



One Tree Community Services Submission to Productivity Commission Inquiry May 2023



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Introduction

This document is One Tree Community Services (OTCS) submission to **The Productivity Commission Inquiry Into The ECEC Sector 2023**. It represents the views of the executive based on our combined knowledge and experience. It may differ from the views of the sector, some of our partners and associates. We respect and appreciate the knowledge and experience of those that differ from ours.

We have not responded to all the discussion points and focus our responses specifically to the types of services OTCS supports. One Tree looks to provide services where there are unique challenges. Challenges could be related to location, vulnerability, disadvantage, trauma, regulatory requirements or a new service model or approach.

About One Tree Community Services

OTCS works with people and communities to transform challenges into possibilities. Our strength is providing services in rural and remote areas, or challenging environments. We are a not-for-profit charity with 65 services and 900+ staff from diverse cultural and professional backgrounds. OTCS has been operating since 1973. OTCS is:

- a registerable Australian body with the Australia Securities and Investments Commission (ASIC);
- a registered charity with the Australian Charities and Not-for-profits Commission (ACNC);
- approved for income tax exemption, Fringe Benefit Tax (FBT) exemption, FBT rebate and GST charity concessions; and
- approved to administer Commonwealth Child Care Subsidies (CCS).

Operating since 1973, OTCS is one of the largest providers of Early Childhood Education and Care (ECEC) in rural and remote locations. We have been supporting or delivering ECEC for 50 years with 34 years in rural and remote areas. As such OTCS has extensive knowledge and experience that informs this submission.

OTCS is a national organisation, also providing the Defence Childcare Program, and a member of the Early Learning and Care Council of Australia (ELACCA). OTCS has been navigating national workforce shortages, the pandemic, supply chain issues, border closures and other localised disruptions (i.e., cyclones, floods, fires etc.) in complex environments.

Our Spirit and Purpose

Our spirit is:

Working Together – Meeting the Challenge – Determined to Lead

Our purpose is:

To transform challenges into possibilities with people and communities.

Children's Services

We provide 53 ECEC services including long day care, out of school hours care and kindergartens. We are an approved and authorised Early Years Manager (EYM). We also offer four remote childcare services under the Community Child Care Fund Restricted (CCCFR) program.

Community Services

We support communities with parenting, safe houses, domestic and family violence services, inclusion support and family support programs.

Registered Training Organisation

We are a Registered Training Organisation (RTO) offering free traineeships to our staff. We also offer school-based traineeships in Western Australia and the Northern Territory working in partnerships with local high schools and service providers. One Tree pioneered the delivering of Certificate III in Early Childhood Education in high schools nationally.

EduTribe

We established EduTribe, an online platform for ECEC professionals in Australia to connect, learn and find job opportunities. EduTribe is funded solely by OTCS. It now connects over 21,000+ educators nationally. EduTribe is extending its scope to become a not-for-profit recruitment agency (EduTribe Employ) connecting employers to educators. This is a free service with the intention of offering a low-cost recruitment solution (into the future). EduTribe Employ currently has Fly-In Fly-out (FIFO) educators available and an App (being tested) that will significantly reduce the cost of recruitment for the sector.

Fly-In Fly-Out Educators

One Tree was the first ECEC provider to offer a FIFO program for educators. The interest in this style of working from educators is high. We continue to get enquiries from educators to be a part of this program. One Tree initially set up the program with 21 educators.

Unfortunately the cost of operating the model is 50% higher than a local staffing model. The options are for parents to pay substantially higher fees or for the program to be funded externally.

One Tree is currently in final negotiation with a mining company to subsidise a pilot program.

Family Information and Help (FISH)

The Family Information Support & Help service (FISH) is an internal program funded by One Tree Community Services (OTCS). FISH was established in 2012 to provide family support services to vulnerable families in regional and remote areas of Western Australian and Northern Territory. One Tree employed two child psychologists to deliver the program. Both were engaged through visa sponsorships.

Today's model is designed to provide a free information and support service to promote positive behaviours in children aged 0-12 to all OTCS staff, families, and carers Australia wide. Support is provided via, phone, email, and Microsoft Teams.

Overview

The Productivity Commission inquiry is looking for ideas that will support “affordable, accessible, equitable and high-quality ECEC that reduces barriers to workforce participation and supports children’s learning and development.”

These are ambitious and welcome goals; however, it is important to recognise that there are inherent competing tensions between these goals.

The Commission have invited submissions which “identify issues and provide suggestions for ways forward.”

OTCS suggests that the competing tensions between these interests must be considered in designing any policy, regulatory or funding reforms to early childhood education and care sector.

Currently, the critical workforce shortage plaguing the sector is a barrier to affordability, accessibility and quality. The competition for workers is driving up operating costs and hence fees. This leads to fees which exceed the hourly rate cap of the Child Care Subsidy (CCS) and results in higher out-of-pocket expenses for families.

The workforce shortage is influenced by the low-pay conditions for workers, coupled with the high pressure for workers in meeting the expectations of the National Quality Framework (NQF).

As such, expectations of quality are acting as a barrier to accessibility. The lack of staff leads to rooms and services being ‘capped’ below their licensed capacity, ultimately delivering less care to the community, and not keeping up with demand. This in turn acts as a barrier to workforce participation, as parents are unable to attend work if they can’t access enough care.

It is clear that the optimal balance between these competing interests is not being realised by the sector, certainly not in a way that meets the expectations and needs of the community.

In this submission, OTCS contributes information about our experience of these competing interests. We provide suggestions for reforms that could be considered by the Productivity Commission in pursuing a better balance of outcomes in each of these areas.

OTCS suggests that a different approach to quality and more flexibility in the regulation of the workforce may be more effective at attracting and retaining the workforce. This would put downward pressure on pricing to improve affordability. It has the best prospect of increasing access, while still meeting community expectations of the quality and safety of care.

Our submission responds to some (not all) of the discussion points in the Call for Submissions published by the Productivity Commission March 2023 <https://www.pc.gov.au/inquiries/current/childhood/call-for-submissions> .

Discussion Points

Affordability of, and access to, quality ECEC services that meet the needs of families and children.

Affordability

1. There is reason to believe that ECEC services are going to become less affordable for families. This is likely to occur despite the Government increase in Child Care Subsidy (CCS) payments. Other economic factors (like inflation and workforce shortages) will continue to put upward pressure on pricing.
2. Affordability is impacted both directly and indirectly by the requirements of the ¹*National Quality Framework* (NQF). To improve affordability, either the current requirements of the NQF need to be reformed to reduce costs, or Government (or another third party) need to increase funding for what is currently in place. Realistically it will most likely require a combination of both.
3. Affordability will continue to be a barrier to access because demand outweighs supply. This is directly related to workforce shortages and not a lack of facilities or licensed places.
4. The Community Child Care Funded Restricted (CCCFR) grant program supports identified services in disadvantaged and vulnerable communities. Funding supplements the fee income services receive from families, Child Care Subsidy (CCS) and Additional Child Care Subsidy. This program is currently being assessed by Government and reviewed by Deloitte. Our organisation advises that any intent of Government to transfer these services into the mainstream system would be detrimental. This would significantly threaten affordability and access for vulnerable Aboriginal people in rural and remote areas. Our organisation would not support this decision. More is written about this in Point 48-53.

Redefining quality

5. To have affordable, quality ECEC services (that meet the needs of families and children) either quality must be redefined or someone other than families need to pay more. The current level of subsidy of this system, while substantial, does not meet community expectations of affordability or access, especially not for children most in need. ECEC services cannot be both 'affordable' and quality as defined by current NQF requirements, without increased funding for staff and resourcing.
6. Although not a widespread view, OTCS suggests that reform of the NQF and the National Quality Standards (NQS) to simplify workforce expectations could still support quality. This is especially relevant for rural and remote areas, where workforce driven access constraints are severe.
7. The NQS currently has seven quality areas and 40 quality standards that educators are expected to deliver upon. Reducing the quality areas to three with a focus on what is ²*important to families (and child development)* is more likely to support quality.

¹ NQF refers to National Law and National Regulations, National Quality Standards, assessment and quality rating process and national learning frameworks.

² <https://www.parent.cloud/blog/things-daycare-center-must-have> - <https://www.cis.org.au/wp-content/uploads/2019/09/pp22.pdf>

8. The same (Point 7) applies for the Early Years Learning Framework (EYLF) Learning Outcomes. This would support educators in focusing their *Competencies* keeping in mind that educators are:
 - a. primarily certificate III or diploma trained;
 - b. paid a low award rate; and
 - c. not necessarily looking for a position that requires university qualification (which is arguably what is required to deliver on the current requirements).
9. Reducing and/or consolidating the number of quality areas, standards and EYLF Learning Outcomes will assist educators to focus their ³*Competencies*.
10. What we hear families saying is that they are concerned with their children's happiness, safety and learning.
11. We would recommend the following quality areas:
 1. Program and practice.
 2. Safety and security.
 3. Leadership and management.
12. Accredited training courses specifically designed to focus on the *Competencies* related to delivering on the reduced (consolidated) quality areas and the EYLF Learning Outcomes would improve quality.
13. The current requirement for qualifications does not seem to be equating to quality. Much has been documented about workforce shortages. From our experience workforce shortages is the most significant threat to quality (and retention) due to:
 - a. staff being tired and stressed from overtime;
 - b. not having enough time to plan children's learning;
 - c. only being able to do the basics rather than adding value;
 - d. having to use temporary staff unknown to children and families;
 - e. elevated levels of stress as services move staff around to avoid closing rooms;
 - f. increased risk to children's safety (when educators are stressed or unknown); and
 - g. minimal time to engage with families and the community.
14. Conversations with the sector is the *Competencies* of educators is declining when compared to educators 10-12 years ago. Interestingly 10-12 years ago commencing on 1 January 2012 (1 August 2012 in WA) under the NQF, all educators included in ratios must hold (or be actively working towards) at least an approved certificate III level education and care qualification (regulations 126(1)(a) and 127).
15. Later Early Childhood Teachers (ECTs) became a requirement of the NQF and from the 1 July 2023, family day care educators must hold an approved certificate III level (or higher) qualification prior to commencing their role in a family day care service. They will no longer be able to be 'actively working towards' their qualification. This change has come about because of the 2019 NQF Review. Family day care educators who were actively working towards their qualification before this change have until July 2024 to hold at least an approved certificate III level qualification.

³ Competencies: skills, knowledge and attitudes.

16. This might suggest that the increased qualification requirements over the last 10-12 years have not resulted in quality and in fact the opposite has occurred.
17. The answer is possibly the disparity between the people who would choose to work as an educator and:
- Their preferred way of learning (on-the-job rather than 'academically' based).
 - What they are expected to deliver currently (based on the NQF and the EYLF Learning Outcomes) compared to the salaries paid.
 - The time and resources provided to deliver the requirements of both the NQF and the EYLF Learning Outcomes.
18. Addressing Point 17.c. (above). Under the Children's Services Award qualified educators are allowed a minimum two hours a week non-contact time (away from children). This is the time given to plan, evaluate and set-up each child's learning and the group programs for all children. An educator can have between 4-13 children. The documentation required in ECEC to demonstrate compliance to the NQF and the EYLF is high. It generally exceeds what is required in primary schools with teachers given more non-contact time (including four term breaks annually). Recently educational leaders have been granted two additional hours a week to work on developing programs for children and guiding (mentoring) educators. ⁴The ACECQA describes Educational Leaders as "agents of change" with its value extending into all areas of the NQS. Many educational leaders receive the standard minimum of two to four hours non-contact time a week due to restrictions with room ratios. As a result, [practitioners and researchers](#) view the role as a time-poor position.
19. Even when employers want to give educators more non-contact time they are limited because they can't find replacement (casual) staff to maintain child to staff ratios in accordance with the NQF requirements. The same applies for attending training which often happens in the educator's own time (unpaid). The cost associated with replacing staff for non-contact time (including training) becomes a cost to families. This impacts on affordability and access (e.g., services or rooms must close for educators to attend training).

Addressing access and workforce shortages

20. The immediate barrier to access is workforce shortages. Our organisation currently operates as low as 64% capacity because we cannot meet staffing requirements. Our understanding from the sector is this is common. There is no point in investing in building more facilities when providers can't staff the ones they have.
21. The common solutions put forward by industry include:
- Increased wages and better conditions.
 - Skills migration.
 - Fast tracking qualifications.
 - Promoting ECEC as a valuable/desirable career option.
 - Simplifying recognition of overseas qualification.
 - Free training (including school-based traineeships).

⁴ <https://www.petitjourney.com.au/reflections-early-childhood-educational-leader/#:~:text=Despite%20being%20an%20integral%20part,to%20restrictions%20with%20room%20ratios.>

22. Most of these ideas have obvious merit, however we suggest that fast-tracking qualifications may be counter-productive.
23. Fast tracking the qualifications of students in past years may have resulted in poorer *Competency* outcomes for educators.
24. Fast tracking qualifications arose as a response to the 2012 NQF requirement that all educators to have an approved certificate III or diploma level education and care qualification. It also required that:
 - a. 50% of educators must be always diploma qualified (or the number of children reduced).
 - b. One ECT for every 60-80 children (summary only – refer to: <https://www.acecqa.gov.au/qualifications/requirements/children-preschool-age-or-under>).
25. Our organisation became an RTO in direct response to identifying educators presenting with less *Competencies* than previously. The same approach is now being recommended for Early Childhood Teachers (ECTs).
26. The NQF requirements for qualifications are a direct barrier to improving access to ECEC services and addressing workforce shortages.
27. There is a notion within the sector that not having 50% educators being diploma qualified nor ECTs will impact on quality and damage the professional credibility of ECEC. However experience at service level is that professional credibility and quality is compromised by:
 - a. Newly qualified teachers being appointed as education leaders over experienced diploma qualified educators (to meet NQF requirements) contributing to poor morale, turnover and shortages of Diploma qualified staff.
 - b. Opting to fast-track qualifications (quantity over quality) to meet regulations;
 - c. Excluding competent people who are highly skilled and trained in other professions (i.e. nurses) from working in the industry unless they complete an approved certificate III level education and care qualification.
 - d. Excluding potential staff that are high performing but do not learn effectively within the education system but rather by observation and doing.
 - e. Low salaries that do not equate to the high-levels of responsibility.
 - f. High numbers of dissatisfied educators leaving the profession.
28. The need for ECEC is greater than the qualified staff available (demand outweighs supply). The impact on rural and remote services is significant. I have included a flyer (Ref: Point 72) our organisation has provided to Government previously. Some of the solutions could be applied to metropolitan services.
29. Children who most need access to ECEC services to support their development are likely missing out due to affordability (or perceived lack of affordability, given the limited understanding and complexity of accessing ACCS). A possible solution would be to simplify access to free childcare for targeted vulnerable children.
30. To attract and retain ECTs to work in long day care their wages and conditions need to match their colleagues in standalone kindergartens. When ECTs in long day care deliver a kindergarten program

it should mirror stand-alone kindergartens (e.g. in terms of wages, non-contact time, holidays etc.). The other option is to not require ECTs other than to deliver a bespoke kindergarten program.

