

Inspire.  
Achieve.  
Belong.



SHINE  
INSPIRE . ACHIEVE . BELONG



ANNUAL REPORT 2023



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## Acknowledgement of Country

We respectfully acknowledge the Yamaji Peoples, the Nhandu, Nhandagardi, Wilunyu, Amangu, Maligna and Badimia who are the Traditional Owners and First People of these lands. We pay respect to the Elders, past, present, and future for they hold the memories, the traditions, the culture and hopes of the Yamaji Peoples.

01

inspire

SECTION 1

# Purpose & Values

**Vision:**

**Strong women and thriving communities**

**Purpose:**

**Accelerating change for girls**

**Mission:**

**To support and empower girls, with the education and skills to achieve**

**Core values:**

- I* Involve yourself in the world
- N* Never give up
- S* Show courage and integrity
- P* Pick your friends carefully
- I* Imagine success is yours
- R* Remember your heroes
- E* Empower yourself and others
  
- A* Aim high
- C* Create a strong support team
- H* Have faith in your abilities
- I* Imagine what success will bring
- E* Energise yourself
- V* Value all your achievements
- E* Establish goals for the future
  
- B* Be exactly who you want to be
- E* Enjoy being with your family and friends
- L* Laugh often
- O* Own your life
- N* Network and be connected
- G* Go forward and thrive



SECTION 1

# Welcome

Welcome to SHINE Inspire Achieve Belong!

SHINE Inspire Achieve Belong provides complementary education programs that focus on supporting girls at risk of disengaging from school.

Built on the premise that actual generational change starts with the empowerment of girls, SHINE is a dynamic organisation that creates a safe space where girls can be themselves, be inspired, experience achievement, and gain a sense of belonging with peers facing similar issues.

We strive to empower all girls by providing them with the foundational skills to build their confidence and achieve their hopes and dreams.

SHINE partners with businesses, communities, and schools to develop essential life skills for students in Years 5 to 10. Through the collaboration of our partners, we have made a positive impact, supporting more than 1300 girls over the past 13 years.

We thank all our partners, schools, sponsors, volunteers, and community for their unwavering dedication and belief that every girl matters.

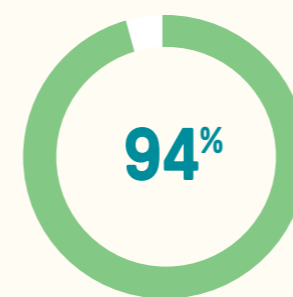
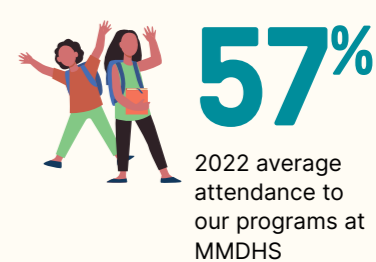
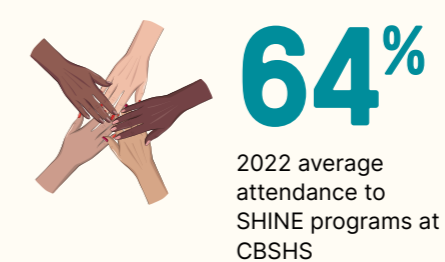
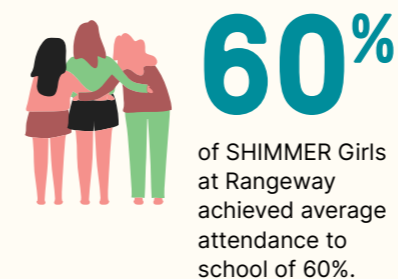
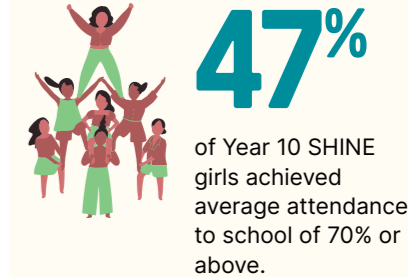
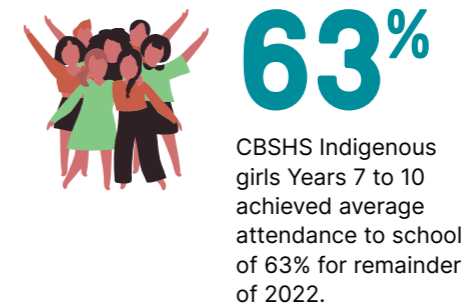
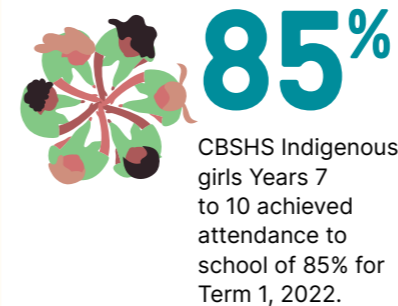


SECTION 1

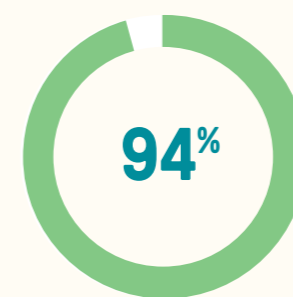
# Our impact

The impacts of COVID-19 have contributed to lower-than-normal attendance rates in both SHINE programs and school attendance during 2022. This is particularly evident in our statistics from Term 2 onwards, which reflects the health impacts since the border opening in March 2022. Our findings are in line with falling attendance at regional and remote schools in Western Australia during 2022.

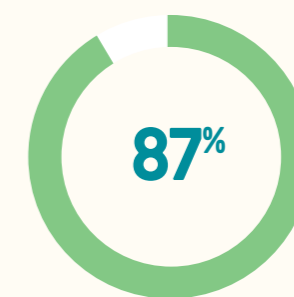
Compared to:  
Western Australian Indigenous girls Years 7 to 10 achieved 56.4% average for 2022.



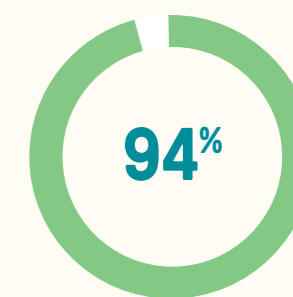
of SHINE participants increased their social and emotional wellbeing skills.



of SHINE participants say SHINE helped them feel more engaged at school and in the wider community.



of SHINE participants say SHINE helped them to develop better relationships with school staff, teachers, peers and community members.



of SHINE participants say SHINE helped them to engage in their education and achieve academic goals.

## SECTION 1

# From the Chair



As Western Australia's border opened in March 2022, after two years of being closed to limit the spread of COVID-19, our staff got on with the incredibly vital work they do with our partner schools to deliver the SHINE and SHIMMER programs to girls in years 5-10. It is with immense pride that I acknowledge the work of our facilitators and administrative staff, particularly our former

CEO Rebecca Millar, who steered the organisation through what turned out to be a particularly challenging year delivering our programs as COVID-19 impacted staff and students.

As a new member of the Board in 2022 I am constantly learning more every day about the reach of our programs across the Mid-West community, and just how many people know about and support the wonderfully successful work we do. Getting to experience this firsthand over the weekend in September 2022 of the 'Sponsor's Day' and Strategic Planning Day left me in no doubt of the commitment of the SHINE community to everything they do to give our girls a better chance in life. Seeing the delight on the girls faces when I spent time at Champion Bay SHS with one of our facilitators was memorable.

Despite the challenges of COVID-19 we again ran our Shark Bay camp, which was hugely successful, and I take my hat off to our facilitators for the extraordinary effort they put in to make that experience so wonderful for the girls. Even though our Graduation event was lower key this year I still received positive feedback from the facilitators that the girls were so enormously proud of what they had achieved and grateful for the opportunity to come together to celebrate.

The Board experienced significant renewal in 2022 as former office bearers; Chair Jenni Harrison, Deputy Jo Abraham, Secretary Barbara Thompson, and Treasurer Marli van Wyk stepped off the Board for assorted reasons. All these Board members made a great contribution to SHINE.

I particularly thank Jenni who significantly contributed to the development of key governance processes and documents for SHINE, as well as promoting all the benefits of our SHINE and SHIMMER programs to the broader community. Jenni believed passionately in the opportunities provided by SHINE to girls to realise their dreams.

I also must thank Jo Abraham who as Acting Chair for the first half of 2022 did a fantastic job of leading the organisation in partnership with the CEO. Together they oversaw a record number of girls enrol in our programs, and built vitally important relationships with School Principals, Department of Education, and our sponsors.

I am also immensely grateful to Treasurer Marli van Wyk whose hard work helped transition the business from one bank to another, and one accounting system to another. A huge task to undertake simultaneously. Secretary Barbara Thompson also worked tirelessly for SHINE for many years, both on the Board and in the Administration, always promoting the benefits and opportunities that SHINE provides for girls. Thanks to all the Board for their passion, commitment, and unrelenting efforts.

We also sadly saw the departure in 2022 of our CEO Rebecca Millar. Rebecca's passion for the SHINE and SHIMMER programs, the work of our Facilitators, and most importantly the future of every girl in our programs, shone through in everything she did. We wish her every success for the future and thank her sincerely for her service to SHINE. The Board recruited an Acting CEO

late in 2022 while it undertook the recruitment process for a permanent CEO to replace Rebecca.

I thank our partner schools; Champion Bay SHS, Mount Magnet District High School, and Rangeway Primary School, for continuing to support SHINE in 2022. Many thanks also to the Department of Education, National Indigenous Australians Agency, and our sponsors (Iluka Resources, 29Metals Golden Grove, Ramelius Resources, MACA). I also thank those organisations who have provided us with grants; Australian Gas Infrastructure Group, Iberdrola Australia, the City of Greater Geraldton and the Midwest Development Commission for their support throughout 2022.

As I write this, at the beginning of 2023 and looking back on 2022, I know SHINE will continue to positively change the lives of the girls in our programs for many years to come.

*Cilla de Lacey*

Chairperson

## SECTION 1

# From the CEO



The wind is whipping white caps on Jambinbirri (Champion Bay, Geraldton) and I've just seen a group of girls leaping and jumping off the floating pontoon. One of the girls waves and has a grin from ear to ear. They are enjoying the summer school holidays, free and having fun. That is what young people need to be. Free of worry, free to be themselves.

