



Collaboration in EdTech

EduGrowth Annual Report 2022

Introduction

The Australian EdTech sector is an integral component of Australia's education economy domestically and internationally.

The Australian EdTech sector leverages the high-quality international education sector and globally recognised Australian Qualifications Framework. It is a rapidly growing sector offering education innovation and technology solutions globally.

The Australian EdTech ecosystem is also an export sector. Every Australian EdTech company with revenue greater than \$2M per annum is exporting products and services across the globe. This export market has grown considerably over recent years with educators overseas seeking Australian products, services and expertise.

Australia is well positioned to recruit international learners to engage with our excellent online learning programs designed for domestic students. These opportunities include the micro-credentialing programs, such as short-courses, bootcamps and immersive experiences connected to our world-class education system. The micro-credentialing models we have expertise in, are readily exportable to learners as stand-alone programs or connected to on-shore, traditional face-to-face programs.

Our neighbouring countries look to Australian providers to support the digital transformation of their teaching and learning practices. Australian education is a natural partner to education providers in traditional student source markets for the digital transformation of their education. This work will see our universities, VET sector and EdTech sector partners to drive new export revenue using their decades of experience in distance learning and considerable investment in online learning practices.

Collaboration in EdTech

EduGrowth started as an idea in 2017 and today is committed to the connection, collaboration and acceleration of the Australian EdTech ecosystem globally. Our work connects education providers, educators, industry participants and EdTech companies, to encourage and foster collaboration between and among these groups, and to ultimately accelerate Australian EdTech globally.

Our vision is to transform global communities by enabling the growth of Australian EdTech.

EduGrowth continues to play a critical role in the Australian EdTech sector:

- Advocating for Australian EdTech, lobbying government and investment
- Connecting EdTech companies with programs and services to help them grow, scale and enter new markets
- Educating entrepreneurs, teachers and governments with market research
- Leading EdTech discussions and debate via conferences and summits

EdTech Sector Statistics



600

Australian EdTech Companies

13K

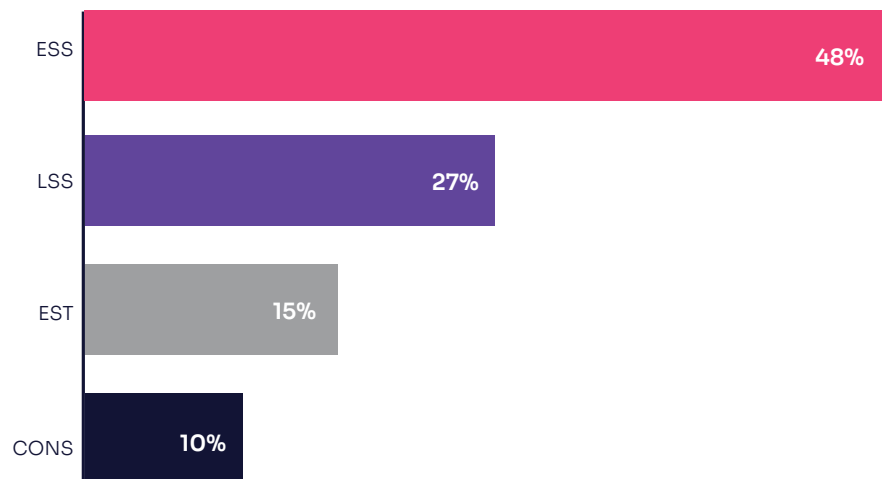


Australians Employed

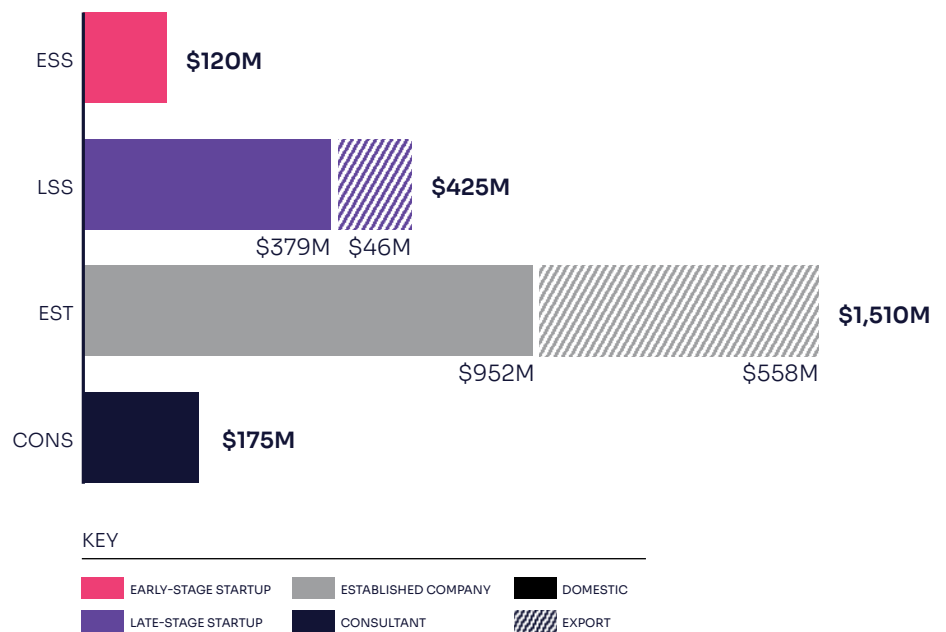
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Sector Revenue