31. When children aged 3-5 years of age require care beyond the hours of a kindergarten program (wrap around care) this could be provided by unqualified assistants with oversight of a qualified educator. This may off-set some of the costs.
32. Our organisation offers a free membership program (EduTribe Connect) for over 21,000 educators nationally (<https://www.edutribe.com.au/>). This is solely funded by the organisation. We communicate with and provide resources to this membership regularly. The information from this site through surveys and other communications identifies that educators are motivated by their love of children, wanting to make a difference and being appreciated. Salaries and career opportunities are also motivators (but not initially and not for all). See attachment 1 EduTribe Educator Job Satisfaction Survey.

Developmental and educational outcomes for Australian children, including preparation for school.

33. So much research and so many reports have been written on this topic over the years that it seems unnecessary to add to it here. The importance of the early years cannot be disputed. I would refer the Productivity Commission to the Australian Government Discussion Paper The Early Years February 2023. <https://engage.dss.gov.au/wp-content/uploads/2023/02/early-years-strategy-discussion-paper.pdf>
34. What has not been highlighted enough in the reports is that the best place for children aged 0-3 years (for their development) is in the primary care of **one** person. This is usually their parent or equivalent (in terms of role). There is extensive research on this. Arguably ECEC services are not developmentally the best place for all young children given workforce shortages resulting in high turnover of staff. A simple explanation of this can be found: <https://www.youtube.com/watch?v=UWbCnv1vno>.
35. If the best interest of the child is the primary goal our organisation would put forward that in the first 1,000 days (approx. 0-3 years) the average child should be at home in a one-on-one relationship with their parent (or equivalent). We understand that for this to occur society needs to be structured to support this. An investment in funding for parental leave should be considered based on a cost benefit analysis. This is likely to be in the best interest of the child and will ease the pressure on the ECEC sector (e.g. lack of ECEC places).
36. A suggestion would be extending the current Government paid parental leave system from six months to 1,000 days. This would decrease the demand for 0-2/3 year olds and free up staff capacity to better meet the demand for 3-6 year olds.
37. Children aged three years and older could have increased funded access to a ⁵wraparound kindergarten service in a long day care settings. This could remain fees based as it currently is (in

⁵ Wrap around kindergarten: Kindergarten program with 'childcare' provided at the same service before and/or after the kindergarten program. This enables parents to work the additional hours.

long day care service). It would also reduce the number of stand-alone-kindergartens required. Ref Points 30-31.

38. There may be some need to provide support to stay at home parents. However there are resources such play groups, mother's and father's groups and online information for parents already available. There are many free online forums for parents to find and share ideas about educating children. Parents are and should be a child's first teacher. An example:
<https://www.facebook.com/SimpleToddlerActivities/>
39. Our organisation self-funds a Family Information Support and Help (FISH) service which was originally set-up to assist parents at our services with parenting matters. It now also supports educators with working with children with difficult behaviours.
40. Theory on the best interest of children doesn't apply universally and the needs and best interest of children is influenced by multiple factors, especially in families experiencing poverty, violence or other forms of disadvantage. The economist *'Dr James Heckman has shown high quality early childhood programs for disadvantaged children can yield returns of between \$4 and \$16 for every \$1 invested. His recent research on comprehensive, high-quality, birth to 5 years old early childhood programs for disadvantaged children yielded a 13 per cent return on investment per child per annum, through better education, economic, health and social outcomes'*. **However**, this statement seems to be used as evidence that it is best for **all** children to be in ECEC services. This is not what is being said. Dr Heckman's statement applies to disadvantaged children.
41. For disadvantaged children the best place for them may be a Government funded quality ECEC service. This would apply when the circumstances at home where not conducive to the healthy development of a child. In this instance free ECEC services for eight hours a day needs to be funded by government. ECEC services for vulnerable and disadvantaged should be at no cost to families without the current barriers presented by Centrelink administration of the ACCS program. Our organisation's extensive experience in working with disadvantaged families is that both CCS and ACCS requirements are barriers to attendance. Additional services linked to these ECEC services (considering the concept of a hub) to assist disadvantaged families overcoming their disadvantage would add value.

Economic growth, including through enabling workforce participation, particularly for women, and contributing to productivity.

42. It is well established that positive outcomes in early childhood development have a long term positive economic and social impact, however this is a subject best left to the economists and sociologists (e.g., Point 40).
43. Where the primary goal is workforce participation, particularly for parents (with young children) this may not always be what is developmentally in the best interest of children. It would require care to be provided by a consistently available workforce, underpinned by higher pay and resourcing. Currently, the high turnover of staff is a barrier to the quality of care for children aged 0-3, as defined under the current NQF.

44. Experts suggest that children for the first 1,000 days are mostly better off in the care of a primary caregiver (usually their parent). ECEC services are not in the best position to provide what children need in the context of extreme workforce shortages and the impact this is having on quality.

Outcomes for children and families experiencing vulnerability and/or disadvantage, First Nations children and families, and children and families experiencing disability.

45. Our organisation is one of the largest not-for-profits working in ECEC in rural and remote areas where children are disadvantaged because of their location.
46. Vulnerable children and families benefit from free access to quality ECEC services. This is particularly true, but not limited to, Aboriginal and Torres Strait Islander children in remote areas.
47. The decision to transition Multifunctional Aboriginal Childcare Services (MACS) from Budget Base Funded (BBF) services to the Community Child Care Funded Restricted (CCCFR) model allowing some families to pay fees and disadvantaged families to access free ECEC services has been beneficial. OTCS would support an expansion of the CCCFR program for remote provision of ECEC services. <https://www.anao.gov.au/work/performance-audit/multifunctional-aboriginal-childrens-services-macs-and-creches>
48. Maintaining flexibility in the CCCFR program is essential, as vulnerable and/or disadvantaged families in remote areas face multiple barriers to engaging with Centrelink and the Child Care Subsidy system. An inherent cultural barrier is the notion of child responsibility being limited to parents, which is central to the mainstream system, rather than informal kinship care arrangements. Assessing the eligibility for CCS of the multiple aunts, uncles, grandparents, cousins etc that can share caring responsibility flexibly at different times makes engaging with Centrelink practically impossible. This has also been the main barrier to accessing both CCS and ACCS, for the very groups it is targeted at. They do not make normal fees affordable or accessible for these families.
49. Other barriers include: not having physical access to a Centrelink office in rural and remote areas; not having the internet or a reliable, affordable electricity supply; not speaking or writing in English; and a reluctance or fear of engaging with Government systems due to historical issues (e.g., the removal of children and the NT Intervention). In communities like Wadeye (in remote Northern Territory) some children are failing to thrive and experiencing illnesses mostly seen in the poorest developing countries. They don't have enough food or adequate housing (eg 20 or more people living in a three bedroom house) and live in fear of violence.
50. In practice, registration with Centrelink is only possible where a worker is employed specifically to facilitate this. This increases costs for service providers and defers resources from the primary goal of caring for children with complex needs, and mentoring staff to help them do the same.
51. It should also be noted that when access to ECEC services was free during the pandemic all of our remote services saw an uptake in childcare from vulnerable and disadvantaged families. For example, our Kununurra service was at capacity with Aboriginal families who would not normally attend. When the services were required to charge fees, these families no longer attended.

52. Vulnerable and/or disadvantage people (including Aboriginal people) need access to free ECEC services that do not require them to register and maintain eligibility with complicated Government systems. These ECEC services would preferably be a part of a hub that offered health and parenting programs with a focus on addressing barriers to employment, training and community engagement. We suggest extension of the Close the Gap outcome; *By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Full time Schooling (YBFS) early childhood education to 95 per cent* to include access for the 0-3 year age group. This should be reinforced by policy changes to remove the CCS fee for service model and expansion of CCCFR funding for services in remote communities.
53. Not having gainful employment, or the ability to work contributes to vulnerability and disadvantage. Our organisation has experienced success in offering accredited school based and workplace traineeships for Aboriginal people at our services.
54. In Roebourne (a predominately Aboriginal community in the Pilbara) OTCS in partnership with the Woodside Development Fund and the local community (informing the project) delivers an Early Childhood Training and Development Pathways Program (Pathways Program) for local Aboriginal people. The Pathways Program provides mentoring and assists with barriers to participation for Aboriginal people supporting students and trainees working in ECEC services. These types of programs have value now and into the future.

Interactions with existing and planned Commonwealth, state and territory ECEC policy settings and funding, including recent commitments by the New South Wales and Victorian governments to expand access to 30 hours of preschool.

55. Our organisation is an Early Years Manager in Victoria and provides 15 hours of preschool for children in standalone kindergarten programs for 3 and 4 year olds. All current service sites operate at or close to full licensed building capacity.
56. Not only is there a constraint on the physical licensed building capacity to double the hours available, but also there is not an adequate workforce available to deliver, even if the built environment was available.
57. Achieving the desired participation in kindergarten program may be better achieved through integration as a part of existing long day care programs rather than more stand alone kindegartens. This is worth a cost benefit analysis. It may reduce some of the costs in building new infrastructure and support workforce participation in long day care settings.

Interactions with other incentives and disincentives to join or increase participation in the workforce.

58. In our organisation's view either the requirements of the NQF, EYLF and NQS need to be reconsidered or wages need to be significantly increased.

59. Our organisation has a workforce of 900+ employees. Many are educators. We also sponsor the EduTribe membership program that has a membership of over 21,000 educators. We would estimate that 50% of educators are looking to advance their career and 50% are working in the sector simply because it is a meaningful occupation for them. The second mentioned cohort is not inclined to pursue a qualification but rather contribute to and develop their skills and knowledge on the job. Some are qualified in other professions (like nursing or teaching) others are parents or family members who have a commitment to children.
60. Review the NQF requirements around staffing qualifications to increase participation in the sector and support educators with different motivations for wanting to work in ECEC. This particularly applies to rural and remote services.
61. Quality can be maintained by focussing the educational leader's role in guiding unqualified staff on the job, however this would require reform to the NQF as discussed.

ECEC sector workforce requirements and the capacity to meet these requirements within current Commonwealth, state and territory initiatives.

62. There is an estimated workforce shortage of around 30,000 educators across Australia. There is no reasonable prospect of meeting the workforce requirements, in the current economic climate, without significant reform to the sector.

Impact on access to quality ECEC, including by remoteness and access to flexible (non-standard hours) services.

63. Although workforce shortages are the main barrier to access and quality for the sector, in rural and remote areas workforce shortages impact far more. Attraction and retention of duly qualified educators (in accordance with the NQF) is the barrier. There is indication that lifestyle and flexibility is a successful approach to attracting and retaining educators in these communities. Our organisation has easily been able to recruit for a pilot Fly-In Fly-Out (FIFO) model compared to recruiting permanent positions.
64. Some of these FIFO workers converted to permanent positions. For rural and remote communities a 3–6-month secondment model has also resulted in permanent long term workforce conversions. Ref: Attachment 2 OTCS 2022 Annual Report.
65. There appears to be a willing workforce but unfortunately the cost of delivering a FIFO model is 50% higher. It is unlikely families would be willing to pay the associated fees. The only option for this model to work is that a third party or Government covers the additional costs (for rural and remote services).
66. As a provider experienced in delivering approved ECEC in remote locations providing quality services is challenging. There is no flexibility within the NQF that takes location into consideration. Workforce issues are significantly magnified as are other matters like the availability of housing and infrastructure.
67. In rural and remote towns, particularly resource industry focused towns, there is an expectation for ECEC services to open long hours to enable workforce participation (based on workers being

employed on 12 hour shifts). OTCS suggests that such extended separation of children from a primary carer may not be in the best interest of early childhood development. Changes in staff (to cover different shifts) is not conducive to children establishing a critical one on one relationship with a primary caregiver.

68. The cost of delivering non-standard hours of care or flexible care is prohibitive. This is primarily related to the salary costs and NQF requirements. Our experience is families are not prepared to pay the higher fees. It is also extremely difficult (if not impossible) to staff these arrangements.
69. The hourly rate cap subsidy model makes care more affordable where there are longer session hours and less affordable where the hours are shorter, regardless of the number of hours families actually use. This is a critical shortcoming of the current CCS funding model which should be reviewed. The flat hourly rate cap does not reflect the higher costs of operating in regional and remote areas.
70. In terms of child development in-home care services are best suited for families wanting 12+ hours of care for their children. The cost-benefit of funding for in-home care should be reviewed and consideration be given to expansion of this program in regional and remote areas.
71. Greater certainty in the financial support model for essential regional services is required. This includes:
 - a. Inconsistencies and timing of sustainability grants.
 - b. A higher regional hourly rate cap.
72. Our organisation has been lobbying Government for some time in relation to the challenges and possible solutions for rural and remote communities. Please see flyer below:



information@onetree.org.au
Phone 08 65574400



Written by:
Karri Hillier
Chief Executive Officer

CHILDCARE SOLUTIONS FOR RURAL WORKFORCE SHORTAGES

The challenge

1. The need for childcare is greater than the qualified staff available (demand outweighs supply).
2. Women in rural communities are not able to return to work due to childcare shortages.
3. Childcare fees increasing as the competition for staff drives up costs.
4. The pandemic has made the situation worse.
5. We are missing out on staff with different qualifications and skills who could be supported to provide quality services.

The solution

Is within reach (at minimal cost) or effort. The government can support:

6. permanent **service waivers** for unqualified childcare **assistants** to be included in ratio when:
 - Reasonable efforts have been made to recruit qualified staff.
 - They do not hold the position of room leader, educational leader, 2IC or director.
 - The educational leader is above ratio to guide non-qualified staff on-the-job (80% of the time).
7. permanent **service waivers** for ECT to work remotely using technology to support educators at services.
8. Not-for-profit charities providing childcare in rural and remote areas are granted Public Benevolent Institution (PBI) with Deductible Gift Recipient (DGR) status so they can increase staff salary packages by up to 15% without needing to increase fees.

You can help

Email or write to your local and federal politicians asking them to support **the solution**. Send them a copy of this document.

CHILDCARE SOLUTIONS FOR RURAL WORKFORCE SHORTAGES

The situation

The childcare industry is facing a staffing crisis. In rural and remote areas, the impact is greater. It looks like this:

- By 2023 it is estimated that Australia needs an additional 30,000 new educators and 7,000 Early Childhood Teachers (ECT). *(2022 Job Outlook data)*
- Educators are leaving the sector. An article read: 'Previously there was around 30% turnover in the sector, but a 2021 survey of 4000 educators revealed 73% planned to leave in the next three years.' *(womansagenda.com.au)*
- Rural and remote areas are impacted significantly. (<https://www.vu.edu.au/mitchell-institute/early-learning/childcare-deserts-oases-how-accessible-is-childcare-in-australia>)
- Rural and remote childcare providers, are capping numbers, closing rooms or reducing hours at services.

An example

In the Pilbara (Western Australia) One Tree Community Services (One Tree) operates nine services. There are 1,139 children waiting for places. One of many rural and remote communities with significant waitlists.

We have 208 full time places that we can't use because we don't have enough staff. If we had enough staff, we could potentially take on another 350 children (given some families want part time places).

Given other providers in the region will also be in the same position it would be possible to significantly reduce waitlists with the services already in these communities.

The bigger picture

In rural and remote areas children are being denied early education and care services because there isn't a sustainable workforce to support their access. It's an all too familiar cycle of disadvantage for rural communities and at-risk children.

It's time to think and act differently. During an international pandemic and workforce crisis – expecting to be able to operate in the same way is not realistic.