Reflecting on 2022, I can say it has been challenging and demanded that our team at SHINE take stock and focus on the most important things, health, kindness and every girl who walks into SHINE.

With COVID-19 and a build-up of pressure over the past two years we saw our facilitators needing time for recovery and a team that adapted and was flexible so we could continue delivering an excellent program. I cannot thank the SHINE facilitators enough for their strength, resilience and continued dedication, being there for each other, me and the girls in our program. Jodie McAuliffe, Kama Fitzgerald, Beth Martin, Mickala Pickett and Courtney Taylor believe in every girl and 2022 saw so many girls discover their stride and pride in who they are. It is through guidance and constant reinforcement of core human values that our facilitators create a safe and caring space for girls.

This year we came together with our partner schools and sponsors to celebrate the SHINE program. We flew kites together and reflected on what is needed for people to soar and rise up. The need for the right conditions, a steady confident hand, the tenacity to keep trying and the joy when you fly and succeed. I would like to thank our partner schools Champion Bay Senior High School, Mount Magnet District High School and Rangeway Primary School and the Principals who show leadership and the staff who work alongside our facilitators who understand that learning and growing as a young person needs all aspects of support in a young person life.



Our sponsors are vital in the sustainability of SHINE and I acknowledge the ongoing support of 29Metals Golden Grove, Iluka Resources, Ramelius Resources and MACA, their support enables us to engage all girls in our programs. I have appreciated the individuals in these companies who want to see girls and women succeed and offer opportunities for growth and employment.

We work in partnership with the Western Australia Governments Department of Education and the Federal governments National Indigenous Australians Agency, they value the SHINE program and the model we have created with community, schools, and organisations. It is the network in our community which works together to support girls in and outside of the classroom.

The challenges are always there, and issues faced by young people especially in regional and remote Western Australia are intensifying. At SHINE we see and feel the impacts faced by girls and their families but also bare witness to individual bravery and girls seeking change and focussing on positive and prosperous futures. The SHINE program has proven it works and we see testimonies from girls and women today who through the nurture and



professionalism of our staff have successfully traversed challenges to creating their own journeys.

I am leaving SHINE after 4 years knowing that it takes a community to commit to, believe in and support youth and that SHINE is a remarkable organisation of dedicated and passionate people. It has been a privilege to work with past Chairs, Board members and the SHINE team. Together we have strengthened and grown SHINE. I will always be part of the network that creates change for girls and women.

I wave back to the girls now kicking their legs in the ocean and wish them a life of freedom and fulfilment. So dear supporters of SHINE everything you give to SHINE from money to time, to shared resources and skills leads to girls engaged in their lives, education and days with friends on the beach. All their cares blown away by the wind.

Thank you and take care.

*Rebecca Miller*

CEO



# 02

*empower*

SECTION 2

# Partner schools & current staff

## Partner schools

During 2022, SHINE partnered with three schools in the Midwest region to deliver our complementary education programs to girls.

Here at SHINE, we believe every day at school counts.

### Champion Bay Senior High School (CBSHS)

We provided the SHINE program to 91 girls in Years 7, 8, 9, and 10 during 2022. Jodie McAuliffe and Kama Fitzgerald delivered the SHINE program and provided support to the students. SHINE receives ongoing support from Principal Julie Campbell and staff at the school, and the program is recognised as an integral part of the school environment.

### Mount Magnet District High School (MMDHS)

It is the third year SHINE has provided programs at MMDHS. The current SHINE and SHIMMER programs result from an initial multi-partner program and community consultation in 2019. In 2022, we provided a tailored SHIMMER program to girls in Years 5 and 6 and SHINE program to girls in Years 7.

22 girls were enrolled in the school's programs and supported by our program facilitators, Beth Martin and Courtney Taylor.

### Rangeway Primary School (RPS)

RPS partnered with SHINE in 2019 to establish the first SHIMMER facility in Geraldton. In 2022, we provided the SHIMMER program to 11 Year 6 students. Kama Fitzgerald delivered the program.

## Current SHINE staff

### CEO

- Rebecca Millar

### Program facilitators

- Jodie McAuliffe
- Kama Fitzgerald
- Bethany Martin
- Courtney Taylor
- Sarah O'Malley
- Mickala Pickett



SECTION 2

# Our program



SHINE provides complementary education programs targeting girls at risk of disengaging from the mainstream education system because of personal disruption to, disconnection from, or discontinuity with the school curriculum and community.

Supported by qualified and experienced facilitators, participants gain the skills and tools to sustain their health and well-being and acquire lifelong learning strategies.

SHINE provides two primary programs that aim to increase girls' social and emotional well-being and re-engage them in education and community life.

- **SHINE** is a complementary education program to support girls at risk of disengaging from mainstream education.
- **SHIMMER** is an extension of SHINE that operates in primary schools for Year 5 and 6 students.

Since its inception, the outcomes of SHINE programs have been:

- Improved school attendance rates,
- Re-engagement of students 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.

The SHINE model of learning and development is unique, and our programs work because:

- They align with, supplement and support the school curriculum,
- They support and encourage girls to attend school 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 delivered within the girls' regular school timetable in an on-campus, safe and engaging space,



- Each year group has lessons and activities tailored to their age and needs, with session times planned with the school,
- Learning activities appeal to the cohort age group and are underpinned by the latest research and leading engagement strategies for education,
- Clear options for further education, vocational training, traineeships, apprenticeships, and employment are explored and supported,
- Connection to the community creates a sense of belonging. We respect Elders and community leaders who are regularly invited to spend time with the students throughout the year.

Our programs are co-designed inclusively with the individual school and local community to address the needs of the girls. This ensures that engagement strategies are respectful, culturally aware, sensitive and inclusive, and tailored for success.



## SECTION 2

# Our Year

## A Challenging Start

We experienced many challenges during 2022 following the opening of the borders in March and the rise of COVID-19 cases in our region. Despite these challenges, our facilitators remained committed to delivering the SHINE and SHIMMER programs.

We saw a significant decline in attendance across all our school sites during the first semester, as reflected in our statistics from Term 2 onwards.

Families were concerned about the potential health risks, which led to many students being kept at home. Our facilitators saw this as an opportunity to embrace online learning via Teams, ensuring the students didn't miss out on their valuable time in the program. The smaller in-person classes allowed facilitators to give more individual attention to the girls, which enabled increased trust and rapport. The facilitator at Mount Magnet made phone calls to the girls' families to check on their health and well-being.

Our facilitators also recognised that some of the girls became increasingly concerned about the health and safety of their loved ones. This allowed our facilitators to discuss the importance of face masks, vaccinations, and regularly checking in on family members.

Facilitators took sanitisation and social distancing measures seriously in the classroom. Due to the SHINE team's dedication and resilience, the program could be delivered for the entire year, ensuring that the students received the benefits and growth opportunities that the SHINE and SHIMMER programs provide.

## Giving Back

Facilitators enjoyed providing the students with vital hygiene and self-care knowledge as part of the programs. They report seeing the girl's confidence increase from learning about these important topics throughout the year.

One of the highlights of our program is the salon days hosted by the SHINE students at CBSHS. These special events allow the girls to showcase their newly acquired skills while pampering their loved ones. It is a heart-warming experience to see the girls beaming with pride as they share their knowledge and talent with their loved ones. We are proud to offer this opportunity to the girls and their families.

SHINE is committed to giving back to our community in other ways. The year 7 and 8 students from CBSHS have been involved in the Thursday "late night" program. These dedicated students have been volunteering their time to prepare delicious food platters, bake cakes, and organise fun activities for the after-school program. We appreciate the chance to teach our students the value of service and teamwork, and we are grateful for the opportunity to give back to the community.

As part of our continued efforts to serve our community, the SHINE students also had the opportunity to volunteer at the Light House Café. The students built confidence and self-esteem through their work in waitressing and other tasks. We are proud of the students for taking on this challenge and developing essential life skills.

The students in the Mount Magnet program took the time to sort through donations from Women Inc. They carefully packaged toiletries to donate to those in need and created artworks as part of their learning journey, focusing on women's reproductive health.

**"Dear WOMEN Inc. THANK YOU For donating the lovely toiletry items to SHIMMER and SHINE. We are excited to use these and are packaging them to share with others who may need them....thank you so much."**

**Letter from Mount Magnet Students**

## Gratitude

Central Regional TAFE and SHINE have had an ongoing partnership since 2010. In 2022, we were privileged to have Certificate III Hair and Beauty students volunteer to do hair and makeup for the SHINE students at CBSHS. This was a memorable experience for the students, as many of the TAFE students were previous SHINE participants.

Through this partnership with TAFE, SHINE graduates can give back to the program that helped them progress towards further training, employment, and community life. The graduates mentored the girls, sharing stories of how the SHINE program has impacted their lives and the tools they used to overcome barriers they encountered.

The current SHINE students heard firsthand advice and received guidance from the TAFE students who have walked the same path before them. By sharing their knowledge and experience, the girls could recognise what was possible through the dedication and hard work.

In 2021, 29Metals Golden Grove generously donated a small commuter bus and fuel vouchers to help us to keep us on the road. This has allowed us to transport the students to various events, activities, and organisations during the year.

CBSHS SHINE students attended a face painting session during NAIDOC week at St. Lawrence's Primary School and the Barndi Mulganhu Birli Bun Nagarra for girls at Allendale Primary School as external activities. The students take

great pride in caring for the bus, always keeping it clean and tidy, and even washing it before visits to Mount Magnet.

The girls from Mount Magnet District High School have received generous fresh food donations throughout 2022 from our major sponsor Ramelius Resources.

**"Thank you to the amazing Ramelius chefs for cooking the food weekly. We enjoy the wraps at lunch we are so thankful to have you as part of SHINE. Also, thanks for the fresh fruit, it's so lovely and juicy, you don't know how happy we are to have this. We love you guys."**

**Love from the SHIMMER and SHINE girls at Mount Magnet District High School."**

We also would like to express our gratitude to Woolworths Geraldton for their regular donations of bread and an anonymous donor who provided regular donations, enabling us to continue providing healthy eating programming in our lessons. With access to fresh produce, the students can make healthy smoothies, sandwiches, and pizza, thereby promoting more nutritious eating habits.

Rebecca, our CEO, worked hard during 2021 to apply for a new Department of Education tender, and this contract commenced in 2022. This tender funding supports the Indigenous students in our programs across the two high school sites. We also receive funding from the National Indigenous Australians Agency (NIAA), enabling us to support more Indigenous students across our SHINE and SHIMMER programs in the Midwest.

