adventure. Changed my life for sure."

Kelsie Callow (SHINE student), discussing the end of year trip to Melbourne.

SHINE Partners

SHINE's network of local, state and national support has made our mission possible. Our partners, sponsors and supporters have all contributed to SHINE's ongoing success and to the success of our students.



Australian Government
Department of the Prime Minister and Cabinet

SHINE's Cornerstone Partner is the **Australian Government's Department of Prime Minister and Cabinet** through their Indigenous Advancement Strategy. SHINE received a one-year grant in 2018, the fourth year the Department has provided support. This funding contributed to the ongoing costs of providing the SHINE Program for students at John Willcock College, Geraldton Senior College and Northampton District High School.



Department of Education

The **Western Australian Department of Education** provided one-off funding in 2018 to assist in evaluating and developing the SHINE program to reach more at-risk girls.

This investment has been fundamental in the SHIMMER and SHINE pilot program and assisting in expanding our scope to prevention programs and identifying areas where SHINE can make an impact.



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 2018 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 again visited the SHINE salons to discuss career pathways.

Shine Program Partners



EMR Golden Grove

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

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.

Belong



At **John Willcock College**, Principal Julie Campbell was a driving force in the development of the SHINE program. 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 (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.

CommonwealthBank

SHINE received a Centenary Grant from the **Commonwealth Bank** after being nominated by the Commonwealth Bank Geraldton Branch and its employees in recognition for providing much needed services to the local community.



Geraldton Regional Aboriginal Medical Service (GRAMS) supports SHINE as part of a reciprocal collaboration that enhances overall health and wellbeing outcomes to our youth community. GRAMS is an organisation of Aboriginal people, for Aboriginal people controlled by Aboriginal people. GRAMS provides health care to Geraldton, Mt Magnet, Yalgoo Cue Yulga Jinna and Pia Wajarri in our Midwest region. GRAMS partnered with SHINE in 2018 to provide targeted workshops, health checks and a major engagement camp for Aboriginal students.



Desert Blue Connect

Desert Blue Connect is a local family violence and women's health organisation which provides support services to women and their children in Geraldton. These services include counselling, advocacy, emergency accommodation, support groups, clinical services and primary prevention initiatives. Desert Blue Connect delivers workshops across all of SHINE's schools on wellbeing and protective behaviours.

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.

Thanks also to supporters Chimere Pearls who present SHINE graduates with a beautiful gift each year, and to Women Inspiring Better Business Inc (WIBBs) whose members donated their time and organised a major fundraiser for SHINE.

Thank you

With the support of these partners, sponsors, supporters and the broader community, SHINE can positively impact the lives of many young women and girls.





School Partners

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 school's 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 (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.

Northampton District High School partnered with SHINE for the first time in 2018. The school is 52 kilometres north of Geraldton. Students face the added challenge of being further afield. The aim of the SHINE program was to engage Year Eight to Ten students and provide them with extra support, building resilience and improving wellbeing. The students travelled to the Geraldton Senior College SHINE salon once per week. They connected with the broader community and the network of SHINE girls.

Independent Public School **Allendale Primary School** partnered with SHINE in 2018 to pilot the SHIMMER and SHINE program with selected Year Six girls. The school is dedicated to providing an innovative, contemporary and outstanding learning environment for students. Being part of the pilot program demonstrates the school's proactive approach in addressing the challenges faced by Year Six girls. Students spent half a day per week at JWC SHINE salon and were immersed in an engaging program tailored to their needs. The pilot was facilitated by Mandy Jolley.

Community Partners

The support of a diverse range of community-based organisations, individuals and volunteers contributes greatly to the SHINE program. Their involvement adds value to the SHINE program and the staff, Board and students are extremely grateful for their support.

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 Productivity & Innovation Manager at Monadelphous. 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 an experienced Executive Officer providing a range of high-level executive, secretariat, and project support services to Boards and Committees including providing strategic advice, managing communications and implementing strategies to support the achievement of the organisation's strategic and operational objectives.

Alan provides the Secretariat and Treasury roles for SHINE and has assisted the development of SHINE since inception in 2012.



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 - Jill Jamieson

Appointed March 2018

Jill has over 15 years executive and management experience in WA's tertiary education sector, most recently as the CEO of a large metropolitan TAFE college. She has worked across a wide range of industry and community sectors and led the provision of national and international education services. Jill is a graduate of the Australian Institute of Company Directors.

Director and Founder Mandy Jolley

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 Landgate as their Manager for Strategic Advice and Partnerships, supporting several key initiatives for the State.

Jorgen also sits on two WA school boards and has a keen passion for improving educational outcomes across the State.

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

It was rewarding to see 69 secondary school girls participate in the SHINE program and 21 Year Six girls participate in the SHIMMER and SHINE Pilot Program in 2018.