The foundations for positive change are already within the regulations and law. It just requires our government to support them.

The cost is minimal. Nothing up front. Just a tax exemption for not-for-profit rural and remote childcare providers.

CHILDCARE SOLUTIONS FOR RURAL WORKFORCE SHORTAGES

Current laws and regulations

Regulations

The *Education and Care Services National Regulations 2012* (Regulations) requires:

Regulation 126 states that:

- 50% of educator must be diploma qualified; and
- 50% certificate ~~III~~ or
- working towards either qualification.

Regulations 130 to 135 require childcare to have **Early Childhood Teachers (ECT)** employed.

- The larger the service the more ECTs required.
- Small services can have ECTs working remotely.

Waivers

The Education and Care Regulatory Unit (ECRU) can provide a permanent **service waiver** that allows childcare services to operate outside of the Regulations.

ECRU does not want to grant (permanent) **service waivers** to use 'unqualified' **assistants** because of Regulation 126. ECRU recommends that temporary waivers be applied for. These last from 3 months to 1 year (and have limitations). The process is time consuming and a 'Band-aid' solution.

In WA alone 19.3% of long day care services have waivers in place because services cannot meet the qualification requirements.

The reality is potential employees want a guarantee of permanent work especially if they are relocating rural and remote.

Charities (providing childcare) not eligible for tax incentives

Not-for-profit childcare services are excluded (by law) from being a Public Benevolent Institution (PBI) with Deductible Gift Recipient (DGR) status. Having PBI with DGR status will enable providers to increase staff salary packages by up to 15% without needing to increase parent fees.

Within the law the treasurer can applying to parliament for not-for-profit (charities) to be granted PBI with DGR status. It would give not-for-profit providers in rural areas the opportunity to improve their ability to attract and retain staff while keeping childcare fees affordable.

CHILDCARE SOLUTIONS FOR RURAL WORKFORCE SHORTAGES

The fear

Quality will be compromised if we **don't** continue to do what we are currently doing.

The reality

Quality is being compromised because of workforce shortages. This is resulting in educators being under pressure and wanting to leave the industry. Children and families are denied access to early education and care which perpetuates the cycle of disadvantage in rural and remote communities.

It's time to ...

Quality

- Redefine quality based on what is important to children, parents, communities and educators.

Workforce

- Rethink the qualification requirements of the workforce to support access (and quality).
- Offer an alternative approach to upskilling staff wanting to work with children but not wanting to do a formal qualification or pursue a career pathway, while
- Continuing to provide career pathways and qualifications to staff that want them.
- Understand that the industry attracts people from all walks of life who can add value to children's education and care. This includes parents as first teachers, first nations people and those with other cultural competencies or other qualifications i.e., nurses, social workers etc.).
- Adopt approaches to upskilling staff and a model that supports the available workforce.

You can make a difference

Let our politicians know how they can help.

Whether different settings are required based on the location of services or family circumstances.

73. The national uniform design of the hourly rate cap of the CCS is a critical shortcoming of the current ECEC funding model which should be reviewed. The flat hourly rate cap does not reflect the higher costs of operating in regional and remote areas.

The operation and adequacy of the market, including types of care and the roles of for-profit and not-for-profit providers, and the appropriate role for government.

74. There is a notion in the sector that Government should fund 100% of the cost of ECEC services. Our organisation would be concerned if Government became responsible for providing ECEC services as they do with the public education system. Competition and choice are more likely to result in affordability and quality.
75. At this point in history the adequacy of the market is affected firstly by workforce shortages. Government's role in this instance is to reduce the barriers to workforce participation in the ECEC sector. This could include:
 - a. Supporting a revisioning of what quality could be in ECEC. Ref: Points 5-19.
 - b. Reconsidering the requirements of the NQF to support supply and the characteristics of the available and potential workforce.
 - c. Decreasing the cost and complexity of skilled workforce migration (particularly from English speaking countries).

Activity requirements and other ECEC policy settings, including to reduce system complexity and debt for families.

76. The impacts of activity requirements on vulnerable and disadvantaged families, especially in remote areas, has been discussed. They pose a barrier to access for children and should be removed. Ref: Points 48-52.

Discussion points not answered

The following points were not answered by OTCS, as they are either outside our area of expertise or capacity in responding to this inquiry. OTCS suggests further consultation on the question of implementation following the conclusion of any recommendations arising from the Inquiry.

The efficiency and effectiveness of government investment in the sector. Without limiting the matters on which the Commission may report, in making recommendations the Commission should consider: Impacts on demand, supply, and fee growth.

Not answered.

Required regulatory settings, including to manage compliance and integrity risks for Commonwealth programs.

Not answered.

Impacts on the economy, including workforce participation, productivity and budgetary implications.

Not answered.

A pathway for implementation.

Not answered.

Attachments

Attachment 1- EduTribe Educator Job Satisfaction Survey

Survey report

Job satisfaction

for early childhood educators and teachers
in Australia

Conducted and presented by Elena Cheremisenova, EduTribe

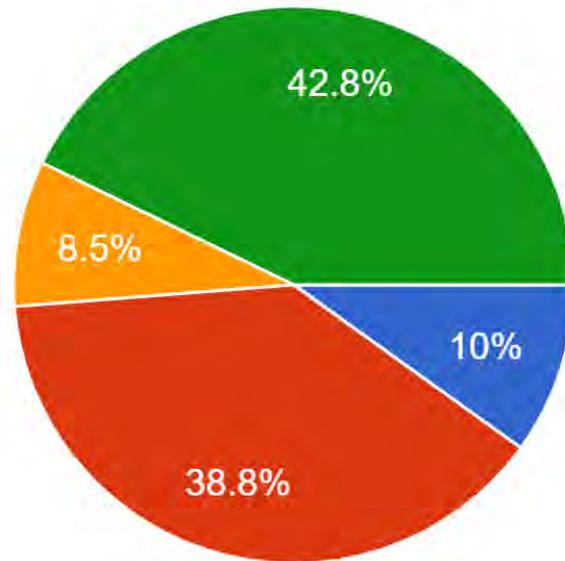
Developed in collaboration with Sarah Short, Tracey Jones and Katie Helps, One Tree Community Services

Number of respondents: 201

2021

1. Which centre would you prefer to work at?

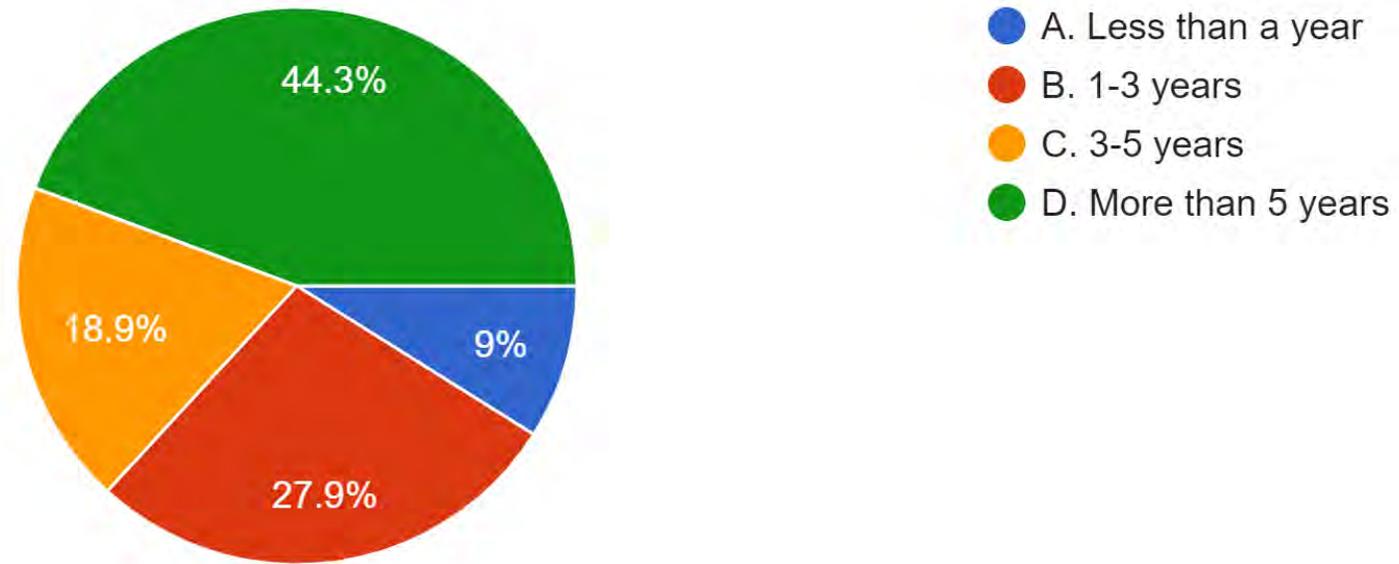
201 responses



- A. One with great pay and employee benefits.
- B. One with a friendly team culture and supportive management.
- C. One where you could have strong connection with children and families.
- D. One where I feel valued and recognised and I feel like I make a difference.

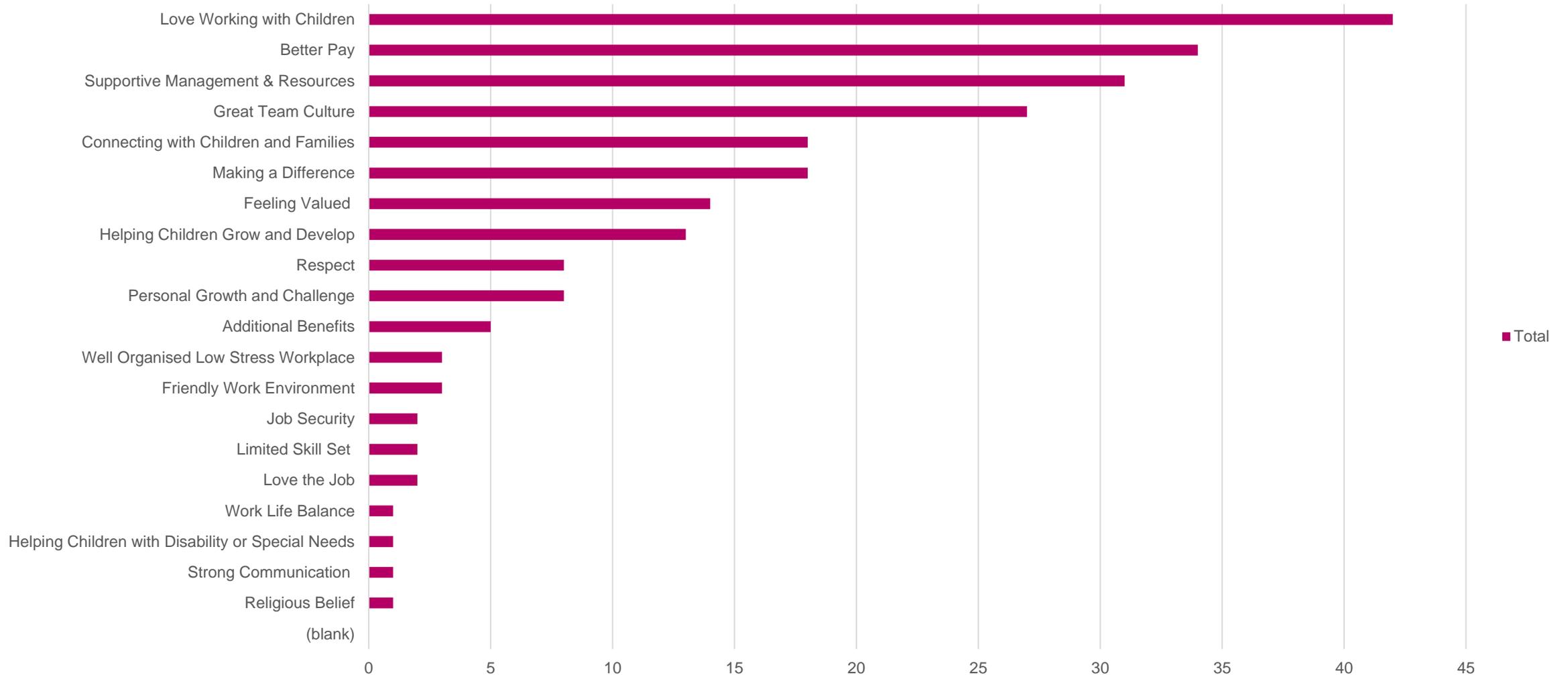
2. What is the longest period you've been working at one centre?

201 responses



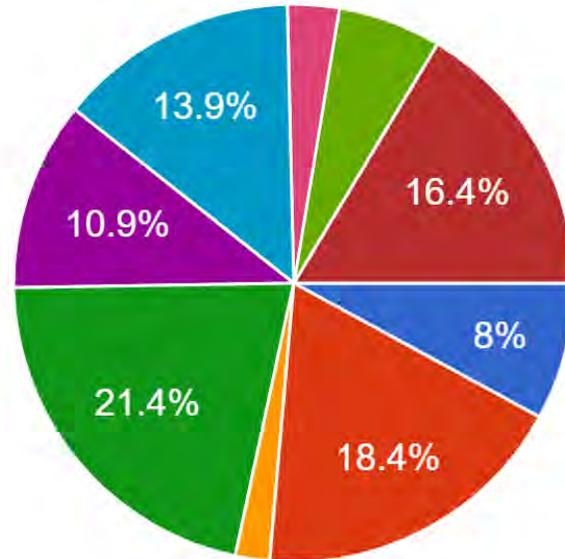
3. What is the number one reason that would make you stay in a challenging job in early childhood education?