We thank the Department of Education and the NIAA for recognising our program's value. We look forward to working together to make a positive difference in girls' lives.





## Connection

We are thrilled to share our highlights from this year's NAIDOC Week and Reconciliation Week, where we celebrated culture and community with pride. Across different schools, the students participated in activities that brought them together to honour and learn about the rich cultural heritage of Australia. The Reconciliation morning tea hosted at the Museum of Geraldton and Geraldton Regional Medical Service (GRAMS) was a highlight for the students who had the privilege of waitressing for Elders and community members. The opening photo exhibition was a breathtaking experience that sparked meaningful conversations among the students. We take pride in these moments of community connection and cultural celebration that leave the students beaming with joy.

We have partnerships with Desert Blue Connect and GRAMS, who continue to provide fun and interactive workshops for the students at our Geraldton schools, including Protective Behaviours, drug and alcohol awareness, and the Mooditj Me program. These workshops have enabled the students to grow their inner strengths and pride in their identity while learning to deal with strong feelings safely and seek help when needed. The Year 6 students have had the opportunity to build resilience, relationships, and sexual health education, which has prepared them for the challenges they may face.

CBSHS SHINE program has collaborated with the talented Sarah from Regional Sounds, who has provided an incredible opportunity for the students to express themselves creatively and find mental peace and grounding. Sarah creates a safe and



inclusive environment for students to explore their creativity through songwriting, and we take pride in the beautiful work the students have created.

We have been thrilled to see all the student's progress throughout the year, building healthy friendships, resilience, and conflict-resolution skills. We have observed strong friendships flourish and are excited to see the girls continue to grow. We take pride in the students and their accomplishments and are grateful for the partnerships and community connections that make this all possible.

## Continued Learning

In 2022, SHINE facilitators had the opportunity to undertake the Love Bites training workshop. This is a respectful relationships education program for young people aged 15-17 years, consisting of two interactive workshops on relationship violence and sex and relationships, followed by creative workshops and community campaigns. The program emphasises the importance of a whole-of-school commitment to respectful relationship education.

Love Bites aims to provide young people with a safe environment to examine, discuss and explore respectful relationships. The program takes a strength-based approach and views young people as active participants who can make decisions for themselves and their relationships when supported and provided with information and opportunities for skill development. Elements of this program are embedded in the SHINE program throughout the year, ensuring that girls receive respectful relationship education regularly.

At SHINE, we recognise the value of teamwork to the successful delivery of our program. Each year, we make it a priority to participate in a team-building exercise, allowing us to strengthen our relationships outside of the office or classroom. This year, we were excited to be led by Succulent Kiss in a succulent potting workshop, an experience we found to be incredibly grounding. This experience has helped us to build our team's relationships further and ultimately benefits the delivery of our program to the girls we serve.

## Evolving Programming

Our program constantly evolves and finds new ways to engage our students and create a safe and inclusive environment. This year, we introduced a variety of new mediums to our programming that have opened up new possibilities and created meaningful conversations around culture and country.

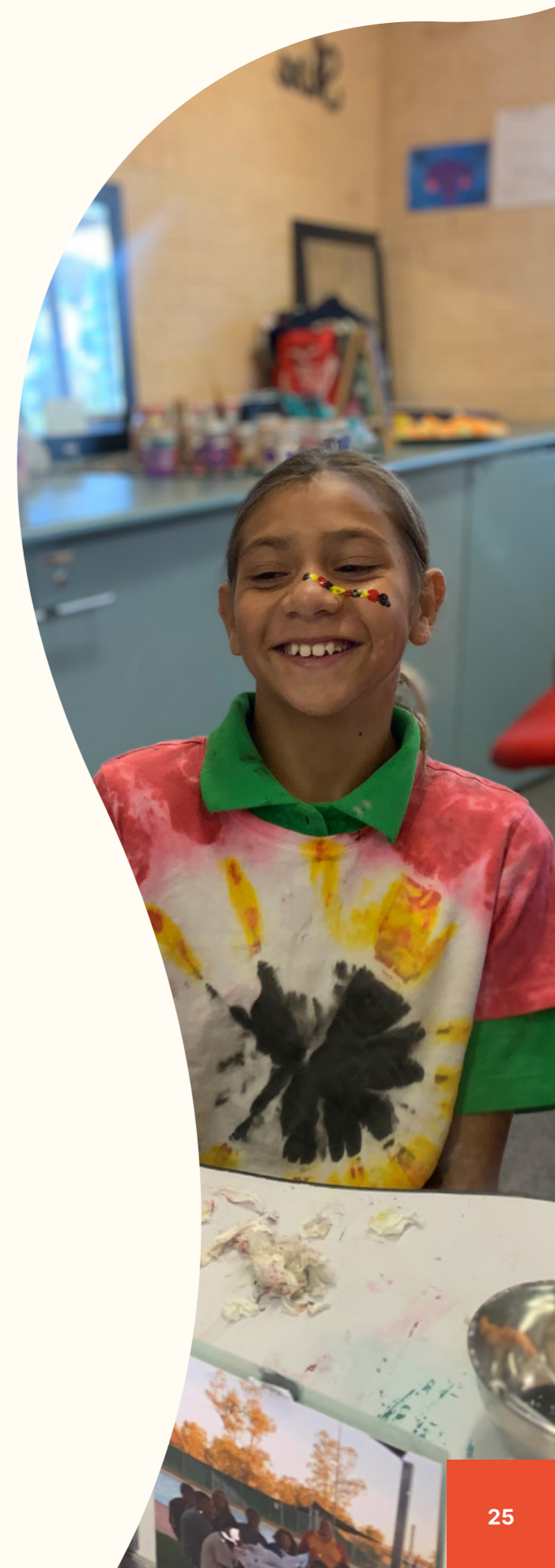
One of the most popular additions has been the use of sleepy dreamtime stories, created by First Nations storytellers, that allow students to connect with Country and quiet their minds during journalling and quiet time. The Tiddas 4 Tiddas podcast has also been a hit, featuring candid conversations with successful Indigenous women. Incorporating these new mediums encourages diversity, inclusivity, and healing while promoting positive Indigenous role models for the students.

These additions have helped us create a more engaging and holistic learning experience for the students. By sharing their culture in a safe environment and exposing all students to alternative career options and various role models through stories, we are helping to build a brighter future for all.

## Looking to the future

In late 2022, SHINE experienced a turnover of Board members and staff, and significant recruitment occurred to fill these roles. Our CEO, Rebecca Millar, resigned in November 2022, and we thank her for her commitment and dedication to our organisation for the past four years. Beth Brady stepped in a short-term acting role while recruitment for a new General Manager occurred. We thank her for her assistance during this time.

We would also like to thank our sponsors, funders and partner schools for their ongoing support and involvement. We are excited about what is ahead for the organisation and the girls we support. We look forward to continuing our SHINE mission by demonstrating to every girl they are valued.



## SECTION 2

# Champion Bay Senior High School

## SHINE Program

The SHINE program for Year 7-10 students has been an incredible journey of growth and learning during 2022. During the year, the program has emphasised diversity, inclusivity, healing, and support to promote healthy friendships, resilience building, conflict resolution, and overall well-being.

The Year 7 and 8 SHINE students have been engaged in various activities that promote team building, effective communication, and collaboration. These activities have helped the students learn to work together, appreciate diversity, and embrace change. Additionally, the students have been giving back to the community by volunteering in preparation for the "Late Night" program, which includes preparing food, baking cakes, and organising fun activities for other SHINE students to attend. This helps the students with structure and social well-being and instils the values of community service and inclusivity.

The program has also focused on emotional intelligence, particularly helping the students



identify their emotions and find appropriate ways to address them. This is vital for the girl's growth of self-love and resilience. To ensure respect is given and received, the girls must have a solid foundation to grow and excel. Our facilitators demonstrate this daily and reinforce how important it is. Students have been taught to recognise the feeling of anger and explore healthy ways of expressing and managing it. This helps the students understand their own emotions and promotes empathy and understanding towards others.

The SHINE students have also been actively involved in social justice issues, participating in the Walk Against Violence and leading the march with their heads held high. This has helped the students to appreciate the importance of standing up against violence and advocating for diversity, inclusivity, and healing.

The Year 10 SHINE students set some attainable goals for themselves in 2022, from improving their attendance to finding a casual after-school job. This helps the students to develop a sense of purpose, responsibility, and self-efficacy.

The program has also engaged the students in creative activities promoting confidence, teamwork, and communication. The Year 9 and 10 SHINE students collaborated to create their own unique themes for a photo shoot (one group chose a 90's theme, and the second chose a Euphoria theme). This activity helped them plan, work as a team, and build communication skills. This year the program also included a songwriting workshop, which explored the senses and promoted mindfulness and creative expression.

SHINE has also addressed essential topics such as bullying, consent, and communication skills. The program provides a safe and trusted space for students to discuss these sensitive topics and promote healthy relationships and boundaries.

During Career Week, the Year 10 SHINE students focused on future pathways and preparing for the workforce by creating bank accounts and resumes and securing part-time jobs at places like McDonald's, KFC and IGA. This helps the students develop their career skills and promotes financial independence and confidence.

To celebrate Mother's Day and Carer's Day, the SHINE students hand-painted pots and filled them with beautiful succulents for their loved ones. This activity promoted creativity and instilled a sense of gratitude and connection with their loved ones.

"Thank you all for another HUGE successful Year in 2022. We cannot wait to see what 2023 will bring and many more beautiful students to meet and witness them grow and flourish into independent solid young women. "

**Kama and Jodie**  
Facilitators at CBSHS

"SHINE has been a much-needed support here at CBSHS to ensure our young people have access to extra individualised and group support for both cultural/community connections and psychological support needed in the lives of young people. Often SHINE staff are aware before any other staff of the issues and concerns of our young people in SHINE, and having this valuable link between school staff, young people and their families provides extra wrap around support catered to the individual. The sense of community and belonging that is formed among students is seen throughout the activities performed in the community, bringing purpose, connection and value to the lives of these young

people. Often when asked, the first answer to "who are your support people?" is responded to with "SHINE.Also, you all rock!!"