With a reduction in the number of girls at Geraldton Senior College being referred to the SHINE program, our numbers dropped slightly in 2018. The reduced student numbers resulted in a delivery cost of approximately \$4,700 per student, compared to \$4,500 per student in 2017. This is still considered extremely good value for money, when considering the outcomes achieved.

In June 2018 the Department of Education provided one-off funding to SHINE which enabled us to engage another 21 students and increase our support of Aboriginal girls by 11%. This funding will continue to be expended in 2019 to broaden our reach and impact.

It is very pleasing to state that we have secured adequate sponsorship, funding and donations to continue to operate in 2019. However, the Board remains committed to gaining longer term financial support and will be applying for Federal and State funding opportunities when they are available.

We were successful in gaining another year of funding from the Indigenous Advancement Strategy in a very competitive environment and continue to work closely with the Department of Prime Minister and Cabinet to deliver positive outcomes for our Aboriginal students.

Our partner schools provide in-kind resources to the program and where possible, financial contributions. The capacity for schools to cover the full cost of the program is limited and we hope to gain more substantial financial support directly from the Department of Education in 2019/2020.

The Board of Directors are volunteers and provide considerable in-kind support to the organisation. The majority of our expenditure is for the salaries of SHINE program facilitators and direct program delivery costs. Our administration team remains lean with a part-time Program Manager and Administration Officer.

We saw a generous 8% increase in donations this year. Those funds were directed to recognising student achievements and delivering engagement programs.

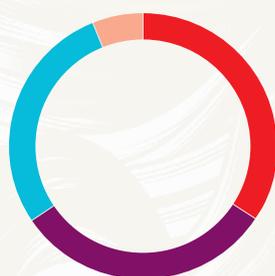
I would like to acknowledge our sponsors, community, schools and State and Federal government. Their combined investment has supported 90 girls in gaining life-changing skills and engaging in their education. Together we have made a difference in the lives of young women and girls in our community.



Alan Bradley



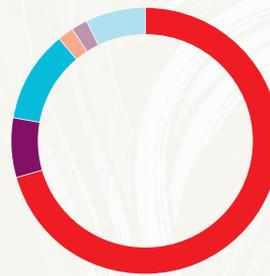
Where the money comes from



Income by category

| | |
|---------------------------------|-----|
| Indigenous Advancement Strategy | 34% |
| Sponsorships/Donations | 31% |
| Department of Education | 28% |
| School Service fees | 6% |

Where the money goes



Expenses by category

| | |
|---------------------|-----|
| Wage expenses | 70% |
| Superannuation | 7% |
| Engagement Programs | 11% |
| Insurance expenses | 2% |
| Depreciation | 2% |
| All Other | 7% |

Our Finances



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AMD Midwest Pty Ltd
ACN 143 284 799 t/a AMD

E midwest@amdonline.com.au
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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 2018**

AMD CHARTERED ACCOUNTANTS
156 DURLACHER STREET
GERALDTON WA 6530

Phone: 08 99200700 Fax: 08 9964 5899
Email: midwest@amdonline.com.au

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 2018, 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 2018 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.

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.

SHINE INSPIRE ACHIEVE BELONG INC

ABN 78 319 066 811

Independent Auditor's Report to the Members

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.
- 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 :



17 March 2019

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 2018

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 2018 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
President



Treasurer
Treasurer

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 2018

| | 2018 | 2017 |
|--|-------------|-------------|
| | \$ | \$ |
| Income | | |
| Department of Prime Minister & Cabinet | 180,000 | 180,000 |
| Department of Education | 150,000 | - |
| School Service Fees | 31,932 | - |
| Sponsorships | 164,339 | 104,613 |
| Other income | 160 | 4,000 |
| Total income | 526,431 | 288,613 |
| Expenses | | |
| Advertising & promotion | 1,326 | 1,812 |
| Bank fees & charges | 20 | 4 |
| Cleaning & rubbish removal | 33 | 146 |
| Computer Expenses | 932 | - |
| Consultants fees | 9,784 | 227 |
| Depreciation - Plant | 7,110 | 5,958 |
| Entertainment | - | 611 |
| Hire/Rent of plant & equipment | 2,188 | 32 |
| Insurance | 7,482 | 7,740 |
| Interest - Australia | 127 | - |
| Legal fees | - | 600 |
| Licences & Fees | 109 | - |
| Materials & Consumables | 7,677 | 3,641 |
| Meeting Expenses | 4,749 | 3,232 |
| Postage | - | 163 |
| Printing & stationery | 959 | 1,812 |
| Project Studies Surveys Assessments | - | 1,302 |
| Repairs & maintenance | - | 54 |
| Rewards Program/Camps Etc | 29,774 | 13,762 |
| Staff amenities | - | 162 |
| Staff training | 916 | 309 |
| Subscriptions | - | 303 |
| Superannuation | 21,972 | 24,926 |
| Telephone | 2,273 | 2,381 |
| Travel, accommodation & conference | 1,047 | 5,252 |