EdTech Company Maturity



Domestic and Export Revenue by Company Maturity



Member Statistics

12 Strategic Partners

35 Established Companies

38 Late-Stage Startups

89 Early-Stage Startups

Programs Impact

42 Events

50 EdTech Pitches / Showcases

24 Export Market Deep-Dive Sessions

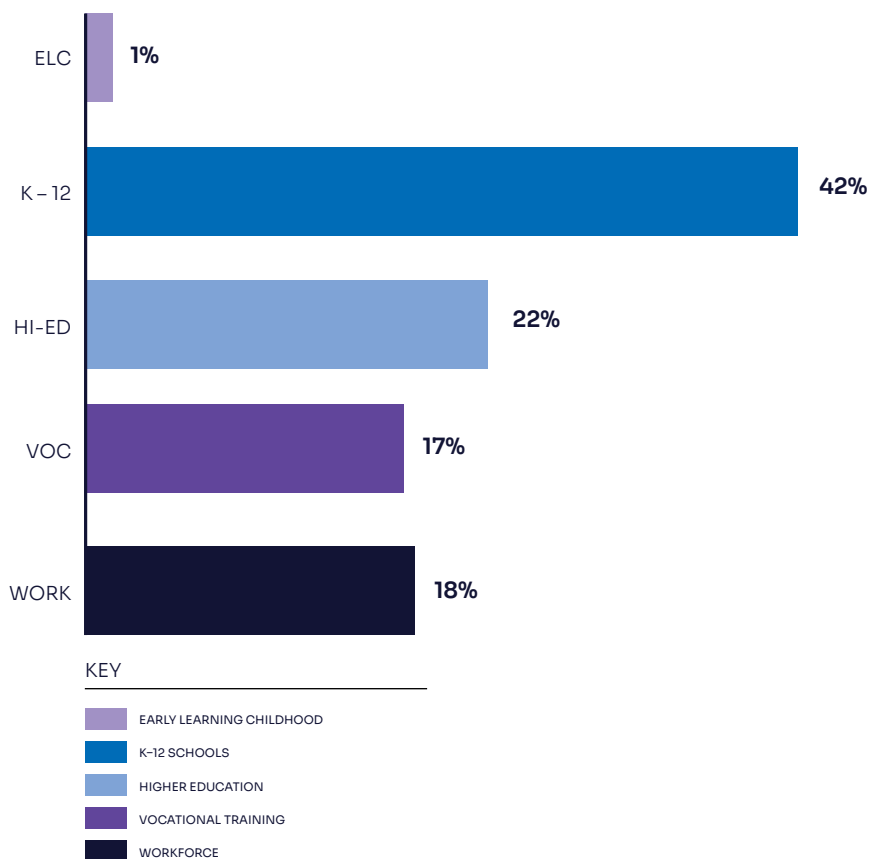
41 Hours Live Content

244 Speakers

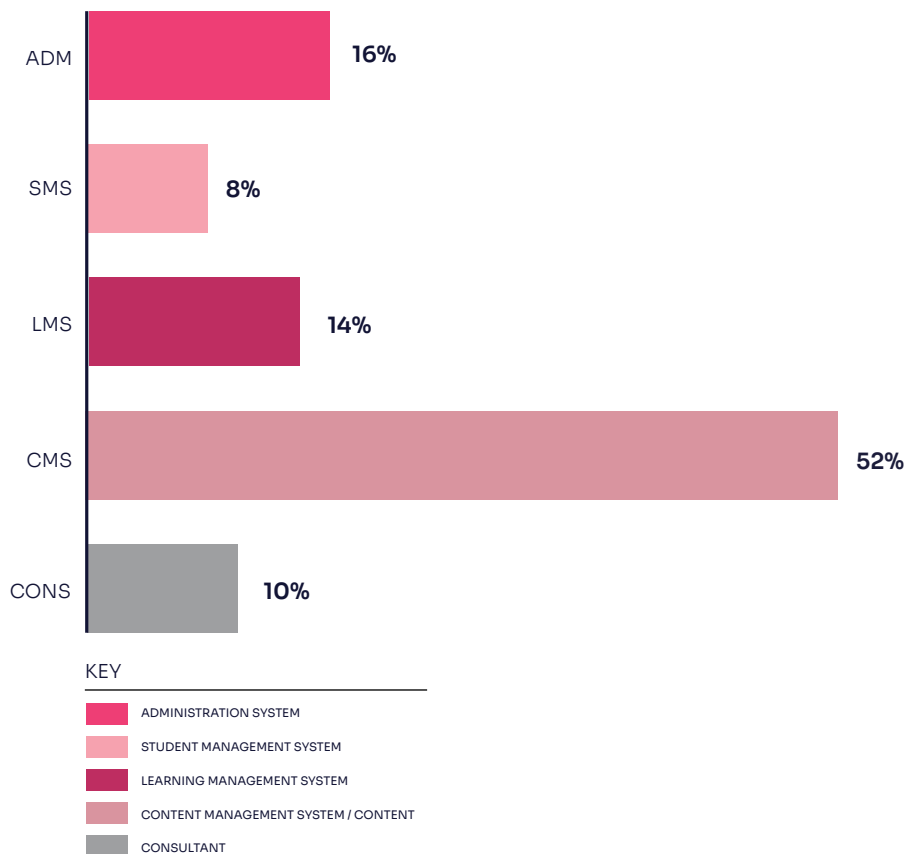
4,579 Attendees

60 Countries

EdTech Companies by Target Customer



EdTech Companies by Solution Focus



Future-Proofing the Australian EdTech Sector

In order to play a leading role in the development of education technology globally, Australia needs a thriving and high-function EdTech ecosystem—where all industry participants collaborate and have a clear role to play to further stimulate, support and scale local EdTech initiatives. Our key recommendations include:

Develop a National Innovation Fund

Establish a national education innovation fund that incentivises Australian schools, universities and TAFEs to co-invest in the digital transformation of their teaching and learning whilst investing as partners with Australian EdTech companies. An innovation fund will provide an incentive for government, education institutions and EdTech entrepreneurs to collaborate; it will drive new, more effective solutions and better outcomes across the education sector. This cross-sectoral support will strengthen Australian innovation and education capability, enabling Australia to compete more successfully in a rapidly changing global market.

Stimulate Testbed and Ideation Programs

EdTech companies need to partner with educators in the early stages of product development to drive collaborative innovations that solve current problems and provide a competitive advantage when seeking export markets. Structured, formal and focussed pilot programs would connect education institutions and EdTech companies to co-design and co-innovate. Activating a program that supports and incentivises testbed organisations would attract further activity and investment. And allow education providers to move from trial to adoption of new technologies and solutions as they are proven.

Rapid Procurement Models

Australian education providers are conservative in their approach to education-technology procurement and implementation. Current procurement processes are extensive and inhibitive to navigate. As a sector, we need to define rapid procurement models that support established institutions, including government departments, schoolwide systems, universities and TAFEs to focus on rapid ideation, deployment, and evaluation of EdTech solutions that drive their innovation agenda. Models specifically developed to acquire, test, iterate and then expand or remove early-stage EdTech products will provide substantive support to the EdTech sector.

Collaborative Problem Definition and Co-Design

An opportunity exists for collaborative problem definition and co-design between and among education providers and EdTech innovators to help identify and solve the industry's biggest problems. This collaboration would aim to solve tangible problems and support EdTech companies considering their product-market fit. Doing so will expand the industry as a whole and keep education institutions at the forefront of education innovation and delivery.

Collaboration and Knowledge Sharing

Collaboration across the EdTech sector is essential and is a characteristic visible in high-functioning, successful EdTech communities overseas. To enable the growth of the sector, Australia needs to nurture a coordinated approach to knowledge-sharing and EdTech innovators need to foster a culture for cooperative development and direct partnerships.



Chair's Report

On behalf of my fellow Directors, I am pleased to present EduGrowth's 2022 Annual Report.

It's an exciting time to be in EdTech in Australia.

The Australian EdTech sector is experiencing significant growth as new startups enter the market and existing companies mature, exporting to impact learners globally. We've seen a rapid uptake and acceptance of EdTech in all education segments. Government is increasingly supporting the sector, and we see greater collaboration in relation to product development and efficacy research. International and local investment activity continues to expand.

The Australian EdTech industry is committed to developing innovative, safe and effective solutions for the education sector.

Australian EdTech companies build tools and resources with the Australian education system in mind and with an eye to global opportunities. They understand local and overseas regulatory requirements, the Australian Qualifications Framework, curriculum, pedagogy and assessment environments. They provide EdTech into schools and institutions across Australia and globally.

The Australian EdTech ecosystem continues to gain momentum – a space for EdTech entrepreneurs, education providers, research academics, government, investment and industry to collaborate, to innovate, to co-design and to re-imagine education in an increasingly digital world.

As Australia's education innovation industry hub, EduGrowth continues to champion the ecosystem. In the past year, the team has successfully implemented a number of key programs that have elevated the innovation agenda to collaboration through action.

Thank you to outgoing Board member Professor Beverley Oliver. Beverley is an education leader and visionary, and identified the opportunity that exists for Australia to be a world leader in EdTech, and was instrumental in EduGrowth's foundation. We thank her for her dedication and commitment.

We welcomed Kadi Taylor to the Board. Kadi brings deep experience in public policy, Government relations and advocacy. Kadi has a long-established connection to EduGrowth and the EdTech sector through her work developing Austrade's AIE2025 strategy.

I'd finally like to thank the EduGrowth team for the important difference they make each day, led by EduGrowth's Managing Director, David Linke.

Mark Lamont | Chair, EduGrowth



Managing Director's Report

Leading EduGrowth is a great honour and privilege.

Being able to connect members, future members, education leaders, government officials and international partners in real actions to enable the growth of Australia's EdTech ecosystem has been incredibly rewarding.

The continued growth of the Australian EdTech sector is fantastic with lots of exciting stories. However, if we want to be part of the future and maintain momentum, then we must collaborate to further stimulate, support and scale local EdTech initiatives.

Thank you to our strategic partners– AWS EdStart, ClickView, Curio, Deakin University, Deloitte, Edalex, Global Victoria, Google Cloud, Leadsquared, Monash University, Navitas and Wonde– for your support of our important work. Having engaged partners that contribute far beyond the financial, helps us continue to drive and accelerate the Australian EdTech Ecosystem forward.