**Rebecca Bright**  
Student Services Manager  
Champion Bay Senior High School

"Having a program like SHINE run in your school is probably one of the biggest assets you could have as a teacher. SHINE gives you a sense of community when working with their facilitators, as a teacher and Team leader I never felt alone in creating the best opportunities for my female students. The biggest highlight I have taken from working with SHINE has been the empowerment it gives to disengaged students; Seeing students take responsibility for their attendance so they could experience the camps SHINE had to offer, watching a young female student who refuses to speak in front of a class talk in front of hundreds of people and having a student come in early to school and complete a test, so they don't miss out on their class work or SHINE time. Those are just a couple out of the many moments I was able to see that the skills SHINE had built in some of my students. I love the confidence the program builds and brings out in its students and the team approach to catering for our students' educational needs"

**Teaka Howard**  
Teacher- Dance, Health and Physical Education  
Champion Bay Senior High School

## SECTION 2

# Rangeway Primary School

## SHIMMER Program

SHIMMER sessions are tailored to the strengths and abilities of each student. This approach encourages the girls to reach new heights at their own pace. We create a sense of belonging and safety where the girls can be their unique selves.

In the words of a student:

**"SHIMMER is our safe place, and I wish we had it twice a week."**

The SHIMMER promise code, "I promise to all of SHIMMER to stay honest and respect every girl's story", is fundamental to practicing respect and honouring our values not only within SHIMMER but also in the classroom and community. Students reaffirm this promise every term. They embrace SHIMMER expectations and understand that they are leaders of the next generation. Further, whilst participating in SHIMMER, the girls create rules to follow and welcome being role models for their younger peers.

The SHIMMER students explored what "beautiful" means to them and what makes them unique. They discussed feelings of insecurity and studied the lyrics of "Beautiful" by Christina Aguilera to understand the true meaning of the words.

Journaling is a crucial component of the program, and this practice encourages students to reflect on their experiences and what they have learned. Topics include goal setting, exploration of our hopes, dreams and worries, health and wellness, and relationships. Girls set personal and academic goals and learn about the steps and processes that can lead them to achieve them.

Girls painted rocks and wrote positive words to



express appreciation for the significant people in their lives. They explored what family means to each of them and how this may not always mean blood family. At Mother's Day morning tea, SHIMMER girls showed appreciation for their loved ones by pampering them with hand and head massages and nail painting. This practice of connection sought to build confidence and communication skills.

The program also touched on cyber security, and the students had more awareness following these lessons. Learnings included the importance of using social media responsibly and the pros and cons of using different social media platforms. Students completed a worksheet to identify the realities youth face today, such as identity theft and online bullying. We aim to provide girls with the skills to resolve conflict and empower them with the confidence to stand up to bullying. Through practical exercises, the girls can talk about what to do if they witness someone being bullied.



Kama's dedication to SHIMMER at Rangeway Primary School has been invaluable. Under her guidance and genuine care, these youngest students have experienced remarkable achievements regarding school attendance, confidence, and overall well-being.

### SHINE students say:

"The SHINE program helps me get to school and makes me feel more confident about myself. I also get more confident in talking to other people."

"The SHINE program helps me or makes me come to school on my SHINE days. It makes me feel safe, and it builds my confidence. I'm not shamed anymore to talk to anyone."

"This SHINE program has definitely boosted my confidence in talking to others around me. SHINE gets me wanting to go to school and makes me feel safer at school. I get excited to come to SHINE on Thursdays and Fridays every week. I want to come to SHINE every day."

"I'm new to SHINE; even though I'm new, SHINE has helped me feel more engaged in school, and because of SHINE, I've felt more positive about things that make me feel insecure."

## SECTION 2

# Mount Magnet District High School

## SHINE and SHIMMER Programs

### Sleepover and mine site visit

Mount Magnet SHIMMER and SHINE students have demonstrated dedication and hard work throughout the year. SHINE facilitated a movie night and sleepover at the Mount Magnet Recreation Centre to recognise their progress. The girls enjoyed designing their pillow slips in the lead-up to and on the night. They enjoyed a delicious dinner prepared by our generous sponsor Ramelius Resources. Students bonded during fun activities before settling in together to watch 'Luck'.

The heavy rains altered the plans for the following day, as the bus couldn't be taken out to the Granites with Auntie Lizzie as previously organised. Instead, the girls enjoyed a game of UNO and prepared fun activities for their families to enjoy before going to the scheduled mine visit at Ramelius Resources.

The mine site visit was exciting for the girls, as it encouraged them to explore potential future employment and training pathways and allowed them to meet SHINE Alumna, who are thriving in their positions with Ramelius Resources. The students toured the site and explored some of the on-site machinery.

Our incentives program is designed to encourage the girls to stick to their goals, and the shared experiences on this trip further reinforced the value of building strong relationships. After the tour, girls welcomed their families to the recreation centre to share lunch and enjoy activities that allowed them to pamper their loved ones. This time together served as a reminder that there are great things to do in life, and having time to enjoy and share experiences with others is a meaningful way of developing more profound connections.

## Mount Magnet cultural camp

This year, the Mount Magnet District High School students had the opportunity to participate in the Mount Magnet Cultural Camp, a fantastic event organised by Yulella, with support from WA Centre for Rural Health (WACRH), Geraldton Sporting Aboriginal Corporation (GSAC), and Bidi Bidi (Centacare). Beth, facilitator at Mount Magnet and Mickala, program assistant, took the SHINE bus to assist with transporting the group on their adventures. This experience allowed the girls to build new friendships and experience the richness of their local culture.

Approximately 30 local children joined the SHINE and SHIMMER girls on this adventure. They had the privilege of learning how to make a damper from a local Elder, swimming in a nearby waterhole, and discovering how to dig for 'grubs' in a 'shrub'. They also enjoyed a scenic drive to Lizard Hill, with plenty of opportunities for storytelling, singing, and games around the campfire.

We are grateful to Yulella, WACRH, GSAC, and Bidi Bidi for their collaboration and support in making this camp possible. These types of experiences will inspire and empower the students to achieve their full potential and make a positive impact in their communities.

## Growing to the stars

"Growing to the Stars" is a stunning art piece that resulted from the collaboration between SHIMMER and SHINE. The girls worked together to conceptualise and design the artwork, infusing it with their shared values and aspirations.

At their end-of-year assembly, the Mount Magnet girls presented their artwork and the story behind it to their peers, families, and community members. The girls confidently took turns speaking on the microphone, showcasing their creativity and unity. The presentation was highly praised by parents and school staff alike, with everyone impressed by the girls' confident delivery and meaningful artwork.



## SHIMMER and SHINE present their artwork inspired by how everyone is different and how we can all work together to reach our goals and dreams.

Our multimedia project is a symbol of growing together and how the SHIMMER and SHINE program helps us to reach for our dreams. Our artwork uses the symbol of a red mulga tree. The macramé roots represent the strong foundation that the SHIMMER and SHINE program gives us in our lives.

This year we learnt many topics, including making strong friendships, mindfulness, hygiene, healthy relationships, changing bodies, and confidence. We have learnt many skills to keep ourselves healthy and strong, physically and mentally. All these things have made us more confident in ourselves and our abilities.

Our red, yellow, and orange dot painting represents Badimaya Barna and all the other lands from where SHINE and SHIMMER girls' families come from. This is the colour of our land, and our connection to Country helps us to keep our spirits strong.

Our artwork uses the symbol of a red mulga tree which represents being strong and standing tall.

The tree also has unique and red peeling bark, and just like this bark, we too are all unique and strong.

The macramé roots represent the strong foundation that the SHIMMER and SHINE programs support us to build.

The yellow flowers represent our big and small achievements throughout the year.

The stitched-on leaves symbolise all the SHIMMER and SHINE girls who have been a part of the program this year. The leaves are all a bit different, just like us, but they are all part of the same tree. They are reaching up to the stars.

The starry night sky represents how we all reach up to stand strong and that we all have a place in this world. The stars represent our goals and dreams. If you aim for the moon but miss, you always land on one of the stars.

**SHINE and SHIMMER girls**





### Local supporter

Mount Magnet Local Supporter says:

I have lived in Mount Magnet all my life. Growing up here, I have never seen a program that has made such a difference to our young girls the way SHINE and SHIMMER have.

All these young girls are my nieces, and I love to see the difference that SHINE and SHIMMER programs have made in these young girls' lives.

The SHINE and SHIMMER programs in Mount Magnet are so important to our girls. They teach them to:

- Be strong
- Believe in themselves
- Prepare for getting older and adolescence
- Build confidence to be able to say NO if needed
- Show care and compassion for family and others
- Support each other
- Build their self-esteem and believe that they are beautiful young girls

- Respect themselves and each other
- Prepare for the real world.

I will always be grateful and appreciative to Ramelius Resources for supporting these programs in Mount Magnet. The SHINE and SHIMMER programs are led and delivered by an amazing facilitator who does a wonderful job for our girls.

If it wasn't for SHINE and SHIMMER programs, some of our young girls would struggle with life.

Thank you, Ramelius Resources and SHINE, for the knowledge and love that you bring to the young girls in Mount Magnet. You are making such a difference in their lives.

*Cecilia Kelly*

**Mount Magnet Supporter**



## SECTION 2

# SHINE Eco- Leadership Camp

The Year 9-10 SHINE Eco-leadership Camp in Shark Bay is an incredible opportunity for students to develop important life skills and learn from invaluable experiences.

The camp aims to reward students who are dedicated to their education and the SHINE Program. Invitations are extended to students who have achieved 90% (adjusted) attendance to school, consistently demonstrated positive behaviours, and completed their core work. During the camp, Wula Gura Nyinda Eco Cultural Adventures facilitates their Youth Cultural Awareness, Leadership and Team Building Program. This four-day program focuses on leadership, team building, communication, cultural awareness, environmental awareness, safety, active participation, and respect. Previous feedback from female students who have attended the Youth Cultural Awareness, Leadership and Team Building Program in Shark Bay in the past two years has indicated that it is highly beneficial; they are taught various essential life skills and learn about local indigenous history, culture and traditions.

Shark Bay SHINE Eco-leadership Camp outcomes are measured against the following criteria:

- Student attendance across four days
- Student participation in cultural awareness, leadership and team-building program activities
- Student feedback on benefits and learnings post camp.