Total



4. What would be the number one thing that would cause you to leave the centre you're working at?

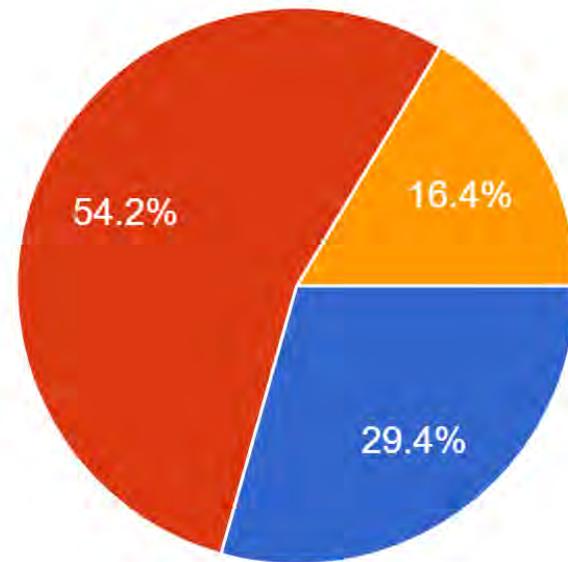
201 responses



- A. Change of management
- B. Conflict with colleagues
- C. Conflict with families
- D. No room to grow
- E. Change of pay conditions
- F. Personal circumstances
- G. Change in policies and procedures
- H. Leaving the sector
- I. Other

5. Do you see early childhood education as a long-term career for yourself?

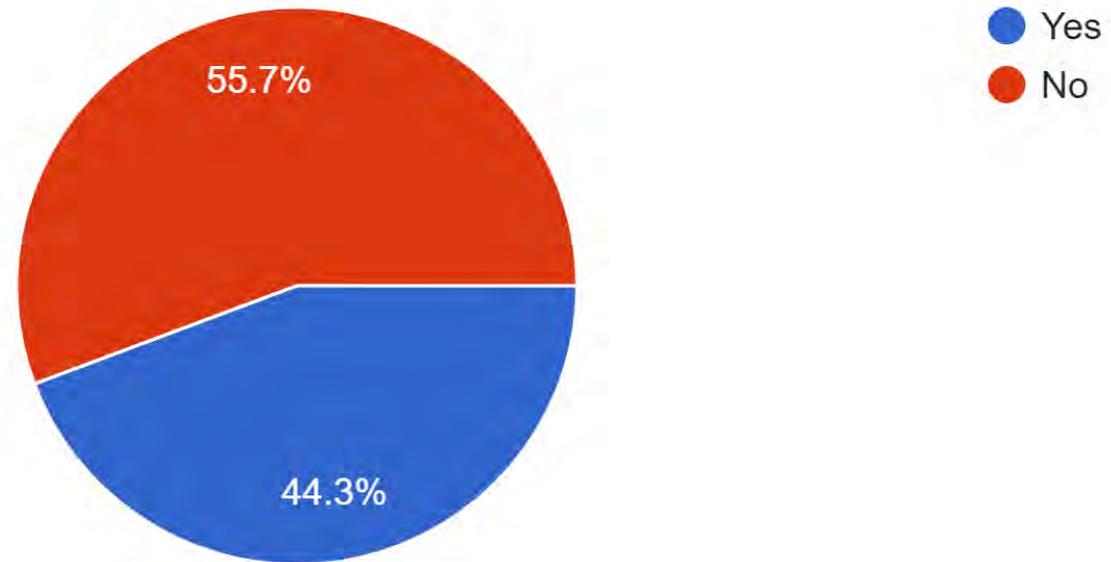
201 responses



- A. It works nicely for me now but I'm not sure it will in the future.
- B. I'm here for the long haul and I'm very passionate about this career.
- C. I would consider something else if it comes up.

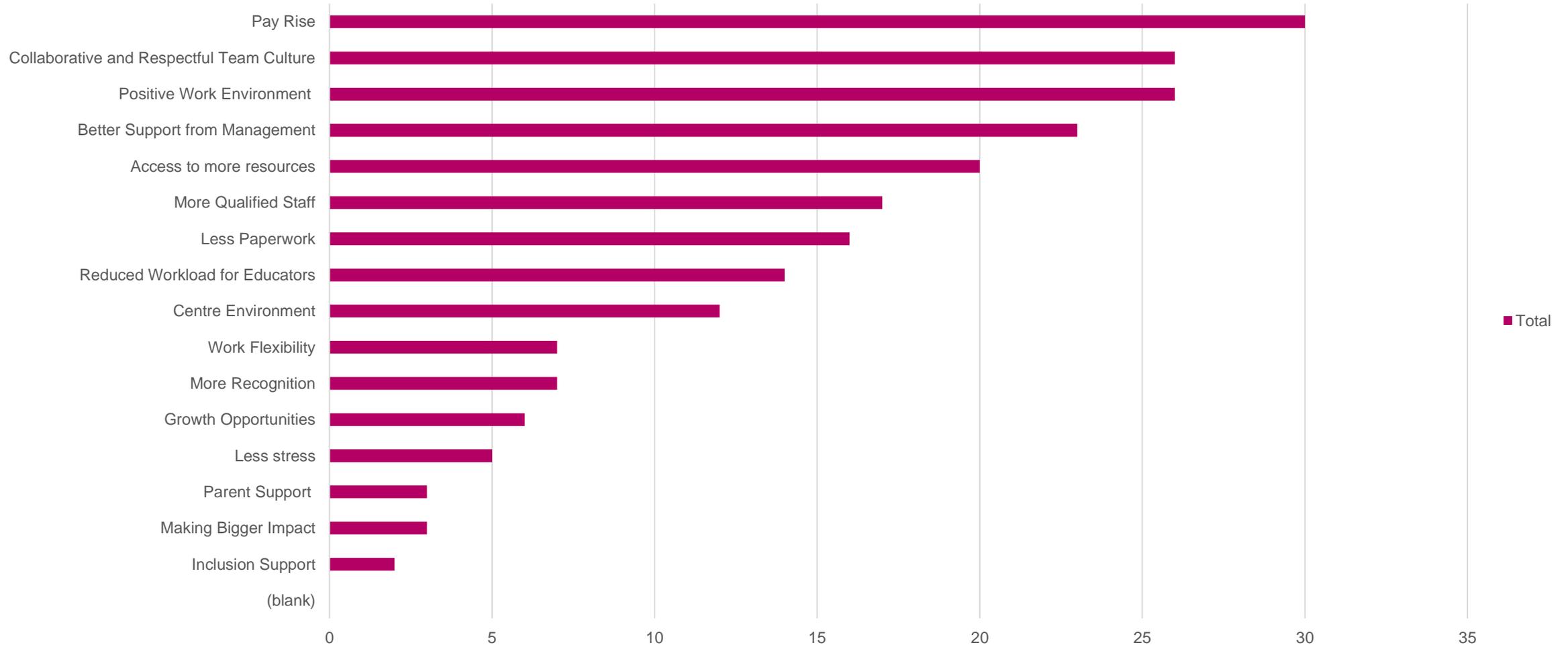
6. Do you have thoughts of leaving the sector?

201 responses



7. If you had a magic wand that could make your current workplace a dream one, what would it be?

Total



Attachment 2 – OTCS 2022 Annual Report



2022

Annual Report

| New realities



We'd like to thank the Reconciliation Action Plan (RAP) Committee for their ongoing commitment and guidance as they support One Tree on the journey to reconciliation.

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From Larrakia Country to Whadjuk Country, Boonwurrung Country and all traditional lands in between – One Tree acknowledges the Traditional Custodians of the lands on which we work.

We pay special thanks and respect to the Elders and Leaders who have welcomed us to Country on your lands at each of our services across Australia. We provide this Acknowledgement of Country in the spirit of reconciliation and as part of our commitment to the ongoing work toward reconciliation.

One Tree values and respects the knowledge and heritage of First Nation's people. We acknowledge Aboriginal and Torres Strait Islander people as our first teachers and caretakers. We respect the continued and ancient tradition of orally passing down stories, knowledge, history, and language. As wisdom flows to the next generation, we recognise the learning, culture, and strengths that Aboriginal children and their families bring to our services.

We are grateful to be able to work alongside and learn from Aboriginal and Torres Strait Islander people as experts.



Message from the chair

Welcome to the annual report of One Tree Community Services



David Beattie

Board Chair

Last year's significant challenges - staff shortages and COVID uncertainty - were no easier this year, as many services were forced to reduce occupancy rates to stay within regulatory limits, which our operating licences require us to obey. It's some consolation that these issues were (and still are) widespread in our industry and the wider economy but, inevitably, some families could not get access to services they required.

Such problems were not unexpected so, as government financial assistance related to COVID was no longer available, we were expecting a minor deficit this year. In the event the deficit was slightly better than budget at just over \$0.63m. We had to fund this from reserves so net assets declined to \$3.4m.

It's fair to say that in the middle of the year some of our operations were looking decidedly shaky, not helped by disruptive weather events on the east coast, so closures were looming. But a huge efficiency and revenue drive by our executives avoided any closures and kept the deficit manageable. They didn't do this by themselves of course, and our managers, professional staff, board members and supporters all played their part in keeping One Tree viable in very difficult circumstances. A terrific effort by everyone. Many thanks to you all.

It's beginning to look as though the worst of COVID may be behind us but, then again, maybe not. It and other risks remain; staffing shortages could be with us for some years and inflation is rising, but for how long? These are next year's challenges and, as with this year, I feel confident that One Tree is well-equipped to meet them.

On behalf of the Board.

David Beattie



You can't just wish change; you have to live the change in order for it to become a reality.

Steve Maraboli



Message from the CEO

Karri Hillier

Chief Executive Officer

This is my fourteenth year writing the CEO section of the annual report for One Tree Community Services (One Tree). I could write about the negatives, like possible market failure, natural disasters, workforce shortages, or suppliers not being able to deliver. However, every organisation and individual have a story like that to tell. It's not been easy, and it may not be easy for some time to come.

The design of our annual report includes black and white photographs with touches of the vibrant One Tree colours. The black and white photographs represent the grey times, or the challenges we've all experienced. True to our purpose the touches of colour are the possibilities, or should I say opportunities that have come from those challenges.

Our purpose: Transforming challenges into possibilities with people and communities.

This annual report is about living our purpose. Our Board members who calmly and pragmatically supported the organisation in the face of possible market failure.

The executive team that turned the situation around in three months with an end of year better than budget outcome.

The team responsible for kindergartens successfully opened five new services in Victoria. One of the existing services was rated as exceeding the National Quality Standards. Then came the 'icing on the cake' for our kindergarten team. After a two-year application process that required numerous submissions, assessments and interviews, One Tree was successful in being appointed an Early Years Management (EYM) organisation in Victoria. This was the first time a new EYM had been appointed since 2016.

The community services team have always worked **with** communities, not just **in** communities. This year the team took it to a whole new level. They learnt to focus on the journey and not just on the outcome, as they worked with the Roebourne Aboriginal community to develop a new program. This community is one of many rural and remote communities that One Tree is already a part of, where we have secured additional funding to add value to the work already being done.

The One Tree Registered Training Organisation (RTO) began providing traineeships in the Northern Territory. Previously we had been offering traineeships in Western Australia only. The RTO has employed three more trainers this year. The inclusion of Aboriginal trainers enables the expansion of our traineeships in Aboriginal communities.

One of the deliverables from the organisation's RAP committee was to employ a full-time cultural practice leader. In September 2021 this was realised.

Early childhood education has been a focus of government and media this last year. There have been lots of ideas and points of view put forward but in practise, very little real change. In 2023 One Tree will have been delivering early education and care services for 50

It is difficult to say what is impossible, for the dream of yesterday is the hope of today and the reality of tomorrow.

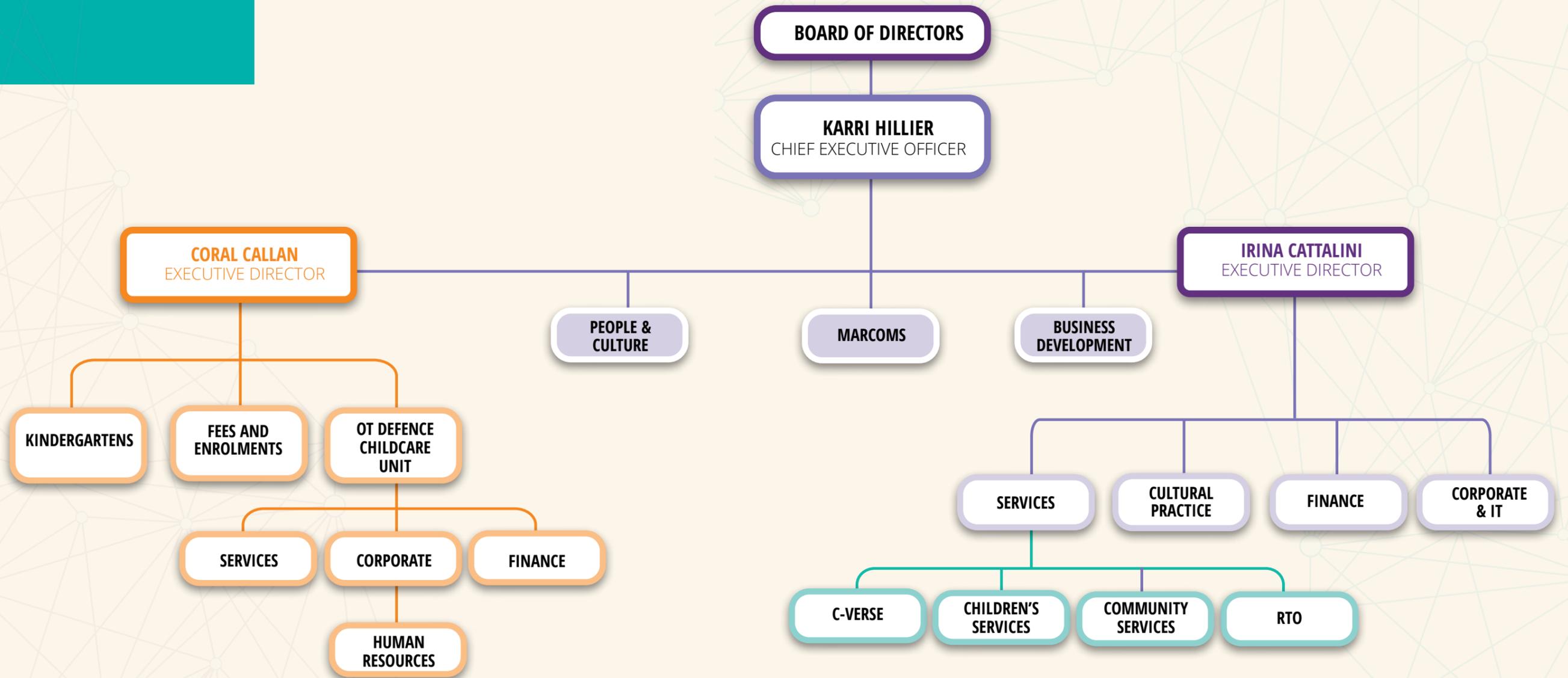
Robert H. Goddard

years. Enough history to know that there will be prosperous and challenging times. Both will pass. One Tree's position is to provide sustainable quality education and care, using the resources available at the time. This has ensured our longevity.

However, it isn't an excuse to not look for innovative solutions. At One Tree we are always doing just that. Our most lasting initiatives, like pioneering school-based traineeships for Certificate III in Early Childhood Education (nationally) came from another time of workforce shortages. These last two years we have invested in exploring a Fly-In Fly-Out (FIFO) model for early education and care and was licenced in Western Australia as a recruitment agency. One Tree has built an online community of 18,000 educators with the intention to support and recruit educators for the industry, at a significantly reduced fee.

One Tree had another successful year which can only be credited to the 800 or more people who go to work every day and do their best. Being the CEO of this organisation is a privilege. I have had the opportunity to work alongside the most amazing and talented individuals that I have ever worked with. I can't wait to see what they do next...