This past year we activated two very important initiatives – Testbed Efficacy Research and Proof of Concept. For a very long time now, EduGrowth has been advocating for programs to activate formal testbeds to trial EdTech products in education settings within structured, formal frameworks. It's been incredibly rewarding to see these two initiatives successfully delivered with wonderful outcomes for all involved.

A key highlight of the year was the Global Victoria EdTech Innovation Alliance – a six month testbed trial program supporting EdTech efficacy research. The program awarded financial grants to nine Innovation Sprint Teams, led by EdTech companies to trial their EdTech product in Victorian and International education settings for a six-month period, and supported by a research academic to conduct an analysis of the product's efficacy. The program had incredible reach and included 9 EdTech companies, 27 education partners, 11 research experts, 165+ educators, 4,110+ learners across 12 export markets. This program has resulted in major benefits for all partners from significant commercial and export outcomes, research and capacity building through to the proven impact on teaching and learning.

Another key highlight was the NSW Going Global – India program, an export development opportunity featuring a Proof of Concept project. This structured program matched EdTech companies with Indian education institutions to trial products for a 16-week period. The program enabled EdTech companies to rapidly learn how their product may be accepted in this new market, how easily their product can be deployed/supported, and provided key learnings to inform their entry strategy into the Indian Education market.

And finally, I'd like to thank the EduGrowth team for their incredible commitment to our mission – we delivered a substantial calendar of programs and initiatives that would otherwise not be possible. I'd also like to thank the Board, our strategic partners, and members, and all those who hold the shared vision that Australia can be a global leader in education technology and innovation.

David Linke | Managing Director, EduGrowth

How Our Community Engages

Early-Stage EdTech Startups

Our LaunchPad program directly supports early-stage EdTech companies: those thinking about founding an EdTech business and those building out their minimum-viable product.

LaunchPad Essentials: Idea to Implementation

Turn your EdTech idea into a business plan. Meet with experienced EdTech entrepreneurs, investors, educators and mentors to guide your business growth. Attend Insight Seminars, participate in training, find mentorship, and gain direct feedback for your idea or business plan.

Connect

Ecosystem-wide events to connect your early-stage startup to the market. Showcase your product, practice your pitch and obtain direct feedback from educators, investors and EdTech entrepreneurs.

Late-Stage EdTech Startups

As an EdTech company grows, ClearPath services help late-stage startups accelerate with deep collaboration, market analysis and connections to customers, investors or into new markets.

ClearPath programs offer a number of opportunities for scaling EdTech companies. Startups can showcase their solutions to education audiences, attend trade missions and export market deep dives, participate in testbed trials and sector research, attend industry roundtables, and form real connections with other EdTech leaders through the member-only ClearPath CEO Syndicate program.

Established EdTech Companies

Established EdTech companies and founders are committed to the sectors' ongoing development and success. They access ClearPath and Ecosystem programs for deep collaboration, market analysis and connection to new markets.

Established companies and founders participate in sector research and industry roundtables, they are EdTech, entrepreneurial and innovation experts, sought after speakers and panellists, and from their insights, mentoring and advice, help to drive innovation in education forward.

Educators & Education Providers

Early Childhood Learning >> K-12 Schools >> Higher Education >> Vocational & Skills >> Workforce

The Australian education sector has a broad range of providers invested in delivering education to learners across the learning continuum. They are the beneficiaries of EdTech and innovation in education.

Engaging with stakeholders from each sub-sector on the learning continuum is a priority for EduGrowth. Educators and education provider representatives are subject matter experts, sought-after speakers, and panellists. They access EdTech innovation showcases, participate in EdTech testbed research trials and seek co-design opportunities.

How Our Community Engages

Consultants & Industry

There are a range of consultants and industry participants that have vested interests in seeing education technology and innovation grow across Australia and beyond.

Consultants and industry participate in sector research and sector roundtables, they are subject-matter experts, and strategic partners that help advance the Australian EdTech ecosystem globally.

Government

Government agencies and associations have a range of needs from the education technology and innovation sector. These needs include, but are not limited to, economic and export development, social mobility, improved student outcomes, commercial success and continued relevance, and innovative disruption.

Government representatives access and commission sector research, industry roundtables, and export market program design and facilitation. They are subject-matter experts, sought-after speakers, and strategic partners that help advance the Australian EdTech ecosystem globally.

Ecosystem Partners

Ecosystem partnerships are with local and international organisations that align or compliment our programs, events and initiatives.

Ecosystem partnership arrangements offer various benefits to EduGrowth and our members. Arrangements can include co-designing and co-hosting events and initiatives, promotion of shared knowledge, resources and services, co-authoring research, offering reciprocal access to programs and services, and increasing our network and reach.



Our Members

Strategic Partners

Strategic partnership arrangements strengthen relationships and networks that help to advance the Australian EdTech ecosystem globally. Strategic Partners make an investment beyond the financial. They engage with all of our work and become integral components of our ecosystem.

Our Strategic Partners engage with the EdTech and innovation ecosystem as thought leaders, co-designers and problem solvers.



“EduGrowth is doing fantastic work in the sector. They are uniquely placed to bring education, EdTech entrepreneurs and industry together, and understand what each party needs in order to contribute to meaningful collaboration.”

Liz Johnson, Deputy Vice Chancellor Academic | Deakin University



Our Members

Members

We thank all EduGrowth members who are part of a thriving community of innovators, committed to the Australian EdTech sectors' ongoing development and impact.



"We were able to really refine our Indian market entry strategy after participating in EduGrowth's Proof of Concept program. We just learnt so much about how our product would be accepted in the market, developed relationships with educators on the ground and were able to get a real feel for what delivering into this market might be like."