During the camp, students could participate in various activities that helped them build their leadership skills, team-building abilities, and communication techniques. The program also focused on enhancing their cultural awareness, environmental knowledge, and safety training. The

students were encouraged to actively participate and learn about the local area, which brought them a new appreciation and understanding of Gutharraguda Shark Bay and the surrounding regions.

One of the most important benefits of this camp was that it instilled in the students a sense of respect for themselves and others. They could interact with different individuals and learn to appreciate the diversity within our community. By developing an understanding of Aboriginal culture, backgrounds and perspectives, the students strengthened their ability to collaborate with others, build relationships, and engage in meaningful discussions.

We are incredibly proud of our Year 9 and 10 students who worked hard to improve their attendance and were invited to this camp. Their dedication and commitment to their education and personal growth has been truly inspiring.

## Mira & Capes – Wula Gura Nyinda Eco Cultural Adventures

“SHINE Inspire Achieve Belong Inc is an extremely valued partner of Wula Gura Nyinda Eco Adventures. We have been creating and delivering on Country programs for youth and staff from SHINE for the past three years. During this time, we have witnessed first-hand the extremely high level of professionalism and the capacity to mentor young people. We only partner with quality community organisations that have the capacity to safely and respectfully deliver on Country education, and SHINE definitely ticks these boxes.”

In 2021, we welcomed a student to the SHINE program who showed remarkable growth throughout the year. Unfortunately, they experienced significant trauma, leading to a disrupted year and suspensions. As a result, their end-of-year attendance was 63%. Despite ongoing struggles, the student began 2022 with a positive attitude and a determination to attend the SHINE Eco-leadership Camp in Shark Bay. With a newfound leadership role among their

peers, the student pushed through challenges and achieved an impressive attendance rate of 94%. During the camp, the student, who was from the land of Gutharraguda (Shark Bay), was particularly excited to connect with their culture and asked many insightful questions about Wula Gura Nyinda Eco Adventures Darren Capewell. We are immensely proud of this student's resilience and accomplishments.

**A facilitator from CBSHS who attended the Camp**



SECTION 2

# Mine site visits

We extend our heartfelt gratitude to our mining partners, 29 Metals, Mount Gibson Iron, Iluka Resources, and Ramelius Resources, whose support and collaboration enable the students to receive an enriching learning experience and shed light on the significant roles available to women in the mining industry and economy. This exposure to the physical mine sites and refinery plants enables students to gain a deeper understanding of the magnitude of exciting opportunities in the industry.

Ten girls from CBSHS visited the Iluka Resources refinery in September 2022 with their facilitators. Students were excited to wear Hi-Viz and other personal protective equipment and to be inducted on-site. This practice and procedure gave students a realistic sense of what it would be like to work at the Iluka Narngulu refinery plant. They observed the workings of the refinery and learned about the process of refining mineral sands, the end products and their destinations across the globe.

The girls were provided insight into future career possibilities with Iluka, which they will be able to take up local employment opportunities in the future. Five SHINE alumnae students have already pursued such opportunities and are now working for Iluka. This is rewarding to see and reflects the important role excursions play in our program in showcasing employment opportunities to the girls. Iluka has been a long-term sponsor of SHINE, and we appreciate their sponsorship and partnership.

The Mount Magnet students also went on a scheduled mine visit at Ramelius Resources in 2022, exploring the site and learning about the various roles that mining offers (see page 30 for further details)



## SECTION 2

# Alumnae

Our dedicated facilitators have maintained contact with some of our alumnae over the years, and we share the successes of some of the graduate students here.

SHINE alumnae success stories include the attainment of an administration traineeship at a local electrical business, engagement in nursing studies, employment at Yamatji Southern Regional Corporation, multiple uptakes of careers in mining, including two at BHP, one at Rio Tinto, two at Ramelius Resources, and one at QEM. Additionally, two SHINE alumnae have secured local hairdressing apprenticeships, and one is currently studying to become a chef at a local café. We are also thrilled to share that one SHINE graduate was nominated for Trainee of the Year, and another is now in year 11 and, along with her team, "Follow the Dream," helped to raise over \$2,000 for SHAVE for a Cure. As conveyed by this example, community involvement and spirit speak directly to SHINE mission and values.

The SHINE alumnae program is vital for our graduating SHINE students to transition into future career pathways successfully. Through this program, we can maximise sponsor-led and other employment opportunities to increase the SHINE graduate employment rate. In 2023 we will continue the SHINE Alumnae program with a focus on opening communication channels for SHINE alumnae to stay connected and provide support as they transition into higher education and careers.

With immense gratitude, we thank our partners for their support in providing opportunities for our students to succeed and positively impact their communities.

## SHINE Graduate says:

In 2020, I was a Year 9 student and was chosen to be a part of SHINE. While attending John Wilcock at the time and being at the school during its transition to Champion Bay Senior high school, I understood SHINE as a program where girls gain hair salon workplace-ready skills while also learning about hair and makeup. But after joining the SHINE program back in 2020, I learnt that it also involves educating young women to be independent, determined and professional. I had the pleasure of meeting Jodie as a mentor and friend throughout my first and second year in SHINE while also meeting others such as Kama, Kerry, Beth and Mickala on the way. The SHINE program not only helped me gain further knowledge in hair care but it extended my knowledge in hygiene, feminine products, healthy versus toxic relationships, pregnancy contraception, safe sex and sexually transmitted diseases, just to name a few, which I'd encourage as many people to be educated on as possible. The SHINE program also increased my skills and experience in physical tasks ranging from phone communication, customer service, teamwork, professionalism and anger management. SHINE has not only educated me, taught me a range of different skills and given me experiences that many cannot, but it has also provided me with a safe space to share, listen and be comforted by the amazing staff and girls within the program. The staff go above and beyond, flooding you with appreciation, kindness, sympathy, hugs and love, which will forever be appreciated. I still miss my weekly SHINE days and will take advantage of visiting the SHINE room now that it's my last year in high school.



## SECTION 2

# Testimonials

Dear Jodie,

I don't know how to start this letter, but I'll try my best. I remember our first SHINE day of 2021, I was a shy and quiet girl who wouldn't speak unless spoken to but on the inside. I was very excited to be in SHINE, as it made me feel as if I truly did belong in that salon. You were so sweet and caring towards me even though you didn't know me very well, which made me feel safe whenever I was around you, and you very quickly became my trusted person, my second Mum, a Mum I didn't know I needed before I met you. Slowly throughout Year 9, I came out of my shell and started to do public speaking on behalf of SHINE, but I couldn't have done it without you. You were patient with me, chipping at my shell piece by piece throughout 2021, and I'm glad you did. You were there to listen to me when I went through a dark stage in my life; you were the shoulder I could cry on, the person I could count on no matter the situation I was in. You were there by my side, believing in me, telling me that I was ok and that I could get through everything life throws my way. You've seen me at my lowest of lows and seen me at my highest of highs, you've supported me through thick and thin, and I thank you for that. You saved my life so many times just by simply giving me a hug and telling me that you loved me, and I honestly can't thank you enough. Now I'm coming towards the end of my second year of SHINE, and what a year it has been. I truly do believe that without SHINE, I wouldn't be the confident, daring young lady I am today, and I owe it all to you. Throughout this year, you have made me see my worth time and time again you put me out of my comfort zone time, and you've never let go of my hand throughout my journey with SHINE. Before being in SHINE, I didn't see a future with me in it, but because of your love and support, I can see a bright future ahead of me. I am sorry that this letter seems to be going on for a long time. There's a lot I need to thank you for.



Thank you for always being there for me whenever I needed you the most, Jodie; I couldn't have done any of it without you by my side, loving and supporting me throughout the last two years. I love you, Jodie, now and forever.

Xoxo

**SHINE 2021-2022**

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

**SHINE Student**

"SHINE will always be my home  
It'll be with me in my bones  
It's help me over my fears  
And see the light through my tears  
Jodie and Kama have shown me how to SHINE  
And how to have a good time  
They showered me in unconditional LOVE  
And prepared me for the real world  
with a little shove  
SHINE days were always fun  
And we get task done  
All though my SHINE days are over  
SHINE will forever be my four-leaf clover."

## SHINE Student

"To Kama & SHINE facilitators,

Just wanted to touch base and let you how much my girl has grown in self esteem and confidence.

My daughter Hannah S has been part of the SHINE community since SHIMMER in year 6.

Last year I seen a lot of personal growth for her. She struggles with anxiety and separation from myself. But with the help of Kama and SHINE community she has started using her voice to express how she feels and when she has experienced some bullying she has been able to voice when stuff has been done to her.

Hannah was chosen to go down to the foreshore for a sponsorship event for SHINE. She spoke highly of the event and wore the shirt proudly afterwards.

Hannah has found other adults she can come to and get advice even if she doesn't want to take it on board at the time, it comes out later.

This year she has meet Jodie and is already looking forward to building a relationship with her and the end of year Shark bay camp."

Kind regards

**Melissa Saunders**

**Parent of SHINE Student**

## How SHINE has helped me.

"I live with my amazing dad but I haven't grown up with the best mother which a young girl needs however, Jodie and the SHINE program have been the best mother figure/s I could ever ask for. SHINE has helped me through thick and thin from school arguments to personal dilemmas. SHINE is there for us no matter what and the best sister hood any young girl needing a hand could ask for.

SHINE has made me become such an outgoing and confident person, thanks to SHINE I am following my dream of becoming an apprentice jockey, horse racing being one of the worlds most male dominated sports there is. I am currently finishing year 12 and doing track work riding a few days a week!

The SHINE program has taken us on some amazing camps and excursions that I wouldn't of been able to do if it wasn't for them. All the ladies at SHINE are loving and caring and would do anything for us girls

SHINE has left a loving and lasting impression and I am so very thankful I could be apart of the program but as SHINE says "once a SHINE girl, always a SHINE girl"

## SHINE Student

# 03

belong

SECTION 3

# Program partners

SHINE is grateful to its sponsors, school partners, families, community partners, volunteers, and the community, your ongoing support is vital and valued.

Our partner schools is where all the hard work happens and we thank the Principals and staff for working alongside us to make a difference every day.