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 2018

| | 2018 \$ | 2017 \$ |
|---|------------------------------|-------------------------------|
| Wages | 231,924 | 265,732 |
| Total expenses | <u>330,402</u> | <u>340,159</u> |
| Profit from ordinary activities | <u>196,030</u> | <u>(51,546)</u> |
| Net profit attributable to the association | <u>196,030</u> | <u>(51,546)</u> |
| Total changes in equity of the association | <u><u>196,030</u></u> | <u><u>(51,546)</u></u> |
| Opening retained profits | 218,548 | 270,094 |
| Net profit attributable to the association | <u>196,030</u> | <u>(51,546)</u> |
| Closing retained profits | <u><u>414,577</u></u> | <u><u>218,548</u></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 2018

| | Note | 2018 | 2017 |
|---|------|----------------|----------------|
| | | \$ | \$ |
| Current Assets | | | |
| Cash Assets | | | |
| NAB Community Fee Saver AC: 15-188-6400 | | 346,305 | 114,501 |
| NAB Credit Card | | 3,850 | 2,134 |
| Load & Go Card Alan | | - | 6 |
| Load & Go Mandy | | - | - |
| | | 350,155 | 116,641 |
| Receivables | | | |
| Trade debtors | | - | 33,000 |
| | | - | 33,000 |
| | | - | - |
| Total Current Assets | | 350,155 | 149,641 |
| Non-Current Assets | | | |
| Property, Plant and Equipment | | | |
| Plant & equipment - At cost | | 102,208 | 100,266 |
| Less: Accumulated depreciation | | (17,302) | (10,192) |
| | | 84,906 | 90,074 |
| Total Non-Current Assets | | 84,906 | 90,074 |
| Total Assets | | 435,061 | 239,715 |

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 2018

| | Note | 2018 | 2017 |
|----------------------------------|------|----------------|----------------|
| | | \$ | \$ |
| Current Liabilities | | | |
| Payables | | | |
| Trade creditors | | 4,720 | - |
| | | 4,720 | - |
| Current Tax Liabilities | | | |
| GST clearing | | 5,969 | 347 |
| PAYG withholding tax | | 3,656 | 14,498 |
| | | 9,625 | 14,845 |
| Provisions | | | |
| Superannuation Expenses | | 6,138 | 6,323 |
| | | 6,138 | 6,323 |
| Total Current Liabilities | | 20,483 | 21,167 |
| Total Liabilities | | 20,483 | 21,167 |
| Net Assets | | 414,577 | 218,548 |
| Members' Funds | | | |
| Accumulated surplus (deficit) | | 414,577 | 218,548 |
| Total Members' Funds | | 414,577 | 218,548 |

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 2018

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.

SHINE INSPIRE ACHIEVE BELONG INC

ABN 78 319 066 811

Notes to the Financial Statements

For the year ended 31 December 2018

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.

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.

The SHINE difference

I think I was chosen for SHINE because I never went to school and hated every second of it when I actually showed up. I used to get bullied really badly at school. I had horrible rumours spread about me so I used to just pretend I was sick and stay home. At the end of Year Eight my attendance was at 61 per cent for the year and I got all D's on my report.

Getting into SHINE was so much more than I thought it was going to be, it's a lot more than doing hair and make-up, I basically adopted a family. My SHINE mentor taught me so much when I was in SHINE, she was always there with a hug and a huge smile and taught me a lot of things I wouldn't know if it wasn't for her. SHINE soon became a safe place for me.

During my time in SHINE I was dealing with things in my personal life like mental illness, self-harming, friendship issues, a traumatic experience and absolutely hating myself but SHINE and my mentor helped me overcome every obstacle that came my way.

By the end of my time in SHINE I could walk by the mirrors and smile at the person looking back at me.

I now have transferable skills that will last a life time. One of the main skills I have learnt is being able to put my differences aside to work with a range of people. My academic learning has improved and by the end of 2018 my attendance was higher than it's ever been.

I'm proud to say that thanks to SHINE and my mentor I actually believe I'm worth something and have a future to look forward to. I have been able to achieve so many personal goals including not self-harming in over eight months now. I have the skills to get through my issues and know how to ask for help, I have not skipped class and have no intentions to.

I've come out of my shell and I'm ready to be my own person. I can honestly say I'm not sure I'd be where I am today without the SHINE program. I'm forever grateful that they believed in me and kept me going.

- Personal story of a 2018 SHINE Graduate.





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