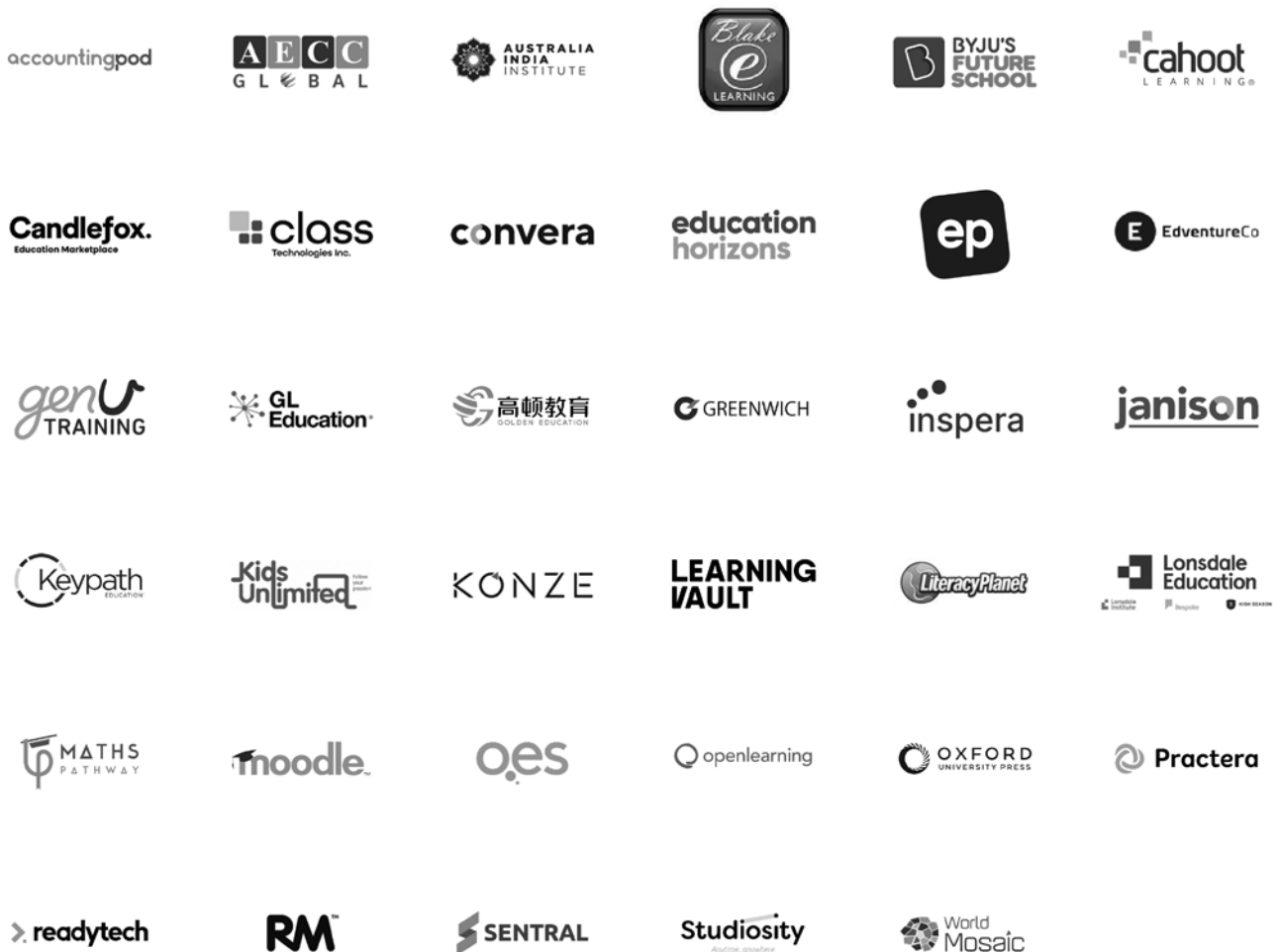
Mark Stanley, CoFounder | Literatu



"Participating in EduGrowth's testbed program has been an invaluable experience for MentorMatch. It's enabled us to strengthen our international partnerships, it's resulted in ongoing commercial arrangements and has helped us attract investment."

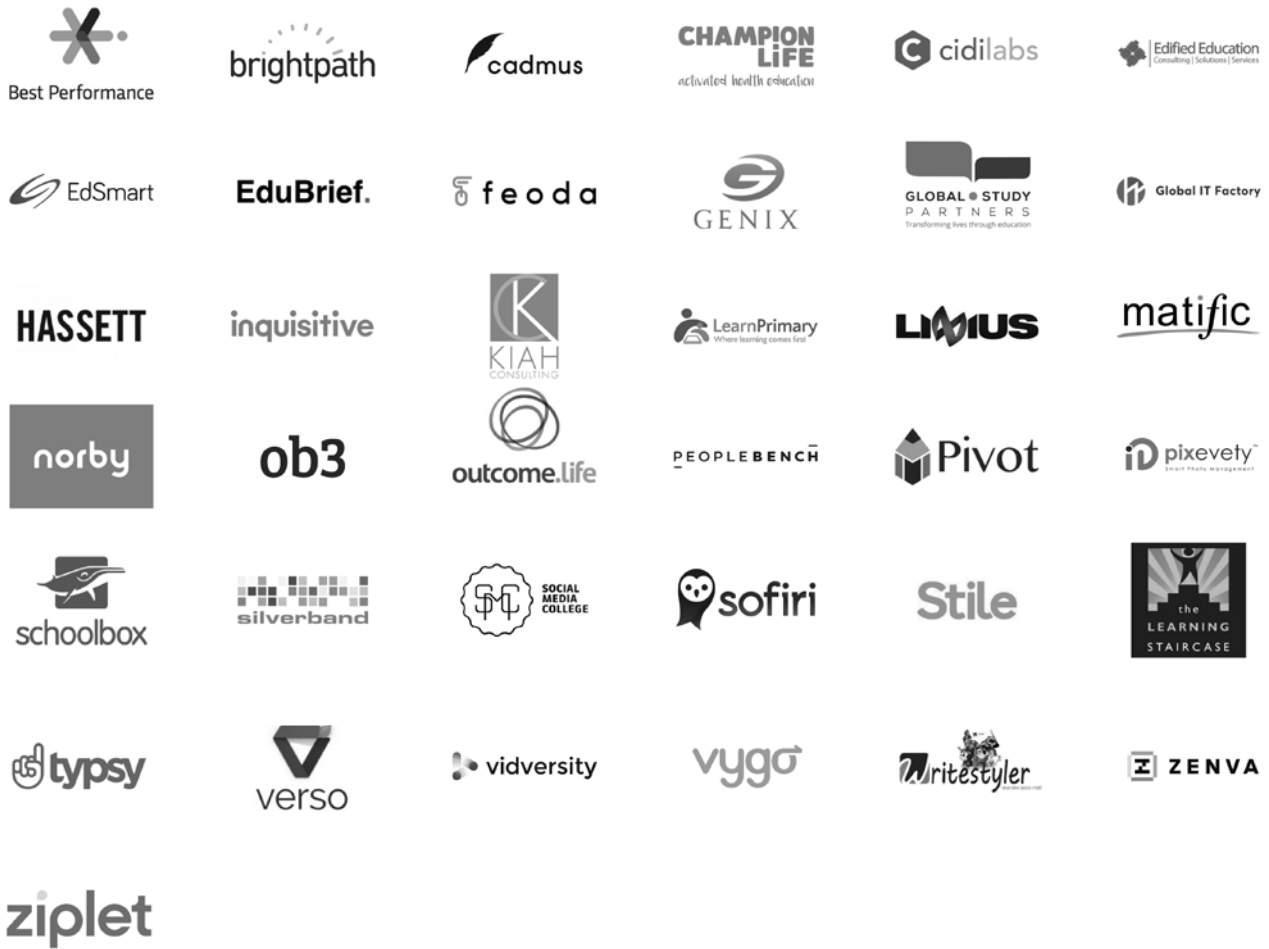
Domenic Saporito, CoFounder | MentorMatch