- Champion Bay Senior High School
- Rangeway Primary School
- Mount Magnet District High School

This year we greatly appreciated the continued support from the following organisations who supported our programs and invested in the future of young girls and women in the Midwest:

- National Indigenous Australians Agency
- Western Australian State Government Department of Education
- 29Metals Golden Grove
- Iluka Resources
- Ramelius Resources
- Australia Gas Infrastructure Group
- MACA
- Sodexo Australia
- City of Greater Geraldton
- Midwest Development Commission
- Iberdrola Australia

We also value our long-term partnerships with the following organisations who provided workshops and experiences for students which were integral to our program:

- Desert Blue Connect
- Central Regional TAFE and
- Geraldton Regional Aboriginal Medical Service.

This support combined with the generous in-kind support from:

- Mount Gibson Iron
- Geraldton Sporting Aboriginal Corporation
- Bunnings
- FoodBank
- Woolworths
- Kleenheat
- Process Worx
- Geraldton Coach Lines
- WA Country Health Service - Midwest
- WA Centre for Rural Health
- WA Police

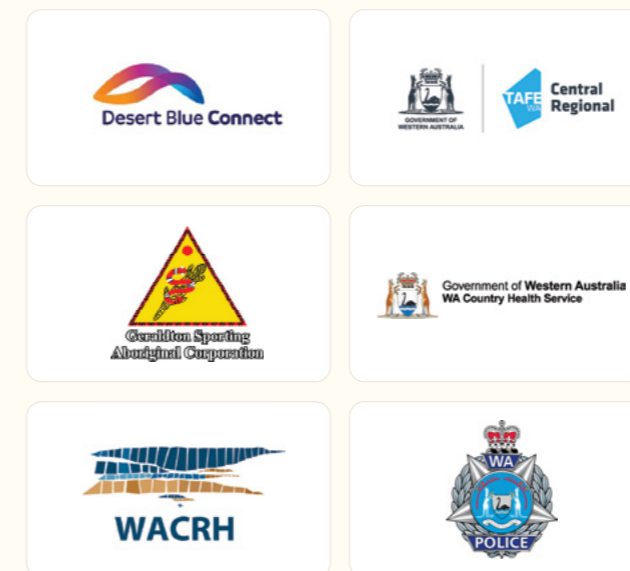
*Thank you to Inspire WA and the WA Police Crime Prevention Fund for awarding us grants to deliver inspiring experiences for girls in our program.*

thankyou

## SHINE Program Partners



## Community Partners



## Business/Government Supporters



## SECTION 3

# Sponsor day

Sponsors Day occurred this year at Pollinators City Hive, then at the Geraldton foreshore for an afternoon tea and kite flying experience with the SHINE students. All our sponsors and partners were invited to this event, where the girls spoke about the skills they have learned and their experiences in the program, all of which have enabled them to grow and confidently express who they are.

SHINE has been fortunate to be supported by sponsors and partners in various ways, from providing resources, funding, in-kind support, site visits, and community engagement with our students.



## SECTION 3

# Our Board



## Cilla de Lacy,

### Chair

Cilla is a Graduate of the Australian Institute of Company Directors and has held numerous governance roles, including Councillor and Mayor of the City of Nedlands (2017-21), Panel member of Metro Inner North Joint Development Assessment Panel (2020) and Parent representative Hollywood Primary School Board. A public policy professional and community advocate, Cilla established and chaired the Hollywood Underground Power Action Group (2016-18) and was an inaugural member of Westcycle's Transport and Advocacy Advisory Group (2019-20).

With an Honours degree in Natural Resource Management, a Master in Environmental Law and a Graduate Certificate in Social Impact, Cilla's career over three decades has focused on championing the public good through developing public policy in the areas of water, energy, land planning, community/social infrastructure and transport.

In joining SHINE, Cilla hopes she can help as many girls as possible to achieve their dreams, whatever they may be, by establishing the solid foundations of a good education.



## Libby Soderholm,

### Deputy Chair

Libby is a Non-Executive Director, Consultant and Sports Physiotherapist and has worked in business, government, non-for-profit, health and community organisations. For many years she was Managing Director of 2 multidisciplinary health clinics in Western Australia, and has a background in business operations, clinical governance, risk and strategy. With a passion for the health and wellbeing of women and community, Libby is currently vice chair for South Coastal Health and Community Services Board, and does work with the Australian Health Practitioners Regulatory Agency and the Australian Physiotherapy Association. She is the Australian representative for the International Private Physical Therapy Association (IPPTA), a subgroup of World Physiotherapy. In 2001 she was the proud recipient of the Kim Beasley "Service to the Community" Award and worked at the Sydney Olympics in 2000 as a Sports Physiotherapist.





**Jasmyn Williams,**  
Non Executive Director

Jasmyn works as a Lecturer at Central Regional TAFE in the Community Services, Youth Work and Mental Health qualifications. Possessing her Diploma in Community Welfare and Cert IV in Training and Assessment Jasmyn has worked in the community services sector for 15 years and has been a long-time supporter of the SHINE program. Jasmyn is a resident of Geraldton and has raised her family here. Jasmyn is passionate about building capacity in our communities and committed to creating communities that are safe for everyone.



**Racheal Enkel,**  
Non Executive Director

Having lived in WA all her life and with a strong sense of family and giving back, Racheal has volunteered and worked in rapidly changing community, aged and disability services. She has a passion to give back and ensuring everyone feels valued, safe and has every opportunity to be their best, no matter who they are.

Never one to sit still, Racheal is constantly trying to keep ahead of the curve and has a thirst for knowledge and continuous improvement. Racheal is also an Alumni of Leadership WA, AIM WA and Member of Australian Institute of Company Directors. Racheal has worked on the board of Not For Profits in WA in a variety of roles.



**Wen Jun-Lee,**  
Treasurer

Wen is a corporate finance executive with 18 years of experience in investment banking, strategic planning/budgeting and corporate development. He is currently employed by Mount Gibson Iron as Head of Corporate Development, reporting directly to the Chief Executive Officer. In this role, he is responsible for the company's internal and external growth opportunities, financial analysis of large commercial arrangements, and overseeing the annual budget and quarterly review processes. Before this current role, Wen gained investment banking experience with Macquarie Group in Sydney and London and strategic planning experience with BHP in Perth.

Wen has a double degree in Law and Commerce and has completed the Chartered Accountant program and Company Directors Course with the AICD. He has experience in the not-for-profit sector, volunteering for the last seven years as a Research Grants Advisory Committee Member with Cancer Council Western Australia, assisting in assessing cancer research projects for funding.

Working with SHINE presents an excellent opportunity for Wen to combine his broad financial and strategic experience with recent governance learnings. Mount Gibson Iron has long supported SHINE, and Wen has always been interested in the program. In addition to his strong financial experience, formal education and interest in the Mid-West, Wen brings cultural and gender diversity to the Board.



**Stephanie Knox,**  
Secretary

Steph has a Bachelor of Human Services (Disability) and a Bachelor of Social Work (2002) and has worked in human services on the ground and in leadership positions for over 30 years. She has also run a Family Day Care Service for four years and worked for State Government in Contracting and Grant Management positions for 13 years. She has led teams in Perth metro and rural and remote locations, including the Kimberley, Goldfields and South West regions. She has experience working across various sectors, including disability, veterans, mental health, youth justice, Out of Home Care and Aboriginal Driver Training Programs. She is currently the Operations and Development Manager for a Disability NDIS provider based in Perth.

Steph is passionate about supporting young women in their educational development so they can progress toward their professional goals. She is especially interested in supporting programs that seek to reduce personal and systemic barriers that address disadvantage and is very excited to be supporting the work of the SHINE team.

# 04

achieve

## SECTION 04

# Treasurers report

The Shine and Shimmer programs supported 124 girls and young women in 2022, making a real difference to their lives. It has been a privilege to work with our partner schools, Champion Bay Senior High School, Mount Magnet District High School and Rangeway Primary School, to deliver these programs.

We would like to thank our generous sponsors, many of whom are long standing, for their support throughout the year. 29 Metals, Iluka Resources, MACA and Ramelius Resources have all contributed significantly in making a real difference to the communities in which they operate. Without their valuable contributions, be it monetary, in-kind, or both, Shine would not be able to offer its programs to girls in the Mid-West. Shine was also fortunate to receive grants from Australian Gas Infrastructure Group, the City of Greater Geraldton, Iberdrola and the Mid West Development Commission to support our school programs and associated activities. Funding was also received from the Department of Education and the National Indigenous Australians Agency. We are incredibly thankful to all our partners and look forward to their continued support.

Over the course of 2022, Shine migrated its accounting system to Xero, so Shine now has an independent organisational accounting system. Whilst implementation has had its challenges, we expect to see the benefits of this over the coming years with more accurate accounting and timely reporting.

In August 2022, Shine also engaged international accounting firm RSM to provide bookkeeping, payroll, BAS and reporting services. Importantly, RSM have staff based locally in Geraldton, ensuring Shine's needs are well attended to.

Shine's trading income in 2022 increased by ~9.0% to ~\$605k, however a 13.5% increase in expenses to ~\$625k saw Shine post a loss of \$18k in 2022. Shine was not immune to the rapid rise in inflation being experienced throughout the Western Australian economy, particularly in salaries and wages. The challenge for 2023 will be to contain costs whilst still providing a high level of support through our programs. Importantly, our cash position remains robust, ensuring the organisation is well funded to continue its vital work.

*Wen-Jun Lee*

Treasurer



## SECTION 04

# Our Finances

SHINE INSPIRE BELONG INCORPORATED  
ABN 78 319 066 811

FINANCIAL REPORT  
FOR THE YEAR ENDED  
31 DECEMBER 2022

Liability limited by a scheme approved under Professional Standards Legislation

## SECTION 04

# SHINE Inspire Achieve Belong Incorporated

ABN 78 319 066 811

## Committee's Report

Your committee members submit the financial report of SHINE Inspire Achieve Belong Incorporated for the financial year ended 31 December 2022.