Organisational chart



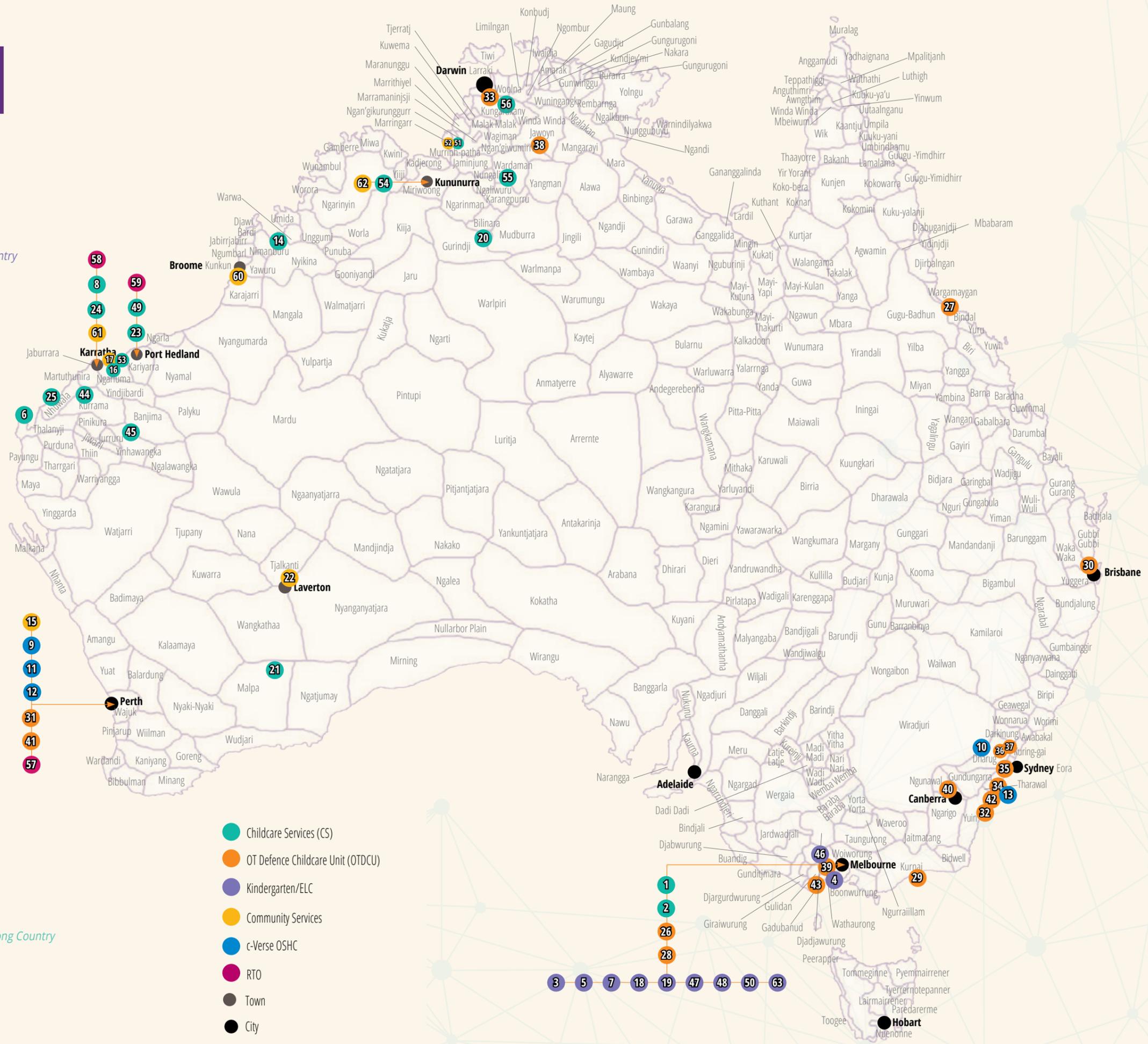
Our intention creates our reality.

Wayne Dyer

Our services

Our service map recognises the lands of our First Nation's People

1. Altona Meadows CS *Boonwurrung Country*
2. Altona North CS *Boonwurrung Country*
3. Altona North Kindergarten *Boonwurrung Country*
4. Apollo Bay Kindergarten *Gadubanud Country*
5. Balim Balim Kindergarten *Wungurrwil Country*
6. Bernice McLeod CS *Thalanyji Country*
7. Braybrook Early Learning Centre *Wurundjeri Woi Wurrung Country*
8. Bulgarra CS *Ngarluma Country*
9. c-Verse Brentwood OSHC *Whadjuk Country*
10. c-Verse Lithgow OSHC *Wiradjuri Country*
11. c-Verse Mundijong OSHC *Whadjuk Country*
12. c-Verse Palmyra OSHC *Whadjuk Country*
13. c-Verse Sussex Inlet OSHC *Yuin Country*
14. Derby CS *Nyikina Country*
15. Family Information Support and Help (FISH) *Whadjuk Country*
16. Gurlu Gurlu Maya CS *Ngarluma Country*
17. Gurlu Gurlu Maya CPC Roebourne *Ngarluma Country*
18. Konewark Kindergarten *Boon Wurrung Country*
19. Kurmboon Kindergarten *Boon Wurrung Country*
20. Kalkarindji CS *Gurindji Country*
21. Kambalda CS *Malpa Country*
22. Laverton Crisis Intervention Service (LCIS) *Tjalkanti Country*
23. Len Taplin CS *Kariyarra Country*
24. Millars Well CS *Ngarluma Country*
25. Onslow CS *Wathaurong Country*
26. OTDCU Cerberus *Woiworung Country*
27. OTDCU Coral Sea *Gagu-Badhun Country*
28. OTDCU Coventry *Wurundjeri Country*
29. OTDCU East Sale *Kurnai Country*
30. OTDCU Enoggera *Yuggera Country*
31. OTDCU Flying Start *Wajuk Country*
32. OTDCU Kangaroo Cottage *Yuin Country*
33. OTDCU Kids Brigade *Larrakia Country*
34. OTDCU Kids Crew OSHC *Yuin Country*
35. OTDCU Little Diggers *Eora Country*
36. OTDCU Little Eagles *Dharug Country*
37. OTDCU The Blue House OSHC *Dharug Country*
38. OTDCU Little Geckos *Jawoyn Country*
39. OTDCU Puckapunyal LDC & OSHC *Taungurong Country*
40. OTDCU Russell Hill *Ngunawa Country*
41. OTDCU The Sunny Child *Wajuk Country*
42. OTDCU Tingira *Yuin Country*
43. OTDCU Williams *Bunurong Country*
44. Pannawonica CS *Kurrama Country*
45. Paraburdoo CS *Yinhawangka Country*
46. Puckapunyal Kindergarten *Taungurong Country*
47. Riverwalk Kindergarten *Wathaurong Country*
48. Seabrook Kindergarten *Wathaurong Country*
49. South Hedland CS *Kariyarra Country*
50. Timbertop Early Learning Centre *Wathaurong Country*
51. Wadey Children & Family Centre
52. Wadey Safe House
53. Wickham CS *Ngarluma Country*
54. Woothoo-woothoong thoon Ninggoowoong Dawang CS *Miriwoong Country*
55. Yarralin CS *Ngarinyman Country*
56. Yera CS *Kungarakany Country*
57. RTO Central *Wajuk Country*
58. RTO Karratha *Jaburrara Country*
59. RTO Port Hedland *Kariyarra Country*
60. WAIA Broome *Kunkun Country*
61. WAIA Karratha *Jaburrara Country*
62. WAIA Kununurra *Miriwoong Country*
63. Werribee West Kindergarten *Wathaurong Country*



- Childcare Services (CS)
- OT Defence Childcare Unit (OTDCU)
- Kindergarten/ELC
- Community Services
- c-Verse OSHC
- RTO
- Town
- City

Reference for map base: David R Horton © AATSIIS, 1996



Our supporters

who helped us along the way

OUR GOVERNMENT, CORPORATE AND COMMUNITY FUNDERS AND PARTNERS MAKE A HUGE DIFFERENCE TO OUR SUCCESS AND WE ARE GRATEFUL FOR THEIR SUPPORT.

Government

Commonwealth
 Department of Education
 Department of Education and Training
 Department of Defence
 Department of Social Services
 National Indigenous Australians Agency
 Services Australia

State
 Department of Communities (WA)
 Department of Education (WA)
 Lotterywest (WA)
 Territory Families (NT)
 Victorian Government (VIC)

Local
 Cardinia Shire Council (VIC)
 City of Maribyrnong (VIC)
 City of Karratha (WA)
 Colac Otway Shire (VIC)
 Hobsons Bay City Council (VIC)
 Melton City Council (VIC)
 Mitchell Shire Council (VIC)
 Shire of Coolgardie (WA)
 Shire of Derby West Kimberley (WA)
 Shire of Exmouth (WA)
 Town of Port Hedland (WA)
 Victoria Daly Regional Council (NT)
 Wyndham City Council (VIC)

Partners

Communicare
 University of Melbourne
 Wanslea Early Learning and Development
 Wyndham Early Years Panel (VIC)

Corporate

AngloGold Ashanti BHP
 Chevron
 Cleanaway
 Early Learning Association Australia (ELAA)
 Educational Experience
 EnrolNow
 Gold Fields Australia
 Indigenous Land and Sea Corporation
 Lynas Corporation
 Nighthawk Transport
 Rio Tinto
 Woodside Development Fund

Community

Anglicare
 EPIC Inc.
 Foodbank
 Foundation Housing Ltd
 GIVIT
 Gumala Aboriginal Corporation
 Healing Place Alliance
 Indigenous Literacy Foundation
 KindiLink
 Koling-wada ngal Aboriginal Corporation
 Mawarnkarra
 Minara Community Foundation
 Ngala Parenting Connection WA
 Ngalkarrang-Wulungann Aboriginal Trust
 Ngarluma Yindjibarndi Foundation
 Northern Land Council
 Police and Community Youth Centres (PCYC) Inc.
 Sebastian Foundation
 Winun Ngari
 Yaandina

Highlights of the year

Our people have turned many challenges into possibilities this year. We're proud of our impact and growth over the past 12 months.

Stats for the year



Male
5%



Female
95%



FIFO staff
7%

Life is not a problem to be solved, but a reality to be experienced.

Soren Kierkegaard

July 2021

IT grants awarded

Successful receipt of a technology grant for five kindergartens.

August 2021

Three million reasons to smile

We received over three million dollars in grants for 10 of our rural and remote services.

October 2021

Joining forces

One Tree joined the Big Roles in Little Lives campaign.

December 2021

Helping educators exceed

Our NQS1 and Key Person Approach training programs were launched.

December 2021

Cultural practice on the agenda

We hired our first in-house cultural practice leader.

January 2022

Connecting people with culture

We ran our organisation-wide people and culture survey.

January 2022

Five new kindergartens

We opened the doors to five new One Tree kindergartens in Victoria.

January 2022

Officially an Early Years Management (EYM) Organisation

Awarded EYM certification for our expanding kindergarten program.

February 2022

Walking forward

Our Ieramagardu (Roebourne) Pathways Program has begun.

March 2022

Granted

\$557,000 in funding was awarded to Wadeye Safe House from Territory Housing Families and Communities.

April 2022

Direct line to government

Our community worked together to contact the government about the staffing crisis.

April 2022

The RTO goes to Christmas Island

Our first Christmas Island trainees began their traineeships with One Tree.

April 2022

A force for productivity

The ITC team began introducing new technology across the organisation to make rostering, timesheets and on-boarding easier for services.

May 2022

EduTribe becomes a recruitment company

EduTribe was granted a licence to operate as a recruitment agency for the Early Education sector.

June 2022

Celebrations across the nation

The RAP team held a whole organisation digital event for National Reconciliation Week.

PATHWAYS PROGRAM ARTICLE

Listening deeply, for longer

WHAT HAPPENS WHEN WE'RE COURAGEOUS ENOUGH TO ASK PEOPLE FOR THEIR VISION OF THE FUTURE, INSTEAD OF BUILDING OUR OWN? WE TAKE A BIG STEP, DOWN A VERY REWARDING PATHWAY.

Ieramagardu Pathways Project

The Ieramagardu (Roebourne) Pathways Project began with a big yarn and multiple cups of tea. Today, we're very proud of what it's becoming. Together with the Roebourne community and the Woodside Development Fund, we're improving early years outcomes for children while supporting parents with local training and employment.

The co-designed program includes four new initiatives that build on the strength of existing One Tree services: a bush kindy (working title), a Ngarluma language program, a creche and an on-site mentorship and training program.

The onsite mentor program started in March of 2022. Our trainer and mentor is already supporting five local trainees to complete their Certificate III in Early Childhood Education and Care. We hope these trainees will have a long career in Roebourne and become early years leaders in their community.



In the bush kindy, children will learn on Country from local community members. The language program will teach the Ngarluma language to children of all ages in the long day care and the child and parent centre. The creche will care for children so parents can study or attend training in the One Tree Gurlu Gurlu Maya Child and Parent Centre.

Created by co-design

From day one, the Ieramagardu Pathways program has been co-designed with the Roebourne community. It is based on what the people of Roebourne believed was best for them and their children.

For example, when hiring people, a recruitment panel was organised and local women had the final say on the hires.

It's been a rewarding learning journey for the team. Decisions have been guided by the local elder Yandi for Change 6718 Balagarni group. One Tree has learnt to value the journey rather than just focusing on the outcome. It's been a privilege to listen deeply, reflect on our ways of working and commit to a both ways approach.

EXPANSION AND GRANTS ARTICLE

See the possibilities

THIS YEAR HAS BEEN ABOUT TURNING CHALLENGES INTO POSSIBILITIES.

Five new kindergartens

Welcoming five new kindergartens into the One Tree community and gaining Early Years Management status has been exciting. Over the coming years, the Victorian government will be rolling out three and four-year-old funded kindergartens. One Tree plans to be there to support local councils and parent communities to run high-quality programs.

Family Inclusion Support and Help (FISH) spreads its wings

The wellbeing of educators, children and families is more important than ever. The FISH team have expanded their reach and are now supporting 70% of One Tree services across Australia.

The FISH team have been consistently supporting children that need it most. They have been sharing resources, positive behaviour support plans, offering group coaching sessions and educator wellbeing programs.

EduTribe becomes a recruitment agency

Ten percent of the early education workforce in Australia have now joined EduTribe. Utilising this community, the team will soon be offering a relief educator service to other organisations. EduTribe has been granted a licence to operate as a recruitment agency and looks forward to welcoming its first client.



Wadeye continues its flexible support program

The One Tree Wadeye Safe House was awarded a \$557,000 funding package from the Department of Territory Families Housing and Communities. A one-off payment of \$210,000 will be used for security and infrastructure upgrades and to support women and children experiencing domestic family violence in the community. Additionally, funding has been received to provide support packages for clients. Two vital staff roles, a wellbeing support worker and our outreach worker have continued.

"We plan with our clients how they can utilise their own strengths and knowledge to keep safe. The flexible support packages have had an incredible impact in supporting our clients through difficult times. This is because it is often a lack of available resources that is increasing their risk of experiencing domestic family violence."

One Tree Wadeye Safe House Manager, Laura Crossfield

NQSI AND KEY PERSON ARTICLE

Finding the key to shifting services

EXCEEDING THE NATIONAL QUALITY STANDARD (NQS) AS AN EARLY EDUCATION SERVICE IS NO MEAN FEAT. LUCKILY, AN INITIATIVE SPEARHEADED BY CEO KARRI HILLIER, IS OFFERING OUR SERVICES A HELPING HAND.

Building the foundations for Exceeding

In November, we began introducing the key person approach to our services. Karri Hillier travelled to the Pilbara region to run a successful pilot training program based on this approach. Karri has been training regional managers to run this program in other areas of Australia.

Explaining the key person approach and why it matters

The key person approach is about each child having someone focused on them when they are at the service. Someone who has a special relationship with the child and the parent.

The key person approach is based on research stating that children benefit from forming close relationships with capable adults who regard them as special. The younger a child is, the more important this is.



Find out more about the key person approach by scanning the QR code.



INFORMATION FOR FAMILIES
What is a Key Person?