Members | Established Companies

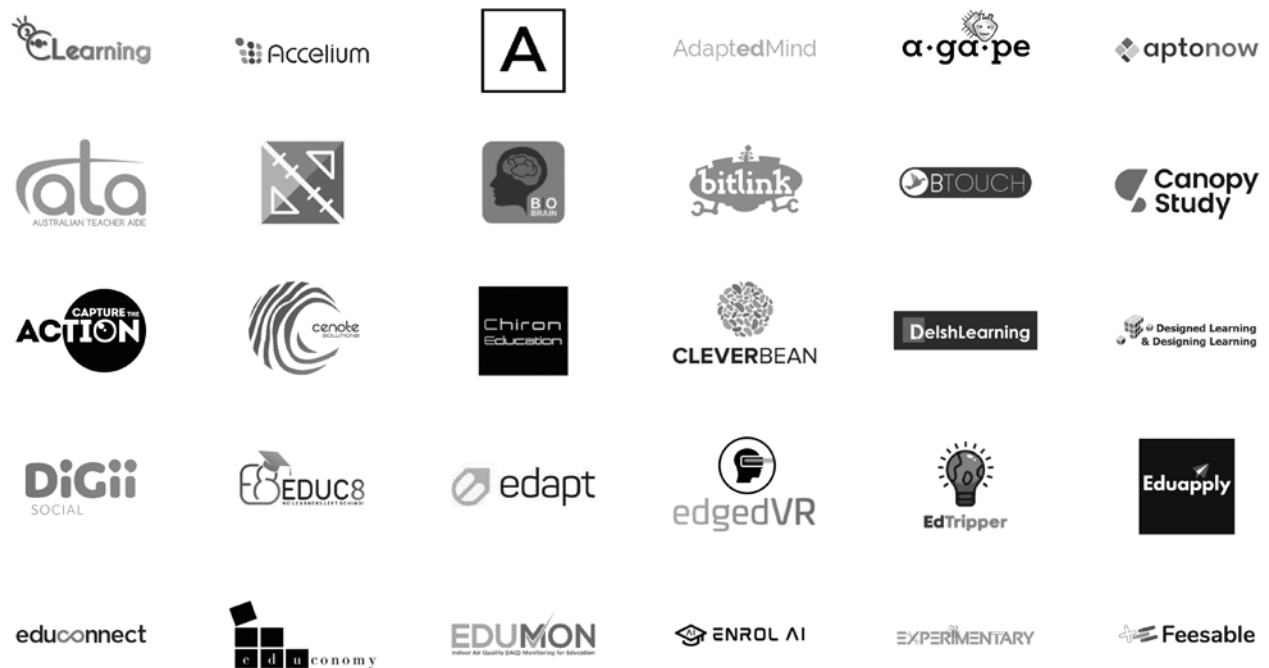


Our Members

Members | Late-Stage

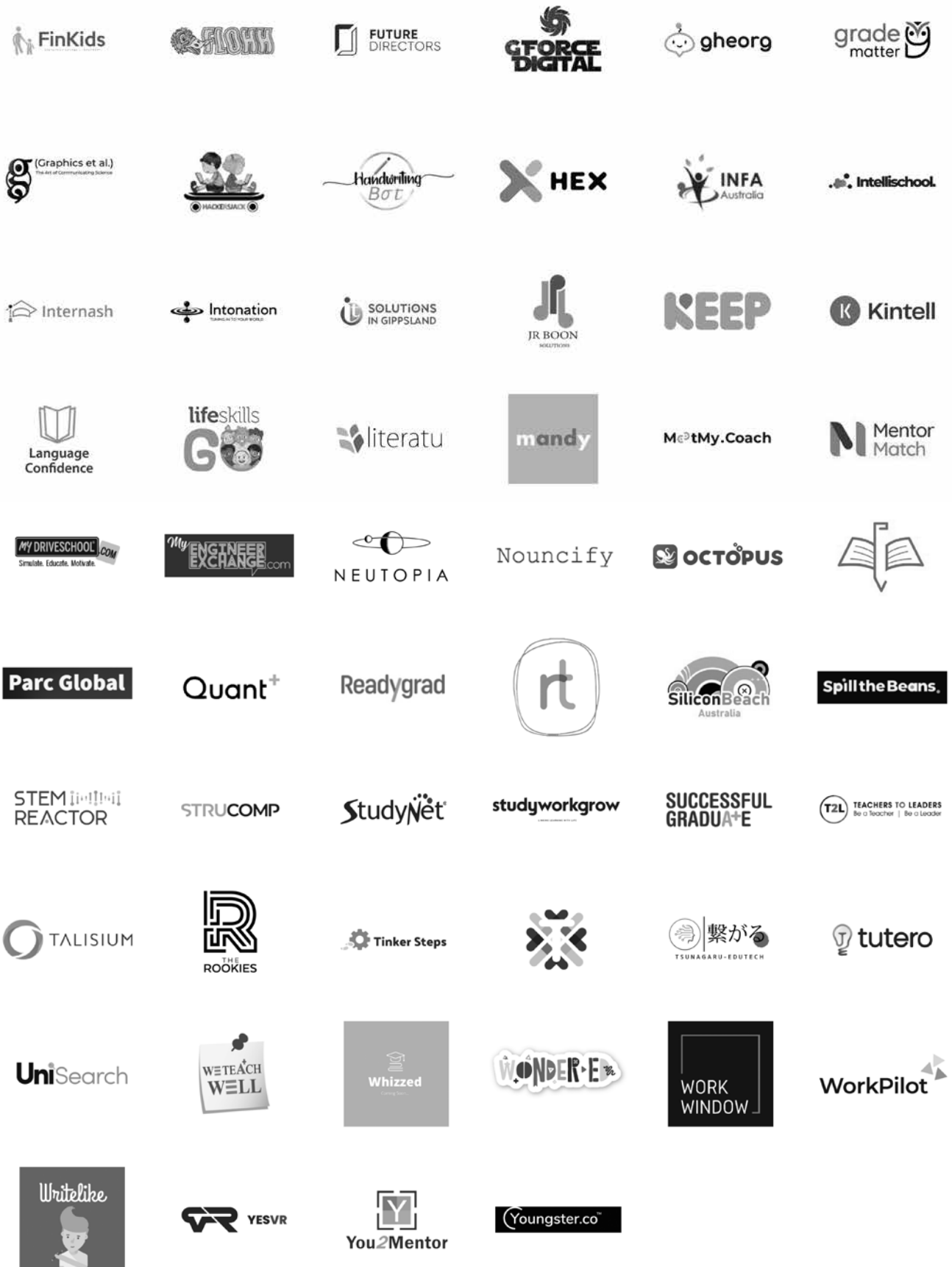


Members | Early-Stage



Our Members

Members | Early-Stage



Our Members

Ecosystem Partners

Ecosystem partnerships are with local and international organisations that align or compliment our programs, events and initiatives.



EduGrowth is a critical part of Australia's EdTech ecosystem. They are leading fantastic work to champion the sector, and foster collaboration and growth."

Patrick Brothers, CoCEO | HolonIQ



Program Highlights

International Testbed Program

Global Victoria EdTech Innovation Alliance

The Global Victoria EdTech Innovation Alliance program, delivered by EduGrowth, supports partnerships between EdTech companies, local and international education providers and research academics to promote the efficacy of EdTech products for export growth.

The program awarded financial grants to nine Innovation Sprint Teams, led by EdTech companies to trial their EdTech product in Victorian and International education settings for a six-month period, supported by a research academic to conduct an analysis of the product's efficacy. The program had incredible reach and included 9 EdTech companies, 27 education partners, 11 research experts, 165+ educators, 4,110+ learners across 12 export markets.

The program included a Symposium, formally opened by Tim Pallas, the Victorian Treasurer, Minister for Economic Development, Minister for Industrial Relations and Minister for Trade, at The Investment Centre Victoria, which offered an opportunity for participants to reflect on their experiences by exploring five key themes – efficacy, product refinement, educator engagement, learner impact and export market development.



“Victoria has a thriving edtech industry that delivers excellence locally and around the world – and it’s vital that businesses are supported to develop and grow. Our international reputation as the education state is top rung and each new success means more jobs for Victoria.”

Tim Pallas | Minister for Trade



INNOVATION SPRINTS GLOBAL VICTORIA EDTECH INNOVATION ALLIANCE

NUMBER OF LEARNERS:
4,110+

NUMBER OF EDUCATORS:
165+

NUMBER OF PARTNERS:
27

NUMBER OF RESEARCH PARTNERS:
11

EXPORT COUNTRIES:
12

EDTECH COMPANIES:
9

EDUCATION SEGMENTS:
3 | K-12
| HIGHER EDUCATION
| WORKFORCE

Program Highlights

Export Market Development & Proof of Concept Program

NSW Going Global - India

The NSW Going Global – India is an Investment NSW program to help NSW EdTech companies explore their export potential into the Indian education market. This unique program provided learning opportunities for select companies to gain in-depth market insights, market specific business culture and etiquette training, voice of the customer sessions, potential partner introductions, business matching, and market entry strategy feedback, as well as participation, for qualified companies, in an in-country Proof of Concept trial.

The Proof of Concept was a structured program where EdTech companies were matched with Indian education institutions to trial products for a 16 week period. The trial period coincided with a school term or other designated period and allows for implementation, instructor training, deployment to end-users, analytics and data gathering, and the provision of feedback.

The initiative is an unparalleled learning experience. An opportunity for organisations to fast track their understanding of how their solution might be accepted in a new export market, gain direct in-country connections to potential partners and prospective customers and enable them to really refine and optimise their export market entry plans based on the learnings and experiences.



Conference & Thought Leadership

Melbourne EdTech Summit 2021

*Amplifying
Education Innovation*
17 to 20 August 2021

Melbourne EdTech Summit 2021 was bigger and better than ever. Running as an online conference, The Melbourne EdTech Summit attracted an international audience seeking to hear about the future of education technology from Australian and International education leaders and entrepreneurs.

We had 82 speakers, 10,361 views across all event hosting platforms, and 1,677 registrations directly for the Summit.