## Office Holders

The name of the committee members at the date of this report are:

Officer	Position	Appointed	Resigned
Cilla de Lacy	Chairperson	June 22	
Libby Soderholm	Vice Chairperson	June 22	
Wen-Jun Lee	Treasurer	November 22	
Stephanie Knox	Secretary	November 22	
Jo Abraham	Acting Chair	January 22	June 22
Marli van Wyk	Treasurer	January 22	October 22
Barbara Thompson	Secretary	January 22	October 22

## Committee Members

The names of committee members throughout the year and at the date of this report are:

Officer	Position	Appointed	Resigned
Cilla de Lacy	Chairperson	June 22	
Libby Soderholm	Vice Chairperson	June 22	
Wen-Jun Lee	Treasurer	November 22	
Stephanie Knox	Secretary	November 22	
Rachel Enkel	Member		
Marli van Wyk	Treasurer	January 22	October 22
Barbara Thompson	Secretary	January 22	October 22
Jo Abraham	Acting Chair	January 22	June 22
Jasmyn Williams	Member		January 23
Jenni Harrison	Member		June 22
Miriam Stanborough	Member		June 22
Mark Adam	Member		March 22
Alma Fulurija	Member		August 22
Rebecca Millar	Chief Executive Officer		November 22
Beth Brady	Acting CEO	December 22	March 23

## Principal Activities

The principal activities of the association during the financial year were:

To support SHINE Inspire Achieve Belong Inc. in the active engagement of school-age students who identify as female or non-binary, who are at risk of disengaging from education, in alternative, structured values-based engagement, prevention and intervention programs.

Foster and create partnerships with schools and other strategic networks to expand SHINE Inspire Achieve Belong Inc. into other educational and non-educational areas that support the philosophy of SHINE Inspire Achieve Belong Inc.

Procure funding from, and propel exposure of the program to, stakeholders such as Local, State and Federal governments, private sector, community and any other organisations that can further support the SHINE Inspire Achieve Belong Inc. program.

Innovate the SHINE Inspire Achieve Belong Inc. program and employ and develop staff to ensure they are highly trained and culturally sensitive to deliver the model, and to maintain key values of program integrity, empowerment and diversity as the fundamental success factors.

Develop and achieve specific targets relating to attendance, behavioural change and community contribution that relate to the participants and the program's performance and outcomes

To receive, and acquit grants received from government agencies and other sources for the purpose of achieving the association's objects.

## Significant Changes

The former Chair Jenni Harrison resigned late in 2021 contributing to other changes on the Board including Jo Abraham stepping up into the Acting Chair role until June 2022 when Cilla de Lacy joined the Board as Chair. Jenni's exit saw a number of other Board members resign, several who had been on the Board for a significant period of time. The

new Chair recruited heavily in the second half of 2022 resulting in 3 new Board members including a new Treasurer and Secretary. Late in 2022 the CEO announced she was moving on and the Board used the opportunity to evaluate the role and reposition it as a General Manager. An Acting CEO was appointed for a 3 month period while the Board recruited a new GM; appointing Daphne White to the role in March 2023.

## Operating Result

The loss after providing for income tax for the financial year amounted to, \$13,269.

## Going Concern

This financial report has been prepared on a going concern basis which contemplates continuity of normal business activities

and the realisation of assets and settlement of liabilities in the ordinary course of business. The ability of the association to

continue to operate as a going concern is dependent upon the ability of the association to generate sufficient cashflows from

operations to meet its liabilities. The members of the association believe that the going concern assumption is appropriate.

Signed in accordance with a resolution of the Members of the Committee on:



**Cilla de Lacy**  
Chairperson  
Date: 15/05/2023



**Wen-Jun Lee**  
Treasurer  
Date: 19/05/2023

## SECTION 04

# Officers' declaration

## SHINE Inspire Achieve Belong Incorporated For the year ended 31 December 2022

In the officers' opinion:

- The incorporated association is not a reporting entity because there are no users dependent on general purpose financial statements. Accordingly, as described in note 1 to the financial statements, the attached special purpose financial statements have been prepared for the purposes of complying with the Australian Charities and Not-for-profits Commission Act 2012 and Western Australian legislation; the Associations Incorporation Act 2015, the Charitable Collections Act 1946 and associated regulations;
- The attached financial statements and notes comply with the Accounting Standards as described in note 1 to the financial statements;
- The attached financial statements and notes give a true and fair view of the incorporated association's financial position as at 31 December 2022 and of its performance for the financial year ended on that date; and
- There are reasonable grounds to believe that the incorporated association will be able to pay its debts as and when they become due and payable.

On behalf of the officers,



**Cilla de Lacy**  
Chairperson  
Date: 15/05/2023



**Wen-Jun Lee**  
Treasurer  
Date: 19/05/2023

## SECTION 04

# Statement of Profit or Loss and Other Comprehensive Income

	2022	2021
<b>Income</b>		
Trading Income		
Grant Income	604,447	554,642
<b>Gross Profit from Trading</b>	<b>604,447</b>	<b>554,642</b>
<b>Other Income</b>		
Interest Income	947	-
Term Deposit interest	1,197	1,061
<b>Total Other Income</b>	<b>2,144</b>	<b>1,061</b>
<b>Total Income</b>	<b>606,591</b>	<b>555,703</b>

	2022	2021
<b>Expenses</b>		
Annual General Meeting	4,097	183
Audit Fees	5,000	1,320
Bad Debt Provision	-	100
Bank Fees	186	30
Board Expenses	5,039	-
Bookkeeping	17,692	9,199
Cleaning	-	6
Clothing	344	395
Community Engagements	279	-
	1,139	2,073
Consulting Fees	6,555	7,521
Contractors	897	6,082
Depreciation	6,002	7,207

	2022	2021
<b>Expenses</b>		
End of Year Celebration	772	919
Health & Wellbeing Consumables	687	9,464
Hire of Plant & Equipment	-	1,326
Insurance	13,794	7,998
Leave Entitlements	(1,304)	20,982
Legal & Governance Costs	495	1,205
Licences	3,321	2,481
Maintenance Costs	227	676
Marketing Costs	547	6,837
Meals	-	970
Meeting Expenses	375	200
Motor Vehicle Expenses	1,528	686
Other Consumables	1,991	1,493
Presenter fees	-	5,400
Printing, Postage & Stationery	1,806	5,010
Professional Development	5,884	4,976
Rent	13,200	13,200
Resources	10,699	1,690
Salaries & Wages	432,673	352,826
SHINE Movie Nights	-	1,212
Shine Camps	25,735	25,922
SHINE Incentives	455	62
Sponsors Day	1,415	465
Strategy Day	4,895	9,948
Superannuation	43,810	34,100
Telephone and Internet Expenses	1,864	3,508
Travel & Accommodation	7,300	3,077
Uniforms	463	-
<b>Total Expenses</b>	<b>619,860</b>	<b>550,752</b>
<b>Profit/(Loss) Before Income Tax</b>	<b>(13,269)</b>	<b>4,951</b>
<b>Net Profit/(Loss) After Income Tax</b>	<b>(13,269)</b>	<b>4,951</b>
<b>Total Comprehensive Income/(Loss)</b>	<b>(13,269)</b>	<b>4,951</b>

## SECTION 04

# Statement of Financial Position

	Notes	2022	2021
<b>Assets</b>			
<b>Current Assets</b>			
Cash and Cash Equivalents	2	466,199	459,770
Trade and Other Receivables	3	1,317	2,732
<b>Total Current Assets</b>		<b>467,516</b>	<b>462,502</b>
<b>Non-Current Assets</b>			
Property, Plant and Equipment	4	14,241	16,810
<b>Total Non-Current Assets</b>		<b>14,241</b>	<b>16,810</b>
<b>Total Assets</b>		<b>481,757</b>	<b>479,311</b>
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Trade and Other Payables	5	11,220	2,805
Tax Liabilities	6	10,643	2,038
<b>Total Current Liabilities</b>		<b>21,863</b>	<b>4,843</b>
<b>Non-Current Liabilities</b>			
Trade and Other Payables	5	15,559	16,350
Borrowings		28,135	28,648
<b>Total Non-Current Liabilities</b>		<b>43,693</b>	<b>44,998</b>
<b>Total Liabilities</b>		<b>65,556</b>	<b>49,841</b>
<b>Net Assets</b>		<b>416,201</b>	<b>429,470</b>
<b>Equity</b>			
Retained Earnings	7	416,201	429,470
<b>Total Equity</b>		<b>416,201</b>	<b>429,470</b>

## SECTION 04

# Statement of Changes in Equity

	2022	2021
<b>Equity</b>		
Opening Balance	429,470	-
Profit for the Period	2,732	193,962
Retained Earnings	-	424,519
Total Increases	(13,269)	429,470
<b>Total equity</b>	<b>416,201</b>	<b>429,470</b>

## SECTION 04

# Statement of Cash Flows

	2022	2021
<b>Operating Activities</b>		
GST	(10,011)	(3,669)
Cash receipts from other operating activities	636,019	554,570
Cash payments from other operating activities	(626,256)	(549,345)
<b>Net Cash Flows from Operating Activities</b>	<b>(248)</b>	<b>1,556</b>
<b>Investing Activities</b>		
Proceeds from sale of property, plant and equipment	8,210	14,832
Payment for property, plant and equipment	(5,642)	(31,642)
Other cash items from investing activities	282	(1,599)
<b>Net Cash Flows from Investing Activities</b>	<b>2,850</b>	<b>(18,409)</b>
<b>Financing Activities</b>		
Proceeds from borrowings	18,016	28,648
Repayment of borrowings	(18,529)	-
Other cash items from financing activities	4,340	447,975
<b>Net Cash Flows from Financing Activities</b>	<b>3,827</b>	<b>476,622</b>
<b>Net Cash Flows</b>	<b>6,429</b>	<b>459,770</b>
<b>Cash and Cash Equivalents</b>		
Cash and cash equivalents at beginning of period	459,770	-
Net change in cash for period	6,429	459,770
<b>Cash and cash equivalents at end of period</b>	<b>466,199</b>	<b>459,770</b>





## SECTION 04

# Notes to the Financial Statements

## 1. Significant Accounting Policies

The principal accounting policies adopted in the preparation of the financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

### Basis of preparation

In the officers' opinion, the incorporated association is not a reporting entity because there are no users dependent on general purpose financial statements. These are special purpose financial statements that have been prepared for the purposes of complying with the Australian Charities and Not-for-profits Commission Act 2012 and Western Australian legislation the Associations Incorporation Act 2015, the Charitable Fundraising Act 1991 and associated regulations. The officers have determined that the accounting policies adopted are appropriate to meet the needs of the members of Pinnacle Incorporated Association Special Purpose.

These financial statements have been prepared in accordance with the recognition and measurement requirements specified by the Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ('AASB') and the disclosure requirements of AASB 101 'Presentation of Financial Statements', AASB 107 'Statement of Cash Flows', AASB 108 'Accounting Policies, Changes in Accounting Estimates and Errors', AASB 1048 'Interpretation of Standards' and AASB 1054 'Australian Additional Disclosures', as appropriate for not-for-profit oriented entities.