- A **key person** is an educator who is there for your child.
- Someone you can go to who will know all about your child's day and what they have been learning.
- It is their job to look after your child making sure they are safe and feel secure.
- In your child's room there will be a display which includes a photo of your child and a photo of their **key person**.
- When your child's **key person** is not available, they might be on leave, having a lunch break or their shift might have ended. A temporary **key person** will be looking after your child. Check the key person display.
- If you would like to chat to your child's **key person**, let them know as soon as you can. Remember, they may not be able to chat right then and there if they are caring for other children.

KEY PERSON

Renee Alida - Educator

Koly Bryce | Tyler Cruz | Maya Rose | Ella Skye | Rhea Kim | Shannan Kane

If you have any questions about our **key person approach**, please talk to the director.

- We would also love to get your feedback about how the **key person** is working for your child and what we might do to make it work even better.

one tree
community services
The Park - St. 89

"We've seen a huge shift at Wickham thanks to the key person approach. The bonds between children, families and educators have strengthened. Our educators are enjoying having a very clear direction on who is responsible for each child's daily needs.

I think our families are beginning to have a deeper respect for what our educators do as they understand more about the programming and daily duties of each educator."

Cathy, Director, One Tree Wickham



There are some people who live in a dream world, and there are some who face reality; and then there are those who turn one into the other.

Desiderius Erasmus

Children's Services

IT IS DURING THE MOST CHALLENGING TIMES THAT WE SHOW OUR STRENGTH. WE'VE MANAGED TO FINISH AN EXTREMELY TOUGH YEAR WITH MUCH TO CELEBRATE.

To the whole team, from managers to our trainee educators, you have been there every day for the children and their families. We couldn't have done it without every one of you – from the bottom of our hearts, we thank you.

Rising to the staffing challenge

We are proud of the progress we've made to rebuild our service teams this year, especially in rural and remote locations where recruitment is typically more difficult than in city centres. Every time an educator joins an understaffed service, we can teach and care for more children. This means parents can return to work and our impact grows.

Over the past year, we have been able to welcome more children to our Bernice McLeod, South Hedland, Len Taplin, Millars Well and Kambalda services. Better yet, in Paraburdoo, we have lifted capacity for the first time in five years. In Onslow, a new facility has meant more places available.

It takes a village

Over the years, One Tree has built partnerships with governments, councils, communities, and families. We'd like to share some initiatives from this year that show the value of working with supportive partners.

Pannawonica and Paraburdoo

Rio Tinto continue to support both of these services. This year they supported our staff retention by trialling cash retention bonuses for educators.

Onslow

We opened the doors of our new building this year. The Shire of Ashburton funded and managed construction of the building. Chevron Australia Pty Ltd, BHP, Onslow Salt and the Shire of Ashburton have funded staff incentives, via a funding agreement with Onslow Chamber of Commerce and Industry (OCCI).

Derby

The Shire of Derby applied for a Childcare Attraction and Retention grant on behalf of our Derby service. We were awarded a \$12,500 funding package to support recruitment.

Pilbara Services

Regional Development Australia approved One Tree as eligible for the Pilbara Designated Area Migration Agreement (DAMA). This will enable us to offer sponsorship to early education and care workers, expanding the talent pool significantly.





*Leadership is the capacity to
translate vision into reality.*

Warren Bennis

An update from c-Verse

The c-Verse Palmyra team have been working hard to move into their new building. This will be our first standalone out-of-school hours care facility in Western Australia.

A good sense of humour and a spirit of determination has enabled our New South Wales c-Verse services to rise above floods, a mouse plague, and ongoing restrictions. They deserve a shout out because they have done an incredible job.

Looking forward

We're focusing on improving what we do. This year, we introduced our new approach to NQS1 Program and Practice which includes our key person approach. Our goal is to support all the children and families at our services to build closer bonds with our teams. This will help us go beyond keeping children safe, to help them thrive through nurturing relationships.



Spotlight on services

HERE IS A GLIMPSE INTO THE COMMUNITY OF ONE TREE AT THREE LOCATIONS ACROSS AUSTRALIA.

Balim Balim Kindergarten

Located in Wyndham Victoria, One Tree Balim Balim Kindergarten works closely with the Kolling Warangal community. Together, they have made some great strides towards reconciliation. The service team have:

- Incorporated a daily flag-raising ceremony with the children at the service.
- Supported a maternal and child health nurse and Aboriginal liaison worker to make enrolments and referrals easier for families.
- Attended community activation workshops to develop cultural safety protocols.
- Planned and attended a Reconciliation Week tree planting event.
- Co-hosted the Deadly Wadawurrung Welcome Kinders event.
- Provided mentoring for an Aboriginal worker to support cultural connection and safety.

Woothoo-woothoong thoon Ninggoowoong Dawang Children's Service (Kununurra, WA)

Being able to provide accredited training to local people to further their career is something we are very proud of.

Calyca started as the service receptionist in 2013 and became the service director just this year. As the director, she's making an incredible impact at the Woothoo-woothoong thoon Ninggoowoong Dawang Children's Service.

The service delivers an extensive program and a high level of education and care. As a Jaru Waanyi woman, she is putting reconciliation at the heart of service delivery.

Calyca has very purposefully embedded culture and Miriwoong language into the program and actively seeks to hire Aboriginal people. Together with her team, Calyca has created an environment of cultural safety for children, parents, and the wider community.

Hear from Calyca herself by scanning the QR code.



Bernice McLeod Children's service

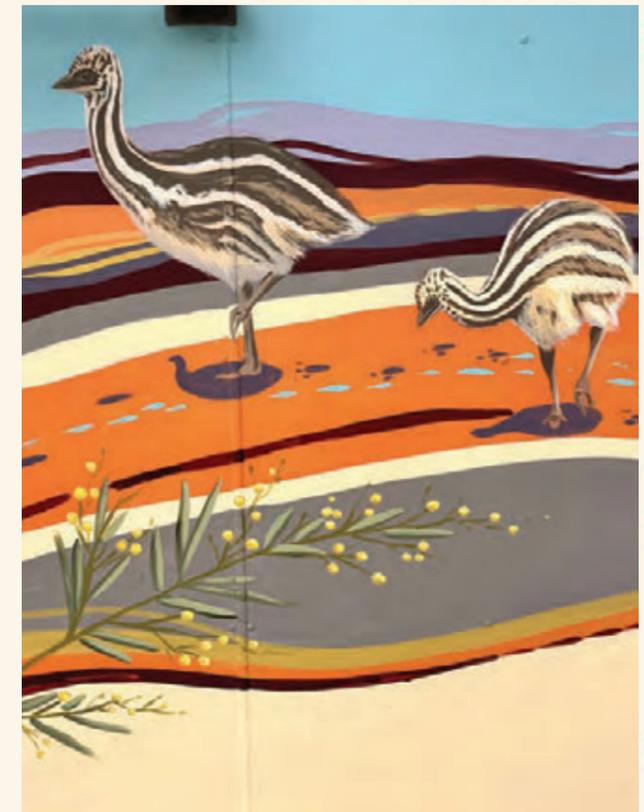
In Exmouth, One Tree Bernice McLeod Children's Service has gone from strength to strength under the leadership of new director Ebony Graham. The story from the service about their new mural is just one example.

"Our educators observed the Bernice McLeod environments were not reflecting the Exmouth community or landscape. We gathered input from families, children, and the community on which elements of the Exmouth community and environment they would like to see in a mural.

The educators and children worked so hard to bake a variety of delicious treats. The Bernice McLeod team held two separate bake sales to raise funds for the mural. We even received a very generous personal donation from One Tree's accountant Alisa Bradley-Moore which was greatly appreciated.

The Bernice McLeod team is so proud of the mural. We have had positive feedback from everyone who has visited the service."

Ebony Graham, Director - Bernice McLeod.





One Tree Defence Childcare Unit

Reflecting on the last 12 months, the One Tree Defence Childcare Unit (OTDCU) team spoke about how extremely well we work together rather than focusing on the challenges or the milestones we achieved. We all agreed that the culture and the people are at the centre of what One Tree does.

Caring for Defence families

When working with defence families, a little extra care goes a long way. Often parents can be deployed for months at a time and feel disconnected from their children.

Our educators make the separation a little easier by sharing extra pictures or videos of their children on Storypark. Or they might give the children an extra cuddle when they are missing mum or dad. The understanding, knowledge and connections that OTDCU educators have for children is something very special to celebrate.

Vacation care gets the green light

We would also like to celebrate the successful application of the Vacation Care Sustainability Grant of \$60,000 for OTDCU The Blue House and OTDCU Kids Crew. The team worked hard to submit the application.

The services will be using the funds to upgrade their yards. They will be working very closely with the teams, children, and the community to plan sustainable spaces for children to play and learn.

Working with the Australian Defence Community Organisation (ADCO)

The ADCO have been very supportive, providing additional funding to upgrade facilities to ensure children have beautiful and functional spaces to learn and play. We have enjoyed meeting members of the ADCO on their visits to services. It's fantastic that they are so interested in the care and wellbeing of defence families.

Full steam ahead

We are so excited for what the following year will bring, knowing whatever it may be, the team will always show resilience and dedication to the safety, education, and care of our children.

Ruth Civelle, General Manager, One Tree Defence Childcare Unit

Our intention creates our reality.

Wayne Dyer





Kindergartens

ONE TREE HAD SIX KINDERGARTENS A YEAR AGO. TODAY, WE HAVE 11. THE TEAM HAVE ACHIEVED EXCEPTIONAL GROWTH. WITH MORE SERVICES ON THE HORIZON, THERE IS NO STOPPING THEM.

Welcoming five new services

Five kindergartens joined One Tree in Victoria, from the Great Ocean Road to South-East Melbourne. These services enable One Tree to offer 353 much-needed kindergarten places across four communities.

Becoming an EYM brightens our future

In January, One Tree became an Early Years Management (EYM) Organisation. This supports our work with councils, local stakeholders, and parent committees in the delivery of high-quality kindergartens. We are one of only 53 EYM organisations in Victoria.

Within months of becoming an EYM, One Tree partnered with Cardinia Shire Council to deliver kindergarten programs. Brad Miller, General Manager Kindergartens, joined an advisory panel to strengthen this partnership.

A dream doesn't become reality through magic; it takes sweat, determination and hard work.

Colin Powell

Kindergartens and reconciliation

Our kindergartens are known for their commitment to reconciliation. The work being done has been a contributor to One Tree's success when tendering.

You can read more about our Koorie Preschool Officer on pg. 34 and the work One Tree Balim Balim Kindergarten are doing on pg. 26.

Kindergartens are looking forward

One Tree is excited and committed to extend our kindergarten program nationally. The team has supported quality programs while almost doubling the number of services.

Innovations and opportunities

The growth of kindergartens has been an opportunity for our people to transform challenges into possibilities. One they have grabbed with both hands.

Amanda reduces enrolment time for parents and One Tree

'I identified our third-party software didn't support the kindergarten enrolment process. The process we had for kindergartens was manual and labour intensive for our parents and the team. We partnered with EnrolNow to implement their third-party software. Implementing EnrolNow saves the team an average of 30 minutes per child. With over 1000 children attending One Tree kindergartens each year, the team will save approximately 250 hours annually. The hours saved will continue to grow as our kindergartens do.'

Amanda Masters, Enrolment Officer

Brad secures IT funding

'We have accessed an IT grant to purchase hardware for five kindergartens to support children's learning. The hardware makes it easy for children to research projects by offering an intuitive, interactive platform for children and educators.'

Brad Miller, General Manager Kindergartens.

Jenn makes it easier to staff services

'We sought funding for above ratio staff members from the Victorian Government and hired two trainees at two kindergartens as a trial. It's been a success so far. All trainees are studying their Certificate III in Early Education and Care. Trainees are supporting services now and will add much-needed skilled workers to the sector later.'

Jenn Jenkins, Regional Manager Kindergartens



Community Services

What a year it's been for community services.

WE LAUNCHED OUR IERAMAGARDU PATHWAYS PROJECT IN CONSULTATION WITH THE LOCAL COMMUNITY AND THE BALAGARNI ABORIGINAL GROUP. THIS PROGRAM PROVIDES A MENTOR TO SUPPORT TRAINEES TO COMPLETE THEIR EARLY EDUCATION AND CARE QUALIFICATIONS. IT ALSO INCLUDES A BUSH KINDY, A LANGUAGE PROGRAM AND A CRECHE.

Increased community engagement at our Gurlu Gurlu Maya services in Roebourne has seen more local staff join the team. This has led to more local families and children using the service.

The One Tree Safe House in Wadeye has secured additional grants and grant extensions. The plan is to upgrade the facilities and continue the support for the women and children of Wadeye.

I want to personally thank Noelene Jorgensen, Sarah Dingle, Sarah Woods, Emer Donohoe, Sam Bullen, Sophie Martin and Risa Ristanovich for their passion, dedication, and innovation during a memorable year. The work they do is inspiring, not only in the communities they work with but to me too. I have learnt, and continue to learn, so much from each of them and I am endlessly grateful that we get to work together.

Claire McManus, Executive Manager, Services

We welcomed a new manager to our safe house in Laverton. She provides mentoring and guides our team of committed local women.

Our Inclusion Support Program has been extended for another year. This program is needed now, more than ever. The team is now offering a wellness program to educators and children in response to their needs.

Our Community Child Care Fund Restricted (CCCFR) services have been funded to support vulnerable Aboriginal children and families, generally in remote communities. The Federal Government's move to regulate these services has created barriers to Aboriginal people attending. To attend a regulated service families must go through Centrelink. In many rural and remote communities there isn't a local Centrelink and they don't have internet and access to telephones. Employing a community liaison officer has been essential to support these families navigating a very challenging and unfamiliar system.



ABORIGINAL IMPACT ARTICLE

Reflecting on our reconciliation journey



THIS YEAR, OUR REFLECT RECONCILIATION ACTION PLAN (RAP) IS COMING TO AN END. AS WE CONTINUE OUR ONGOING WORK TOWARD RECONCILIATION, WE WANT TO CELEBRATE SOME OF THE MILESTONES WE'VE ACHIEVED OVER THE PAST 12 MONTHS AND BEYOND.

Introducing our cultural practice leader

Leeanne Pena is responsible for leading One Tree's cultural awareness activities. She is developing and implementing cultural learning and skills development strategies for staff at services. She is also ensuring effective practice by working with our Aboriginal children and families.

Leeanne says, *A big part of One Tree's RAP journey is building the cultural intelligence of the One Tree workforce and cultural safety in the workplace.*

I'm committed to embedding Aboriginal perspectives in all that One Tree does. We include the Aboriginal community in decisions about One Tree's work and practice and we're already seeing a positive impact.

Koorie Preschool Assistants Initiative

Becoming a recognised EYM organisation has provided opportunities for One Tree. The Department of Education and Training invited us to apply for the Koorie Preschool Assistants Initiative and we were awarded the funding in early 2022.

We are in the process of hiring a Koorie Preschool Assistant (KPSA) in Victoria. This person will support our kindergarten services in the Western Melbourne region to increase Aboriginal and Torres Strait Islander participation and engagement.

Artist in residence

We have commissioned Jasmyn Ihanimo, a young Yamatji artist, to create an artwork for One Tree. The artwork will be used across the organisation, including for staff uniforms.

The artwork depicts One Tree's story, communities and journey. We are proud to be showcasing our commitment towards reconciliation at our services across the country.