The keynote speakers, panel discussions and fireside chats discussed key trends in the world of EdTech, how to maximise today's technology to enhance student outcomes, and inspired attendees to embrace the speed of change in education innovation.

Four days of bold ideas, fuelling industry intelligence, and connecting the wider education technology and innovation ecosystem.

We thank the event partners: Global Victoria, Wonde, OpenLearning, Curio & AWS EdStart.

EduGrowth Limited

ABN 42612800594

Annual Report - 30 June 2022

EduGrowth Limited
Directors' report
30 June 2022

The directors present their report, together with the financial statements, on the company for the year ended 30 June 2022.

Directors

The following persons were directors of the company during the whole of the financial year and up to the date of this report, unless otherwise stated:

Mr David Paul Linke
Mr Martin John Beeche
Mr Anthony Joseph Brennan
Emertius Professor Beverly Oliver (Resigned 20th August 2022)
Mr Mark Charles Lamont
Ms Kadi Louise Taylor (appointed 22nd Oct 2021)

Secretary

Mr Anthony Joseph Brennan

Principal activities

The principal activity of the company during the financial year was a not for profit entity that supports the advancement of the Australian education technology industry.

The company's objective is to:

Transform global communities by enabling the growth of Australian EdTech.

Strategies

- Continue current programs, whilst defining new programs, with a focus on service and revenue development
- Maintain existing Foundation Partners whilst signing new partnerships through clarification of the value proposition
- Develop a set of key performance indicators with Partners
- Build a network of partners across the international EdTech Ecosystem champions
- Use marketing as a strategic program to capture member success
- Create a network of EdTech sector service providers

Key Performance Measures

The company measures its own performance through quantitative and qualitative benchmarks. The benchmarks are used by the directors to assess the financial sustainability of the company and whether the company's short-term and long-term objectives are being achieved.

Matters subsequent to the end of the financial year

No matter or circumstance has arisen since 30 June 2022 that has significantly affected, or may significantly affect the company's operations, the results of those operations, or the company's state of affairs in future financial years.

Information on directors

Name: Mr Mark Lamont
Title: Chair, Non-Executive Director
Qualifications: BA, Dip.Ed (UNSW)
Experience and expertise: Mark Lamont is a highly experienced and visionary EdTech leader, strategist and entrepreneur. He brings decades of commercial experience from the corporate, NGO and entrepreneurial sector to EduGrowth.

Mark's career in education reform, digital transformation, investment strategy and corporate governance spans many scales, from being the Chicago-based Vice President of a multi-billion-dollar US edtech corporation and an advisor to Australian and international governments and agencies including UNESCO, through to sitting with small teams of developers and creatives to ideate and write up technical requirements for a new learning app.

Special responsibilities: Mark is Non-Executive Director at government-owned Education Services Australia; Non-Executive Director at 3P Learning (ASX:3PL of Mathletics fame); Chair of Typsy Pty Ltd, and directs a portfolio of niche edtech companies he co-founded or invested. Chair of Board of Directors

Name: Mr David Linke
Title:
Qualifications: B.Sc
Experience and expertise: David brings decades of experience leading education technology software and services businesses across Asia Pacific.

Over 20 years David has built a successful career in the education sector across Australia and Asia Pacific. He led the Asia Pacific operations of Renaissance, a global education technology vendor, established. More recently David has established, scaled and exit numerous education technology and innovation businesses.

Special responsibilities: The combination of David's strong education sector experience and professional services background has seen him operate as a strategic consultant to EdTech startups, educational innovation consulting practices and venture capital partners. Managing Director of EduGrowth

Name: Emeritus Professor Beverley Oliver (Resigned 20 Aug 2022)
Title: Non-Executive Director
Experience and expertise: Emeritus Professor Beverley Oliver is an education change leader, a Principal Fellow of the Higher Education Academy, and an Australian National Teaching Fellow. She works as a higher education consultant and researcher in areas such as digital education, micro-credentials, curriculum transformation, quality assurance and graduate employability. She is the founder and editor of the Journal of Teaching and Learning for Graduate Employability.

Beverley was Deputy Vice-Chancellor Education at Deakin University (2013-2018), Deputy Chair of Universities Australia's Deputy Vice-Chancellors (Academic) (2018).

Beverley's leadership has been recognised through two national Citations for Outstanding Contributions to Student Learning and several nationally funded grants and two fellowships. In 2017, she was awarded Deakin University's highest honour, the title of Alfred Deakin Professor, for her outstanding and sustained contribution to conceptualising the strategic enhancement of courses in the digital economy and furthering Deakin University's research and scholarship in the field of higher education.

Name: Mr Anthony Brennan
Title: Non-Executive Director
Qualifications: LLB
Experience and expertise: Following a career in the Australian army, Tony completed a law degree at the University of Queensland before spending time with Clayton Utz where he practiced in the areas of corporate finance, corporate advisory and M&A.

Tony is an Adjunct Professor of Law having taught throughout Australia and Asia for undergraduate and postgraduate programs as well as facilitating for the Australian Institute of Company Directors and the Australian Graduate School of Management.

In addition to his academic career, Tony has worked in corporate advisory across Asia, the Middle East and South America and was the CEO for a medical and health services company where he developed training and medical projects in Afghanistan, the Middle East, USA, Africa and Haiti.

Name: Mr Martin Beeche
Title: Non-Executive Director
Qualifications: BComm, Grad Dip Adv Finance, MSc (Distinction)
Experience and expertise: Martin Beeche is an entrepreneur seeking to improve the way people access and experience education around the world, from early childhood through to corporate education. He spent over 14 years in investment banking around the globe, mostly at Credit Suisse where he was a Managing Director in London. Since 2007 Martin has invested in early stage businesses and acted as an advisor on strategy, growth and raising capital for startups and sat on the boards of various not-for-profit organisations.

In 2014 Martin co-founded the education technology business Prosper Education teaching English and social and emotional learning skills to children around the world. In 2020 he joined the leadership training business Pilot Light as a Director, enabling him to bring his extensive corporate and entrepreneurial experience to the Pilot Light workshops and to build technology to scale the impact of their workshops.

Martin holds a Bachelor of Commerce from the University of Auckland and a Masters of Science in Leadership and Strategy (with Distinction) from London Business School (Sloan Fellowship).

Name: Ms Kadi Taylor
Title: Non-Executive Director
Qualifications: BComm (Politics and Public Relations), Masters of Strategic Studies (with Merit), Diploma of Government.
Experience and expertise: Kadi's role is to lead the development and articulation of SEEK's public policy and advocacy positions. She develops and communicates policy, sector and data insights to support the evidence-based public policy, and develops collaborations and partnerships with key external stakeholders that align with and further SEEK's interests.

Kadi joined SEEK in February 2022, having previously lead government engagement at Navitas for six years. Prior to that Kadi spent a decade and half in the Commonwealth public service – across the agriculture, education, skills, employment, foreign affairs and trade portfolios.

Kadi holds a Master of Strategic Studies with Merit (Australian National University), Bachelor of Communication (University of Canberra) and Diploma of Government. Member Higher Education Standards Panel

Special responsibilities:

EduGrowth Limited
Directors' report
30 June 2022

Meetings of directors

The number of meetings of the company's Board of Directors ('the Board') held during the year ended 30 June 2022, and the number of meetings attended by each director were:

	Full Board Attended	Held
Mr Anthony Brennan	5	5
Mr Martin Beeche	5	5
Mr David Linke	5	5
Mr Mark Lamont	5	5
Em. Prof. Beverley Oliver	5	5
Ms Kadi Taylor	3	3

Held: represents the number of meetings held during the time the director held office.

Members Guarantee

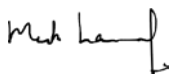
The company is incorporated under the Corporations Act 2001 and is a company limited by guarantee. If the company is wound up, the constitution states that each member is required to contribute a maximum of \$2 towards meeting any outstanding obligations of the entity. At 30 June 2022, the total amount that members of the company are liable to contribute if the company is wound up is \$2.