### Historical cost convention

The financial statements have been prepared under the historical cost convention.

### Critical accounting estimates

The preparation of the financial statements requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the incorporated association's accounting policies. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements, are disclosed in note 2.

## Revenue Recognition

The incorporated association recognises revenue as follows:

### Revenue from contracts with customers

Revenue is recognised at an amount that reflects the consideration to which the incorporated association is expected to be

entitled in exchange for transferring goods or services to a customer. For each contract with a customer, the incorporated association: identifies the contract with a customer; identifies the performance obligations in the contract; determines the transaction price which takes into account estimates of variable consideration and the time value of money; allocates the transaction price to the separate performance obligations on the basis of the relative stand-alone selling price of each distinct good or service to be delivered; and recognises revenue when or as each performance

obligation is satisfied in a manner that depicts the transfer to the customer of the goods or services promised.

Variable consideration within the transaction price, if any, reflects concessions provided to the customer such as discounts, rebates and refunds, any potential bonuses receivable from the customer and any other contingent events. Such estimates are determined using either the 'expected value' or 'most likely amount' method. The measurement of variable consideration is subject to a constraining principle whereby revenue will only be recognised to the extent that it is highly probable that a significant reversal in the amount of cumulative revenue recognised will not occur. The measurement constraint continues until the uncertainty associated with the variable consideration is subsequently resolved. Amounts received that are subject to the constraining principle are recognised as a refund liability.

### Sales revenue

Events, fundraising and raffles are recognised when received or receivable.

### Donations

Donations only recognised on receipt.

### Grants

Grant revenue is recognised in profit or loss when the incorporated association satisfies the performance obligations stated within the funding agreements.

If conditions are attached to the grant which must be satisfied before the incorporated association is eligible to retain the contribution, the grant will be recognised in the statement of financial position as a liability until those conditions are satisfied.

Where grants relate to construction of property, plant & equipment, the grant is deducted from that cost.

### Interest

Interest revenue is recognised as interest accrues using the effective interest method. This is a method of calculating the amortised cost of a financial asset and allocating the interest income over the relevant period using the effective interest rate, which is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset to the net carrying amount of the financial asset.

### Other revenue

Other revenue is recognised when it is received or when the right to receive payment is established.

## Income Tax

As the incorporated association is a charitable institution in terms of subsection 50-5 of the Income Tax Assessment Act 1997, as amended, it is exempt from paying income tax.

## Current and Non-Current Classification

Assets and liabilities are presented in the statement of financial position based on current and non-current classification. An asset is classified as current when: it is either expected to be realised or intended to be sold or consumed in the incorporated association's normal operating cycle; it is held primarily for the purpose of trading; it is expected to be realised within 12 months after the reporting period; or the asset is cash or cash equivalent unless restricted from being exchanged or used to settle a liability for at least 12 months after the reporting period. All other assets are classified as non-current.

A liability is classified as current when: it is either expected to be settled in the incorporated association's normal operating cycle; it is held primarily for the purpose of trading; it is due to be settled within 12 months after the reporting period; or there is no unconditional right to defer the settlement of the liability for at least 12 months after the reporting period. All other liabilities are classified as non-current.

## Cash and Cash Equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with financial institutions, other short-term, highly liquid investments with original maturities of three months or less that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

## Trade and Other Receivables

Other receivables are recognised at amortised cost, less any allowance for expected credit losses.

## Property, Plant and Equipment

Plant and equipment is stated at historical cost less accumulated depreciation and impairment. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Depreciation is calculated on a straight-line and diminishing basis to write off the net cost of each item of property, plant and equipment (excluding land) over their expected useful lives as follows:

Buildings	40 years
Freehold improvements	15 years
Plant and equipment	3-7 years
Motor vehicles	5-7 years
Office equipment	3-5 years

The residual values, useful lives and depreciation methods are reviewed, and adjusted if appropriate, at each reporting date. An item of property, plant and equipment is derecognised upon disposal or when there is no future economic benefit to the incorporated association. Gains and losses between the carrying amount and the disposal proceeds are taken to profit or loss.

## Trade and Other Payables

These amounts represent liabilities for goods and services provided to the incorporated association prior to the end of the financial year and which are unpaid. Due to their short-term nature they are measured at amortised cost and are not discounted. The amounts are unsecured and are usually paid within 30 days of recognition.

## Employee Benefits

### Short-term employee benefits

Liabilities for wages and salaries, including non-monetary benefits, annual leave and long service leave expected to be settled wholly within 12 months of the reporting date are measured at the amounts expected to be paid when the liabilities are settled.

### Other long-term employee benefits

The liability for annual leave and long service leave not expected to be settled within 12 months of the reporting date are measured at the present value of expected future payments to be made in respect of services provided by employees up to the reporting date using the projected unit credit method. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on high quality corporate bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

### Defined contribution superannuation expense

Contributions to defined contribution superannuation plans are expensed in the period in which they are incurred.

## Goods and Services Tax ('GST') and other similar taxes

Revenues, expenses and assets are recognised net of the amount of associated GST, unless the GST incurred is not recoverable from the tax authority. In this case it is recognised as part of the cost of the acquisition of the asset or as part of the expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the tax authority is included in other receivables or other payables in the statement of financial position.

Cash flows are presented on a gross basis. The GST components of cash flows arising from investing or financing activities which are recoverable from, or payable to the tax authority, are presented as operating cash flows.

Commitments and contingencies are disclosed net of the amount of GST recoverable from, or payable to, the tax authority.

## 2. Cash and Cash Equivalents

	2022	2021
<b>Bank Accounts</b>		
NAB Cheque Account	-	459,770
Bendigo Bank Term Deposit	201,197	-
Bendigo Savings Account	262,353	-
Shine Debit Card	2,649	-
<b>Total Bank Accounts</b>	<b>466,199</b>	<b>459,770</b>
<b>Total Cash and Cash Equivalents</b>	<b>466,199</b>	<b>459,770</b>

## 3. Trade and Other Receivables

	2022	2021
<b>Current</b>		
Trade Receivables	-	1,133
<b>Prepayments</b>		
Prepayments	1,317	1,599
Total Prepayments	1,317	1,599
<b>Total Current</b>	<b>1,317</b>	<b>2,732</b>
<b>Receivables</b>	<b>1,317</b>	<b>2,732</b>

## 4. Property, Plant and Equipment

	2022	2021
<b>Plant and Equipment</b>		
Plant and Equipment at Cost	35,075	31,642
Accumulated Depreciation of Plant and Equipment	(20,834)	(14,832)
<b>Total Plant and Equipment</b>	<b>14,241</b>	<b>16,810</b>
<b>Property, Plant and Equipment</b>	<b>14,241</b>	<b>16,810</b>

## 5. Trade and Other Payables

	2022	2021
<b>Current</b>		
Trade Payables	9,223	1,547
Credit Card - NAB	30	(2,072)
Other Creditors	-	3,329
Salary Packaging - CBB	1,966	-
<b>Total Current</b>	<b>11,220</b>	<b>2,805</b>
<b>Non-Current</b>		
Leave Entitlements Unpaid	28,135	28,648
LSL Entitlements Unpaid	15,559	16,350
<b>Total Non-Current</b>	<b>43,693</b>	<b>44,998</b>
<b>Total Trade and Other Payables</b>	<b>54,913</b>	<b>47,803</b>

## 6. Tax Liabilities

	2022	2021
GST Payable	6,009	(3,810)
PAYG Withheld	4,634	5,848
<b>Total Tax Liabilities</b>	<b>10,643</b>	<b>2,038</b>

## 7. Equity

	2022	2021
<b>Retained Earnings</b>		
Current Year Earnings	(13,269)	4,951
Retained Earnings	429,470	424,519
<b>Total Retained Earnings</b>	<b>416,201</b>	<b>429,470</b>
<b>Total Equity</b>	<b>416,201</b>	<b>429,470</b>



## INDEPENDENT AUDITOR'S REPORT

### SHINE Inspire Achieve Belong Inc

#### Qualified opinion

We have audited the accompanying financial report of SHINE Inspire Achieve Belong Inc, which comprises the statement of financial position as at 31st December 2022, the statement of comprehensive income, notes comprising a summary of significant accounting policies and other explanatory information, and the Committee Statement.

In our opinion, except for the possible effects of the matter described in the *Basis of Qualified Opinion* paragraph, the financial report of SHINE Inspire Achieve Belong Inc gives a true and fair view of SHINE Inspire Achieve Belong Inc's financial position as at 31st December 2022 and of its financial performance and cash flows for the year ended on that date.

#### Basis of qualified opinion

The audit material was lacking a significant amount of documentary evidence to support transactions for a four month period as a result of a change in accounting software and management. SHINE Inspire Achieve Belong Inc failed to provide documentary evidence for the full year when requested. Accordingly, as the evidence available to us was limited, our audit procedures had to be restricted to the transactions recorded in the Xero software and analyzing data for the prior four month period. We are therefore unable to express an opinion on whether all the transactions are correct.

#### Emphasis of matter

We draw attention to Note 1 of the financial report which describes the revenue recognition policy of SHINE Inspire Achieve Belong Inc, including the limitations that exist in relation to the lack of documentary evidence. Our opinion is modified in respect of this matter.

#### Emphasis of matter – basis of accounting

Without modifying our opinion, we draw attention to Note 1 of the financial report, which described the basis of accounting. The financial report has been prepared for the purpose of fulfilling the members' financial reporting responsibilities under the *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 management and those charged with governance for the financial report

Management is responsible for the preparation and fair presentation of the financial report in accordance with the financial reporting requirements of the applicable legislation and for such internal control as management 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, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

#### 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.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: <<http://www.auasb.gov.au/Home.aspx>>. This description forms part of our auditor's report.




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 Encompass Financial  
 Certified Practising Accountant

Dated this 23rd day of May 2023

Our reference: 374242\_1



SECTION 04

**Thank you to all of our  
sponsors and supporters,  
without you this program  
would not be possible.**



**S H I N E**

INSPIRE ACHIEVE BELONG

PO Box 2891 Geraldton WA 6531

E: [ceo@SHINEtoday.com.au](mailto:ceo@SHINEtoday.com.au)

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