Reconciliation takes daily action. From big achievements to small wins, every time we commit to the ongoing work of reconciliation, we move forward. We will begin working on our Innovate RAP next year.

Watch the children from Wadeye performing a Welcome to Country.



You can design and create, and build the most wonderful place in the world. But it takes people to make the dream a reality.

Walt Disney



Keira Hodges - school-based trainee at One Tree Millars Well Children's Service in Karratha, WA.

Registered Training Organisation

Our Registered Training Organisation (RTO) has expanded to deliver training in new locations and in new ways.

Training in the Northern Territory has been a success

Last year, we expanded our school-based traineeship program to the Northern Territory (NT). We have enrolled 10 trainees this year. Five of these trainees are working at the One Tree Defence Childcare Unit Kids Brigade.

We're delivering our Certificate III and Diploma in Early Education and Care to 18 students in remote NT communities. Helping these students gain qualifications develops a local early education workforce that can support families and children for years to come.

We have welcomed a new member to our team in the NT. Lare Stanton will embed culture and work closely with our school-based trainees. She will offer pedagogical leadership and support the NQS1 Program and Practice training.

Hear from one of our trainees in Western Australia.



Another great year in Western Australia

Our school-based traineeship program has continued in Karratha, Port Hedland, Exmouth, Kambalda, Paraburdoo and Perth. Several school-based trainees have gone on to study their diploma and have remained employed at One Tree services. We're proud to offer students a supportive pathway into a fulfilling local career.

The Western Australian team has also expanded. We're pleased to have Miranda on board as our first Aboriginal trainer in Perth. She has transferred from One Tree Gurlu Gurlu Maya Parent and Child Centre in Roebourne. Miranda is a fantastic trainer and is already adding value to the team, especially in areas of cultural safety and working towards reconciliation.

A different approach in Roebourne

Thanks to the Roebourne Ieramagardu Pathways Program, we can deliver training in a community where distance learning isn't for everyone.

As always, I am so proud of the RTO team. Dani who works tirelessly and has such attention to detail. Tanya, our traveller and assessment writer - what a difference you have made to NT students. Kylie in the Pilbara - you have made such a change to the trainees in Roebourne with so much progress. And a huge welcome to Carley in admin and our new trainers - Miranda in Perth and Lare in the NT. I am looking forward to seeing what the next 12 months brings.

Sam Bullen, General Manager, RTO

We have hired Kylie Routley as a trainee mentor. She is at the One Tree Gurlu Gurlu Maya service every day, working face-to-face with five trainees. We are seeing the trainees grow quickly and progress through their study with her support.

Expanding to Christmas Island

We have become the first early education RTO to offer training to educators on Christmas Island. Trainer Tanya Anstee has visited Christmas Island Daycare Centre, where our new trainees will be working. We hope to sign on more trainees as this partnership grows.

What's next for the RTO?

We're looking forward to the next 12 months.

We will be introducing the Certificate III in Community Services. This training program is currently on scope to be launched in 2023. Being able to offer the Certificate III in Community Services will provide more opportunities in rural and remote communities for local people.

2008



David Beattie
Chair

Master of Business Administration,
Fellow Chartered Management
Accountant (FCMA)

David brings more than 15 years
of experience as a Chief Financial
Officer with various commercial
organisations. He has extensive
experience in general and financial
management, corporate governance
and commercial activities.

David runs his own financial and
management consultancy.

Board of directors

2011



Zeljko Krestelica
Vice Chair

Certificate IV Training & Education
Post Graduate Diploma Social Science -
Counselling
Bachelor of Arts Philosophy & German
Language and Literature
Diploma German

With over 15 years of experience in
management, Zeljko has extensive skills
and experience in family and workplace
mediation and counselling. Having lived
and worked in three countries, he has
a deep understanding of cross-cultural
issues. Additionally, Zeljko has worked
with refugees. Since 2016, he has been
the owner and managing director of a
small successful company.

2003



Anne-Marie Connolly

Member

Associate Diploma Social
Science

Anne-Marie brings 25 years of experience
working with the City of Perth Child Care Centre
where she works as the Coordinator.

She has been involved in both the training
and quality improvement aspects of both long
day care and occasional care services in the
metropolitan area during this time.

2011



Terri-Anne Pettet
Member

Bachelor of Science Health
Promotion

Diploma Australian Institute
of Company Directors
(DAICD)

Terri-Anne brings 25 years of experience in research,
policy development, strategic and operational program
planning, and delivery. She currently manages WALGA's
road safety policy and RoadWise team, working with
local governments across Western Australia.

Terri-Anne has been interested and involved in
Board and committee governance for more than two
decades. Terri-Anne is currently the local government
representative to the Road Safety Council of WA, a
director of the Board of Injury Matters and is the deputy
chair of the Australasian College of Road Safety WA
Chapter.

2014



Katherine Hoar

Member

GAICD

Graduate Diploma
Management

Bachelor of Economics
Honours Japanese Studies

Certified In Cultural
Intelligence (CQ) Assessment
Facilitation

Katherine has over 30 years of corporate international
business experience and has held various senior
management and specialist roles in the public and
private sector. Utilising her expertise in strategy and
program development, Katherine has a long history of
participating in various committees.

Katherine is currently the Principal Consultant at
Culture Flex, which provides culturally-informed
strategic business consulting and cultural intelligence
training.

2016



Gordon Melsom

Member

Post Graduate Business

Member of the Australian
Institute of Company
Directors (MAICD)

Gordon has been a CEO in for profit and not-
for-profit organisations for over 25 years. He is a
former lecturer in management studies at Edith
Cowan, Curtin Graduate School of Management
and Notre Dame universities for over 13 years and
is an experienced coach and mediator.

2019



Susan O'Byrne

Member

Bachelor of Arts &
Master of Investment
Management

Certificate UK Society of
Investment Professionals

Australian Certified
Economic Developer

Susan brings 25 years of experience in the business
strategy, marketing, corporate affairs, stakeholder
engagement, community relations and communications
fields. She has worked around Australia and in global
roles based in Australia and the United Kingdom. Susan
is currently the Project Director at Business Foundations
working with small to medium businesses and social
enterprises to develop and grow their businesses and
support their communities.

She believes good businesses provide the platform for
inclusive, sustainable economic development which in
turn creates resilient communities.

Leadership team

CEO and executive directors



Karri Hillier

Chief Executive Officer



Coral Callan

Executive Director



Irina Cattalini

Executive Director

Karri began her career as a youth worker in the 1980s. Karri's aptitude for finding innovative solutions to social disadvantage and to communicate, particularly in writing, was the catalyst for early opportunities in management roles.

Karri held leadership positions in the not-for-profit sector summarising her experience as 'having worked in and managed community services in all areas other than disabilities and aged care.'

In the 1990's Karri attended university and attained a Bachelor of Arts in Training and (Organisational) Development, graduating as a member of the Golden Key Society. Continuing to work while studying, Karri held several positions in senior management or as a chief executive officer. This included being selected by Aboriginal elders to be the director of an Indigenous service in an Aboriginal identified position and establishing a humanitarian refugee service.

Coral is the Executive Director (ED) of the One Tree Community Services Defence Childcare Program.

Growing up in a remote rural town, Coral began her career in the children's services industry as an educator for a small not-for-profit service in Port Hedland. Three years later Coral took on the leadership role of a service manager of a multi-functional Indigenous children service.

Relocating to the Goldfields in 2004, Coral worked for the local Aboriginal health service as an early years strategist where she undertook a research project that involved conducting a skills audit on the available services for families within the region. This data was later used to develop early literacy, health and play programs for children under eight.

Irina began her career in public policy advocacy for sustainable housing, energy and environmental protection, followed by a focus on community and children's services.

Prior to joining One Tree, Irina held senior positions in two of WA's leading peak bodies, the Conservation Council of WA, and the WA Council of Social Service (WACOSS), where she was the CEO until 2017. During her term as the WACOSS CEO, Irina worked with representatives of the Stolen Generation to establish Reconciliation WA and continues to serve as a founding board member.

Irina's other board roles include former vice president of the Australian Conservation Foundation; Advisory Boards of the Centre for Social Impact and Social Ventures WA, the CEO's for Gender Equity group; and Customer Representative of the Energy and Water Ombudsman. She is an independent director of Gumala Investments, supporting three Pilbara-based Aboriginal language groups.



Alice MacPhillamy

Executive Manager
Corporate & Business Development



Claire McManus

Executive Manager
Community Services



Sarah Short

General Manager
People & Culture



Brad Miller

General Manager
Kindergartens



Ruth Civelle

General Manager
Children's Services
Melbourne



Tracey Jones

General Manager
Children's Services
Central



Lia Jones

General Manager
Finance
Central



Tania Iezzi

General Manager
Corporate
Melbourne



Lorensz Senn

General Manager
Finance
Melbourne



Shellie Taia

General Manager
New Business and Projects
Melbourne

Financial overview

Adversity is often the forerunner to innovation – and that has certainly been the case for One Tree this year.

We saw a continued trend of declining workforce availability, coupled with increased demand from families – making it almost impossible to meet local expectations.

Last year we forecast that we would see significant deficits in 2021-22 and those forecasts proved correct.

One Tree decided to invest surpluses from 2020-21 into attracting and retaining our workforce and complementing it with FIFO staff to try to meet those expectations. We budgeted to make a loss of \$600,000 to support this investment. Our innovative pilot of casual FIFO relief staff had a positive impact for services, but families struggled to understand what was involved in maintaining this level of care and the toll it took on our bottom line.

While our Eastern seaboard services had long been dealing with high rates of Covid, our Western Australian services had largely been protected from cases on site. The opening of the border, while welcome at a personal level for communities, resulted in escalating cases of Covid and further negative impacts on our financial viability.

February and March financial results were our worst on record, with losses over \$1m. We had to conclude that Fly-In and Fly-Out (FIFO) staffing wasn't sustainable and scale back this way of working, until external funding could be secured to support it. We also had to remove a number of benefits for families and staff internally, including a head office restructure and caps on childcare places at services to get back to sustainable operations.

Despite the challenges, One Tree has continued its long running growth trend, albeit at a welcome, and deliberately slower pace. This year we opened four new kindergarten services in Apollo Bay, Konewark, Seabrook and Werribee West. We also continued to expand our RTO in the Northern Territory and our revenue increased overall from \$45m last year to \$52m.

While we closed the year with a deficit of -\$633,429, we've seen positive results trending since April. We were able to pass on wage rises to all our service staff to keep up with rising inflation and are in a stable financial position.

Congratulations and thanks as always to Lia Jones, Lorensz Senn and their finance teams who helped us navigate through the challenges, but also to all our service management teams who helped implement tough changes to get us back on track. We are also grateful for the close monitoring and advice of Rod Lillis through the most challenging months and Barry-John Rothman and his audit team at Dry Kirkness. One Tree has well and truly come out the other side and is stronger for it.



Reality is above all else a variable. With a firm enough commitment, you can sometimes create a reality which did not exist before.

Margaret Halsey

Statement of comprehensive income

RECURRENT OPERATIONS	2021	2022
Revenue	45,021,985	52,328,972
Finance income	5,487	2,666
Consumables and service delivery	(3,014,773)	(3,255,381)
Depreciation and amortisation expense	(241,312)	(137,486)
Employee benefits expense	(37,901,455)	(41,846,416)
Finance expenses	(40,716)	(42,799)
Impairment losses on receivables	(18,963)	(529)
IT expenses	(615,861)	(766,592)
Motor vehicle expenses	(415,939)	(517,154)
Other expenses	(1,406,871)	(1,385,991)
Rent and outgoings	(850,186)	(992,614)
Repairs and maintenance	(596,526)	(813,125)
Telephone and internet	(422,418)	(355,471)
Training and other staff related expenses	(1,397,528)	(1,373,741)
Travel expenses	(967,568)	(1,585,500)
Utilities	(344,512)	(367,403)
Deficit from recurrent operations	(3,207,156)	(1,108,564)
NON-RECURRENT OPERATIONS		
Revenue	4,721,189	524,350
Grant funded expenses	(115,720)	(49,215)
Surplus from non-recurrent operations	4,605,469	475,135
(Deficit)/Surplus before income tax	1,398,313	(633,429)
Income tax expense	-	-
Total comprehensive income for the year	1,398,313	(633,429)

Statement of financial position

CURRENT ASSETS	2021	2022
Cash and cash equivalents	9,872,757	11,132,390
Trade and other receivables	2,483,628	2,201,607
Other assets	312,625	41,783
Total current assets	12,669,010	13,375,780
NON-CURRENT ASSETS		
Property, plant and equipment	1,104,704	1,169,936
Total non-current assets	1,104,704	1,169,936
Total assets	13,773,714	14,545,716
CURRENT LIABILITIES		
Trade and other payables	2,145,793	2,516,916
Borrowings	1,025,686	1,020,927
Contract liabilities	1,152,313	1,638,030
Employee benefits	5,090,751	5,519,444
Total current liabilities	9,414,543	10,695,317
NON-CURRENT LIABILITIES		
Employee benefits	314,878	439,535
Total non-current liabilities	314,878	439,535
Total liabilities	9,414,543	11,134,852
Net assets	4,044,293	3,410,864
EQUITY		
Accumulated funds	4,044,293	3,410,864
TOTAL EQUITY	4,044,293	3,410,864

List of staff alphabetically by surname

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 Olawale Abioye
 Kate Absolom
 Shilpa Adhikari
 Kay Affleck
 Razia Akhtar
 Hannah Aldis
 Nur Alfiah
 Marwa Al-Jameel
 Rebecca Altham
 Iris Andrews
 Tanya Anstee
 Kahtia Dorosario Antonio
 Natasha Apap
 Janine Appleby
 Marilyn Aranda
 Alice Arbutnot
 Rachel Archibald
 Mishani Areaiti
 Courtney Arto
 Getrude Arul
 Crystal-Ann Ashcroft
 Thais Assis Arruda
 Beth Attard
 Brittany Austin
 Gurjit Badwal
 Tia Bagley
 Suganya Bahubali
 Amber Bailey
 Amy Bainbridge
 Sudha Bajracharya
 Catherine Baker
 Danielle Baker
 Taylor Baker
 Samantha Baks
 Jacqueline Ball
 Karabo Baloyi
 Jayani Bamunuwita Gamage
 Pauline Banfield
 Melissa Barbuto
 Kerrie Barnes
 Shayne Barratt
 Alix Barrie
 Christina Bartolic
 Cindy Battley
 Helen Battye
 Tayla Baum
 Cheryl Bedella
 Belinda Beers
 Samantha Benaddi
 Katrina Bennett
 Veronica Maree Bergervoet
 Linda Bernardi
 Amardeep Kaur Bhattal
 James Biggs
 Karolyn Biggs
 Kara Biles
 Isla Birnie
 Maria Del Pilar Bisbal
 Isabella Bishop
 Jessica Bishop
 Fatma Bitir
 Rosalyn Blades
 Rebecca Bolt
 Ashleigh Bootland
 Kaelene Borton
 Natasha Boswell
 Iesha Boward
 Amelia Bowden
 Alisa Bradley-Moore
 Samantha Brady
 Wade Brady
 Joanne Braganza
 Claudine Brain (Marten)
 Baljeet Kaur Brar
 Irene Breach
 Amber Brennan
 Amanda Briggs
 Chantelle Broad
 Catherine Brooking
 Olivia Brown
 Stephanie Brown
 Margaret Bruzzaniti
 Toni-Marie Bryce
 Paolo Bua
 Suzana Budeski
 Emma Bugden
 Samantha Bullen