Auditor's independence declaration

A copy of the auditor's independence declaration as required under section 307C of the Corporations Act 2001 is set out immediately after this directors' report.

This report is made in accordance with a resolution of directors, pursuant to section 298(2)(a) of the Corporations Act 2001.

On behalf of the directors



Mark Lamont

30 November 2022

AUDITOR'S INDEPENDENCE DECLARATION UNDER SECTION 307C OF THE CORPORATIONS ACT 2001 TO THE DIRECTORS OF EDUGROWTH LIMITED

I declare that, to the best of my knowledge and belief, during the year ended 30 June 2022 there have been:

- no contraventions of the auditor independence requirements as set out in the *Corporations Act 2001* in relation to the audit; and
- no contraventions of any applicable code of professional conduct in relation to the audit.



William Buck Audit (Vic) Pty Ltd
ABN 59 116 151 136



C. L. Sweeney
Director
Melbourne, 28th March 2023

EduGrowth Limited
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30 June 2022

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General information

The financial statements cover EduGrowth Limited as an individual entity. The financial statements are presented in Australian dollars, which is EduGrowth Limited's functional and presentation currency.

EduGrowth Limited is an unlisted public company limited by guarantee, incorporated and domiciled in Australia. Its registered office and principal place of business is:

Level 12, Tower 2
727 Collins Street
Melbourne VIC 3008

A description of the nature of the company's operations and its principal activities are included in the directors' report, which is not part of the financial statements.

The financial statements were authorised for issue, in accordance with a resolution of directors, on 30 November 2022. The directors have the power to amend and reissue the financial statements.

EduGrowth Limited
Statement of profit or loss and other comprehensive income
For the year ended 30 June 2022

	Note	2022 \$	2021 \$
Revenue	3	1,090,488	513,868
Expenses			
Accounting and Legal fees		(38,518)	(17,340)
Computer, phone and IT costs		(8,840)	(4,610)
Employee benefits expense		(591,682)	(412,822)
Advertising and marketing expenses		(105,715)	(23,442)
Contractors		(30,022)	(31,553)
Insurance		(3,135)	(986)
Program expenditure		(480,613)	-
Subscriptions		(22,072)	(10,517)
Other expenses		(19,669)	(32,187)
Finance costs		(3,386)	(2,211)
Deficit before income tax expense		(213,164)	(21,800)
Income tax expense		-	-
Deficit after income tax expense for the year attributable to the owners of EduGrowth Limited		(213,164)	(21,800)
Other comprehensive surplus for the year, net of tax		-	-
Total comprehensive deficiency for the year attributable to the owners of EduGrowth Limited		<u>(213,164)</u>	<u>(21,800)</u>

The above statement of profit or loss and other comprehensive income should be read in conjunction with the accompanying notes

EduGrowth Limited
Statement of financial position
As at 30 June 2022

	Note	2022 \$	2021 \$
Assets			
Current assets			
Cash and cash equivalents	4	199,181	1,179,918
Trade and other receivables	5	73,351	44,055
Other		1,067	372
Total current assets		<u>273,599</u>	<u>1,224,345</u>
Total assets		<u>273,599</u>	<u>1,224,345</u>
Liabilities			
Current liabilities			
Trade and other payables	6	55,086	120,245
Contract liabilities	7	262,523	943,642
Provisions	8	34,907	26,211
Total current liabilities		<u>352,516</u>	<u>1,090,098</u>
Total liabilities		<u>352,516</u>	<u>1,090,098</u>
Net assets/(liabilities)		<u>(78,917)</u>	<u>134,247</u>
Equity			
Retained surplus/(accumulated deficiency)		<u>(78,917)</u>	<u>134,247</u>
Total surplus(deficiency)		<u>(78,917)</u>	<u>134,247</u>

The above statement of financial position should be read in conjunction with the accompanying notes

EduGrowth Limited
Statement of changes in equity
For the year ended 30 June 2022

	Retained Surplus \$	Total equity \$
Balance at 1 July 2020	156,047	156,047
Deficit after income tax expense for the year	(21,800)	(21,800)
Other comprehensive surplus for the year, net of tax	-	-
	<u>(21,800)</u>	<u>(21,800)</u>
Total comprehensive deficiency for the year		
Balance at 30 June 2021	<u>134,247</u>	<u>134,247</u>
	Retained surplus \$	Total deficiency in equity \$
Balance at 1 July 2021	134,247	134,247
Deficit after income tax expense for the year	(213,164)	(213,164)
Other comprehensive surplus for the year, net of tax	-	-
	<u>(213,164)</u>	<u>(213,164)</u>
Total comprehensive deficiency for the year		
Balance at 30 June 2022	<u>(78,917)</u>	<u>(78,917)</u>

The above statement of changes in equity should be read in conjunction with the accompanying notes

EduGrowth Limited
Statement of cash flows
For the year ended 30 June 2022

	Note	2022 \$	2021 \$
Cash flows from operating activities			
Receipts from customers (inclusive of GST)		379,378	1,354,573
Payments to suppliers and employees (inclusive of GST)		(1,360,115)	(461,483)
Net cash from/(used in) operating activities	11	(980,737)	893,090
Net cash from investing activities		-	-
Net cash from financing activities		-	-
Net increase/(decrease) in cash and cash equivalents		(980,737)	893,090
Cash and cash equivalents at the beginning of the financial year		1,179,918	286,828
Cash and cash equivalents at the end of the financial year	4	<u>199,181</u>	<u>1,179,918</u>

The above statement of cash flows should be read in conjunction with the accompanying notes

Note 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.

New or amended Accounting Standards and Interpretations adopted

The company has adopted all of the new or amended Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ('AASB') that are mandatory for the current reporting period.

Any new or amended Accounting Standards or Interpretations that are not yet mandatory have not been early adopted.

Basis of preparation

In the directors' opinion, the company 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 Corporations Act 2001 requirements to prepare and distribute financial statements to the owners of EduGrowth Limited. The directors have determined that the accounting policies adopted are appropriate to meet the needs of the owners of EduGrowth Limited.

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 for-profit oriented entities.

Historical cost convention

The financial statements have been prepared under the historical cost convention, except for, where applicable, the revaluation of financial assets and liabilities at fair value through profit or loss, financial assets at fair value through other comprehensive income, investment properties, certain classes of property, plant and equipment and derivative financial instruments.

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 company'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 company recognises revenue as follows:

Revenue from contracts with customers

Revenue is recognised at an amount that reflects the consideration to which the company is expected to be entitled in exchange for transferring goods or services to a customer. For each contract with a customer, the company: 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.

Sale of goods

Revenue from the sale of goods is recognised at the point in time when the customer obtains control of the goods, which is generally at the time of delivery.

Note 1. Significant accounting policies (continued)

Rendering of services

Revenue from a contract to provide services is recognised over time as the services are rendered based on either a fixed price or an hourly rate.

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

The income tax expense or benefit for the period is the tax payable on that period's taxable income based on the applicable income tax rate for each jurisdiction, adjusted by the changes in deferred tax assets and liabilities attributable to temporary differences, unused tax losses and the adjustment recognised for prior periods, where applicable.

Deferred tax assets and liabilities are recognised for temporary differences at the tax rates expected to be applied when the assets are recovered or liabilities are settled, based on those tax rates that are enacted or substantively enacted, except for:

- When the deferred income tax asset or liability arises from the initial recognition of goodwill or an asset or liability in a transaction that is not a business combination and that, at the time of the transaction, affects neither the accounting nor taxable profits; or
- When the taxable temporary difference is associated with interests in subsidiaries, associates or joint ventures, and the timing of the reversal can be controlled and it is probable that the temporary difference will not reverse in the foreseeable future.

Deferred tax assets are recognised for deductible temporary differences and unused tax losses only if it is probable that future taxable amounts will be available to utilise those temporary differences and losses.