Jae-Maree Bunn
 Marnie Burley
 Caroline Burnett
 Chelsea Burns
 Chloe Burns
 Hayley Bylund
 Nicola Cahill
 Coral Callan
 Shontelle Callisto
 Lisa Cameron
 Lauren Campbell
 Sally Campbell
 Simone Campbell
 Chardonnae Cant
 Micaela Caratti
 Donna Carey
 Toni Carey
 Karlie Carnovale
 Hayley Carr
 Julie Carr
 Caitlin Casley
 Irina Cattalini
 Lizelle Celotti
 An-Chih Chang
 Shu-Yu Chang
 Melissa Chaplin
 Catherine Chapman
 Debra Chapman
 Sophie Chapman
 Pamela Charleston
 Paige Cheeseman
 Elena Cheremisenova
 Bhanu Chintala
 Yashika Choudhary
 Tania Chowdhury
 Karris Cilli
 Ruth Civelle
 Jasmine Clarke
 Kieron Klausnitzer
 Kirstyn Clews
 Rachael Cochrane
 Julia Coelli
 Maria Jacoba Coetzee
 Anna Colaiaco
 Susan Coleman
 Fiona Collis
 Nassim Conway
 Daniel Cooke
 Remi Cooper
 Tiffany Corless
 Hannah Cornthwaite
 Keirah Costanzo
 Taleigha Cotter
 Charmaine Couch
 Tahlia Coulson
 Vanessa Counsel
 Ellie Cowdrey
 Bret Craig
 Alexandria Crilly
 Carley Crimp
 Laura Crossfield
 Fortunata Cumming
 Christine Curtis
 Chiara Cuzzocrea
 Linda D
 Bryttany D'Agui
 Luisa D'Amato
 Susan Dandy
 Hanh Dang
 Hanna David
 Sandra Davis
 Selena Davis
 Jade Dawe
 Jessica Day
 Ellen De Kieffe
 Priscila De Matos Rodrigues
 Tassia De Souza Romeu
 McCaffrey
 Malgorzata Dean
 Sophia Dedes
 Melanie Dejong
 Miliscent Dela Pena
 Rose Dela Pena
 Sarah Delahey
 Celeste Leanne Delaney
 Annalise Denney
 Cody Desmond
 Kate D'Evelynes

Frieda Di Maggio
 Gabriela Diaz
 Mikaela Dimond
 Sarah Dingle
 Maria Diosana
 Larissa Direen
 Inoka Disanayaka
 Aaron Divitini
 Kathleen Doherty
 Andrea Dolegowski
 Elizabeth Donaldson
 Sally Donohoe
 Kathryn Douglas
 Nancy Douglas
 Samantha Downs
 Olympia Drakos
 Casie Drummond
 Tara Drummond
 Alexandra Duffy
 Navdeep Kaur
 Christine Dungan
 Brittny Dunkley
 Maria (Lucy) Dunn
 Maranda Dutton
 Kristy Dye
 Melinda Eades
 Karen Eagle
 Neelika Edirisinghe
 Toshika Edney
 Ruth Edwards
 Kerry Egan
 Natalie Eggleston
 Patamaporn Eiamchinda
 Malak El Hassan
 Aisha El Souki
 Safa Elkardi
 Tori Elliott
 Tracey Elliott
 Lelani Emslie
 Kendra Engel
 Marita Ensor
 Shirani Epaliyanage
 Maira Escobar
 Roseley Esguerra
 Michelle Evans
 Rebekah Evans
 Justine Fabian
 Priscilla Fadier
 Morgan Falls
 Arnya Falzon
 Chun-Han Fan
 Hailey Farrell
 Rebecca Farrugia
 Khatija Fatima
 Astrid Feetham
 Leilani Fenwick
 Christine Fernhout
 Josephine Field
 Wayne Fielding
 Hayley Fisher
 Deborah Fisher-Goldner
 Rhonda Foley
 Pui Ying Grace Fong
 Linda Foster
 Bronwyn Foulis
 Caitlin Fowler
 Belinda Fowles
 Karina Foxon-Burghall
 Nicole Francis
 Louise Franks
 Bonnie French
 Adelaide Fryar
 Carina Gajnik
 Ayesha Gama Arachchige
 Rachana Gandhi
 Heather Gardam
 Annette Garofalo
 Kanchanaporn Garrioch
 Shannon Gaudion
 Kayla Gehl
 Sarbjit Ghatorha
 Kerrie Gibbs
 Julie Giles
 Frances Gilmour
 Marissa Gilmour
 Jazmin Glanford
 Ghetta Glendinning
 Samantha Gloster

Sarah Gohdes-Smith
 Clive Gonsalves
 Madeleine Good
 Amy Gordon
 Katherine Gordon
 Tia Gordon
 Ebony Graham
 Rosemary Grant
 Warren Grant-Vest
 Storm Greaves
 Stephanie Green
 Peggy Greenslade
 Rebecca Greeshaw
 Rachel Griffith
 Kathleen Griffiths
 Samantha Grinyer
 Shannon Grocott
 Sinem Gungor
 Ayushi Gurjar
 Navdeep Kaur
 Susan Hadden
 Parmjeet Kaur
 Kirsty Haines
 Lily Hall
 Lucinda Hall
 Sara Hall
 Megan Hanley
 Erlinda Hanna
 Ethan Hargreaves-Ingram
 Margaret Harrison
 Selenthia Harrison
 Jodie Hart
 Lydia Hatzedemetrakis
 Shaneen Haumono
 Chelsea Heath
 Danielle Heaton
 Gabriela Heinz
 Katherine Helps
 Tiana Henderson
 Alexandra Hendy
 Henriette Herbst
 Kerry Herten
 Kristie Hewitt
 Ashleigh Hexter
 Tyrheec Hicks
 Bethany Hill
 Davina Hill
 Karri Hillier
 Toni Hillier
 Aroha Hinaki
 Pauline Hinkley
 Rachel Hinkley
 Tammie Hoang
 Keira Hodges
 Sarah Frances Hollermead
 Rosita Holzhauser
 Denise Homan
 Brittany Honey
 Leila Hosseini
 Tupato Howard
 Yuan-Jung Hsiao
 Pei-Shan (Shandi) Hsieh
 Laura Hudson
 Rachel Hudson
 Mathew Hughes
 Moana Hughes
 Kaitlyn Hull
 Ernest Hunter
 Tengfei Huo
 Katie Hurd
 Amanda Hurren
 Danielle Hutchings
 Summer Hutchings
 Tetiana Iastrubchak
 Tania Iezzi
 Miranda Ihanimo
 Kyra Inger
 Tania Isaacs
 Rebecca Jackson
 Cassandra James
 Chloe James
 Ramandeep Jammu
 Ashleigh Jenkin
 Jennifer Jenkins
 Niamh Jennings
 Jennifer Jentjens
 Jiang (Angela) Jiang
 Davina Jimmy
 Roshni Jindal
 Angela Johnson
 Rebecca Johnson

Jade Johnston
 Ellie Jones
 Gemma Jones
 Kerry Jones
 Leonie Jones
 Lia Jones
 Tracey Jones
 Noelene Jorgensen
 Luke Jurs
 Janette Kahila
 Kathy Kahila
 Jessica Nicole Kane
 Megan Kappos
 Georgina Karui
 Rumana Kasipersad
 Charanjit Kaur
 Kuldeep Kaur
 Mandeep Kaur
 Manjit Kaur
 Navdeep Kaur
 Susan Hadden
 Parmjeet Kaur
 Prabhjot Kaur
 Rattanjit Kaur
 Sarbjit Kaur
 Megan Hanley
 Erlinda Hanna
 Carmen Keith
 Joy Kemp
 Jade Keremelevich
 Afsan Khalid
 Ragini Khandelwal
 Sarah Kilpatrick
 Shelcey Kilvington
 Chelsea Kim
 Yena Kim
 Majella Kinthari
 Rene Kirkpatrick
 Shaye-Maree Kirkwood
 Jayne Klapsas
 Michelle Klausen
 Madison Kociancic
 Jemma Koellner
 Jane Kohry
 Geraldine Kolumboort
 Bethany Hill
 Olivia Rose Kuhl
 Reshmi Kumar
 Sadhana Kumari
 Twin Kupa
 Daniel Laing
 Jyoti Lamba
 Stacey Lamming
 Keira Lee
 Eliza Lee
 Debra Lemon
 Rebecca Lemon
 Hillary Lenehan
 Stacey Lette
 Alisha Lev
 Georgia Lewis
 Kellie Lewis
 Keryn Lewis
 Shyane Lewis
 Renae Leyland
 Qilin Li
 Tahilia Lilly
 Lee Peing Lim
 Esther Ling
 Chit Thanda Ling
 Kelera Loau
 Amanda Lopez
 Sasha Lorber
 Sarah Lord
 Miranda Lovel
 Glenn Luke
 Janelle Lundy
 Charli Lynes
 Wei Ma
 Alexis MacArthur
 Ruby MacGregor
 Rebecca Mackie
 Alice MacPhillamy
 Janine Macreadie
 Mila Mago
 Maggie Maguire
 Irina Magurean
 Thu Trang Mai
 Kim Main
 Zachary Maljevac

Emelita Mangalindan
 Betty Mannah
 Road-Davy Mao
 Cassio Marchion-Turrini
 Daniela Mardigan
 Sinead Marshall
 Josian Marsters-Henry
 Ellen Martin
 Luke Martin
 Sophie Martin
 Amanda Masters
 Cathy Mather
 Cassandra Matthes
 Chantelle Matthews
 David Maurer
 Rachel Maxfield
 Brooke Naoyard
 Jessica Maytom
 Carmen Mazzaferro
 Laureci Oliveira Santos
 Elle Oliver
 Robyn Olsson
 Rubina Omar
 Pieternella Oosterhuis
 Claudia Ori
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 Cathy Paterson
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 Teliah Patton
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 Melissa Pearse
 Camille Pelea
 Zoe Pellowe-Galloway
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 Lu Qiu
 Katherine Quilty
 Keeley Radford
 Paraschiva Raducanu
 Ragini Ragini (Gupta)
 Savita Raj
 Mallika Rajda
 Rebecca Ramondetta
 James Rance
 Kelly Raven
 Tania Read

Hui Ting Natalie Ng
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 Alexandra Nguyen
 Thanh Thy Lilian Nguyen
 Thao Nguyen
 Thi Dang Nguyen
 Vu Thuy Khanh Nguyen
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 Polly Noack
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 Ligia Raquel Reyes
 Jodie Rhone
 Nadia Richards
 Amy Richardson
 Cassie Riddell
 Demi-Anne Riley
 Swikriti Rimal
 Gail Rioli
 Risa Ristanovich
 Tia Robertson
 Diane Robinson
 Iris Robinson
 Jade Robinson
 Lucie Robinson
 Trudi Robson
 Gemma Rodgers
 Calyca Rogers
 Claire Rogers
 Kristy Rose
 Kylie Routley
 Sonja Rowe
 Alizadeh Royah
 Rahab Ruhakail
 Mokirere Taimana Rupuha-Pratley
 Rochelle Rusden
 Kaely Rutland
 Chloe Ryan
 Mairead Ryan
 Suzanne Ryan
 Amtul Waheed Sadia
 Ravinder Kaur Saini
 Madeline Saltmarsh
 Dibora Samuel
 Cara Frances Sands
 Naomi Sant
 Jody Sargent
 Retno Kurnia Sari
 Rachael Saunders
 Kathryn Savage
 Rani Saywell
 Portia Scafidi
 Maria Schirripa
 Amy Schultz
 Melissa Scoble
 Ashlee Scott
 Anita Sehgal
 Louise Seiwright
 Kiranjit Sekhon
 Catherine Selby
 Lorensz Senn
 Shiwali Seth
 Emma Seymour
 Shalla Shalla
 Ranu Sharma
 Rashmi Sharma
 Richa Sharma
 Savina Sharma
 Jacque Shaw
 Kate Shearer
 Allison Sheather
 Arlette Shenton
 Emma Shiels
 Dylan Shipton
 Reanne Short
 Sarah Short
 Kylie Showman
 Aaitu Shrivastava
 Gurdeep Kaur Sidhu
 Aneet Sidhu Kaur
 Alicia Sidon
 Catherine Silk
 Viti Simmons
 Lauren Simpson
 Peta Simpson
 Teagan Singer
 Ranjini Raj Singh
 Surya Singh
 Anika Smith
 Delilah Smith
 Heather Smith
 Holly Smith
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 Sarah Spackman
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 Clare Speelman
 Carlee Spiteri

Ellen Splinter
 Sathya Srinivasan
 Dawn Stanley
 Chittima Stanmore
 Stacey Steckelbruck
 Antoinette Stokell
 Hannah Stokell
 Dalton Stokes
 Merrick Stokes
 Katrina Stone
 Natalie Amelia Stoodley
 Tammy Stoodley
 Prabin Subedi
 Wendy Sullivan
 Sushamol Suresh
 Agnes Swann
 Kayleen Sylvester
 Mae Maureen Tabinas
 Shellie-Anne Taia
 Tanu Tanu
 J Tapper
 Jessica Vanaa Tarahu
 Belinda Taylor
 Ella Taylor
 Jessica Taylor
 Kristen Taylor
 Fatima Tayyibah
 Angela Tew
 Bianca Thomas
 Melina Thomas
 Brooke Thompson
 Taylor Thompson
 Vicky Thompson
 Ben Thornton
 Caterina Timpano
 Katrina Tindall
 Alliyanna Tipiloura
 Sandra Totaro
 Lynda Toulmin
 Annika Toussaint
 Hayley Trainor
 Jacinda Troselj
 Tyisha Tucker
 Betty Tukimata
 Sam Twaddle
 Amber Vallance
 Renee Vallis
 Hazel Van Der Meijden
 Ashlyn Van Gramberg
 Annelise Van Zyl
 Janis Veness
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 Ngoc Tran Chau Vo
 Ljubica Vranjesevic
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 Chloe Wade
 Jessica Wade
 Ann Walker
 Sally Walker
 Samantha Walker
 Ian Wally
 Jenni Walsh
 Rhonda Walta
 Deepani Anuradha
 Wanasinghe
 Runfang Wang
 Yushang Wang
 Rika Wanless
 Sylwia Ward
 Ana Lucia Warren
 Dakota Warren
 Genevieve Waters
 Simone Watkins
 Skye Watson
 Chenoa Watts
 Tracey Watts
 Tracy Weaire
 Kirsten Webster
 Christina Weekend
 Madison Weeks
 Emma Welsh
 Rhiannon White
 Robyn Whitehead
 Kodi Whitmore

Pushpameli Wijesinghe
 Erin Williams
 Sarah Williams
 Hannah Wilson
 Jan-Rita Wilson
 Lauren Wilson
 Sheneae Wingate
 Jodie Winslett
 Sasha Wittingslow
 Sarah Woods
 Sarah Woods
 Alleisha Woodward
 Crystal Leah Wordie-Watt
 Annabel Wormald
 Daniel Wrigglesworth
 Teena Wright
 Yu Wei Wu
 Tracy Wynwood
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