The carrying amount of recognised and unrecognised deferred tax assets are reviewed at each reporting date. Deferred tax assets recognised are reduced to the extent that it is no longer probable that future taxable profits will be available for the carrying amount to be recovered. Previously unrecognised deferred tax assets are recognised to the extent that it is probable that there are future taxable profits available to recover the asset.

Deferred tax assets and liabilities are offset only where there is a legally enforceable right to offset current tax assets against current tax liabilities and deferred tax assets against deferred tax liabilities; and they relate to the same taxable authority on either the same taxable entity or different taxable entities which intend to settle simultaneously.

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 company'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 company'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.

Deferred tax assets and liabilities are always 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.

Note 1. Significant accounting policies (continued)

Trade and other receivables

Trade receivables are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method, less any allowance for expected credit losses. Trade receivables are generally due for settlement within 30 days.

The company has applied the simplified approach to measuring expected credit losses, which uses a lifetime expected loss allowance. To measure the expected credit losses, trade receivables have been grouped based on days overdue.

Trade and other payables

These amounts represent liabilities for goods and services provided to the company 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.

Contract liabilities

Contract liabilities represent the company's obligation to transfer goods or services to a customer and are recognised when a customer pays consideration, or when the company recognises a receivable to reflect its unconditional right to consideration (whichever is earlier) before the company has transferred the goods or services to the customer.

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.

Fair value measurement

When an asset or liability, financial or non-financial, is measured at fair value for recognition or disclosure purposes, the fair value is based on the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date; and assumes that the transaction will take place either: in the principal market; or in the absence of a principal market, in the most advantageous market.

Fair value is measured using the assumptions that market participants would use when pricing the asset or liability, assuming they act in their economic best interests. For non-financial assets, the fair value measurement is based on its highest and best use. Valuation techniques that are appropriate in the circumstances and for which sufficient data are available to measure fair value, are used, maximising the use of relevant observable inputs and minimising the use of unobservable inputs.

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.

New Accounting Standards and Interpretations not yet mandatory or early adopted

Australian Accounting Standards and Interpretations that have recently been issued or amended but are not yet mandatory, have not been early adopted by the company for the annual reporting period ended 30 June 2022. The company has not yet assessed the impact of these new or amended Accounting Standards and Interpretations.

Note 2. Critical accounting judgements, estimates and assumptions

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the reported amounts in the financial statements. Management continually evaluates its judgements and estimates in relation to assets, liabilities, contingent liabilities, revenue and expenses. Management bases its judgements, estimates and assumptions on historical experience and on other various factors, including expectations of future events, management believes to be reasonable under the circumstances. The resulting accounting judgements and estimates will seldom equal the related actual results. The judgements, estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities (refer to the respective notes) within the next financial year are discussed below.

Income tax

The company is assessable for income tax purpose. The directors have determined that at 30 June 2022 the company can apply the mutuality principle of income tax and therefore any income earned from members is not assessable for income tax purposes and at 30 June 2022 there is no income tax payable.

Employee benefits provision

As discussed in note 1, the liability for employee benefits expected to be settled more than 12 months from the reporting date are recognised and measured at the present value of the estimated future cash flows to be made in respect of all employees at the reporting date. In determining the present value of the liability, estimates of attrition rates and pay increases through promotion and inflation have been taken into account.

Note 3. Revenue

	2022 \$	2021 \$
<i>Revenue from contracts with customers</i>		
Membership	136,792	165,978
Program and Services Revenue	953,696	247,513
Business Support Grant	-	10,000
	<u>1,090,488</u>	<u>423,491</u>
<i>Other revenue</i>		
Government Covid support	-	90,377
Revenue	<u><u>1,090,488</u></u>	<u><u>513,868</u></u>

Note 4. Current assets - cash and cash equivalents

	2022 \$	2021 \$
Cash at bank	<u><u>199,181</u></u>	<u><u>1,179,918</u></u>

Note 5. Current assets - trade and other receivables

	2022 \$	2021 \$
Trade receivables	<u><u>73,351</u></u>	<u><u>44,055</u></u>

Note 6. Current liabilities - trade and other payables

	2022	2021
	\$	\$
Trade payables	34,979	1,100
Other payables	20,107	119,145
	<u>55,086</u>	<u>120,245</u>

Note 7. Current liabilities - contract liabilities

	2022	2021
	\$	\$
Membership fees received in advance	78,895	72,004
Grant income received in advance	183,628	871,638
	<u>262,523</u>	<u>943,642</u>

Note 8. Current liabilities - provisions

	2022	2021
	\$	\$
Annual leave	<u>34,907</u>	<u>26,211</u>

Note 9. Remuneration of auditors

During the financial year the following fees were paid or payable for services provided by , the auditor of the company:

	2022	2021
	\$	\$
<i>Audit services -</i>		
Audit or review of the financial statements	<u>4,500</u>	<u>4,000</u>

Note 10. Events after the reporting period

No matter or circumstance has arisen since 30 June 2022 that has significantly affected, or may significantly affect the company's operations, the results of those operations, or the company's state of affairs in future financial years.

Note 11. Reconciliation of deficit after income tax to net cash from/(used in) operating activities

	2022	2021
	\$	\$
Deficit after income tax expense for the year	(213,164)	(21,800)
Change in operating assets and liabilities:		
Decrease/(increase) in trade and other receivables	(29,991)	104,353
Increase/(decrease) in trade and other payables	(65,159)	65,398
Increase in employee benefits	8,696	8,787
Increase in income received in advance	<u>(681,119)</u>	<u>736,352</u>
Net cash from/(used in) operating activities	<u>(980,737)</u>	<u>893,090</u>

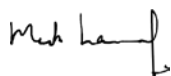
EduGrowth Limited
Directors' declaration
30 June 2022

In the directors' opinion:

- the company 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 Corporations Act 2001 requirements to prepare and distribute financial statements to the owners of EduGrowth Limited;
- the attached financial statements and notes comply with the Corporations Act 2001, the Accounting Standards as described in note 1 to the financial statements, the Corporations Regulations 2001 and other mandatory professional reporting requirements;
- the attached financial statements and notes give a true and fair view of the company's financial position as at 30 June 2022 and of its performance for the financial year ended on that date; and
- there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

Signed in accordance with a resolution of directors made pursuant to section 295(5)(a) of the Corporations Act 2001.

On behalf of the directors



Mark Lamont

30 November 2022

EduGrowth Limited

Independent auditor's report to the members

REPORT ON THE AUDIT OF THE FINANCIAL REPORT

Opinion

We have audited the financial report of Edugrowth Limited (the Company), which comprises the statement of financial position as at 30 June 2022, the statement of profit or loss and other comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and other explanatory information, and the directors' declaration.

In our opinion, the accompanying financial report of the Company, is in accordance with the *Corporations Act 2001*, including:

- i. giving a true and fair view of the Company's financial position as at 30 June 2022. and of its financial performance for the year then ended; and
- ii. complying with Australian Accounting Standards to the extent described in Note 1 and the *Corporations Regulations 2001*.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the Company in accordance with the auditor independence requirements of the *Corporations Act 2001* and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the directors' financial reporting responsibilities under the *Corporations Act 2001*. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Other Matter

The prior year's financial statements were audited by Hall Chadwick (NSW) who issued an unqualified opinion.

Responsibilities of the Directors for the Financial Report

The directors of the Company are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards and the *Corporations Act 2001* and for such internal control as the directors determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the ability of the Company to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

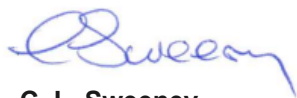
Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that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

A further description of our responsibilities for the audit of these financial statements is located at the Auditing and Assurance Standards Board website at:
http://www.auasb.gov.au/auditors_responsibilities/ar4.pdf

This description forms part of our independent auditor's report.



William Buck Audit (Vic) Pty Ltd
ABN 59 116 151 136



C. L. Sweeney
Director
Melbourne, 28th March 2023



EduGrowth Limited (Not For Profit)

ABN 42 612 800 594

Financial Report for the Year Ended 30 June 2022

edugrowth.org.au