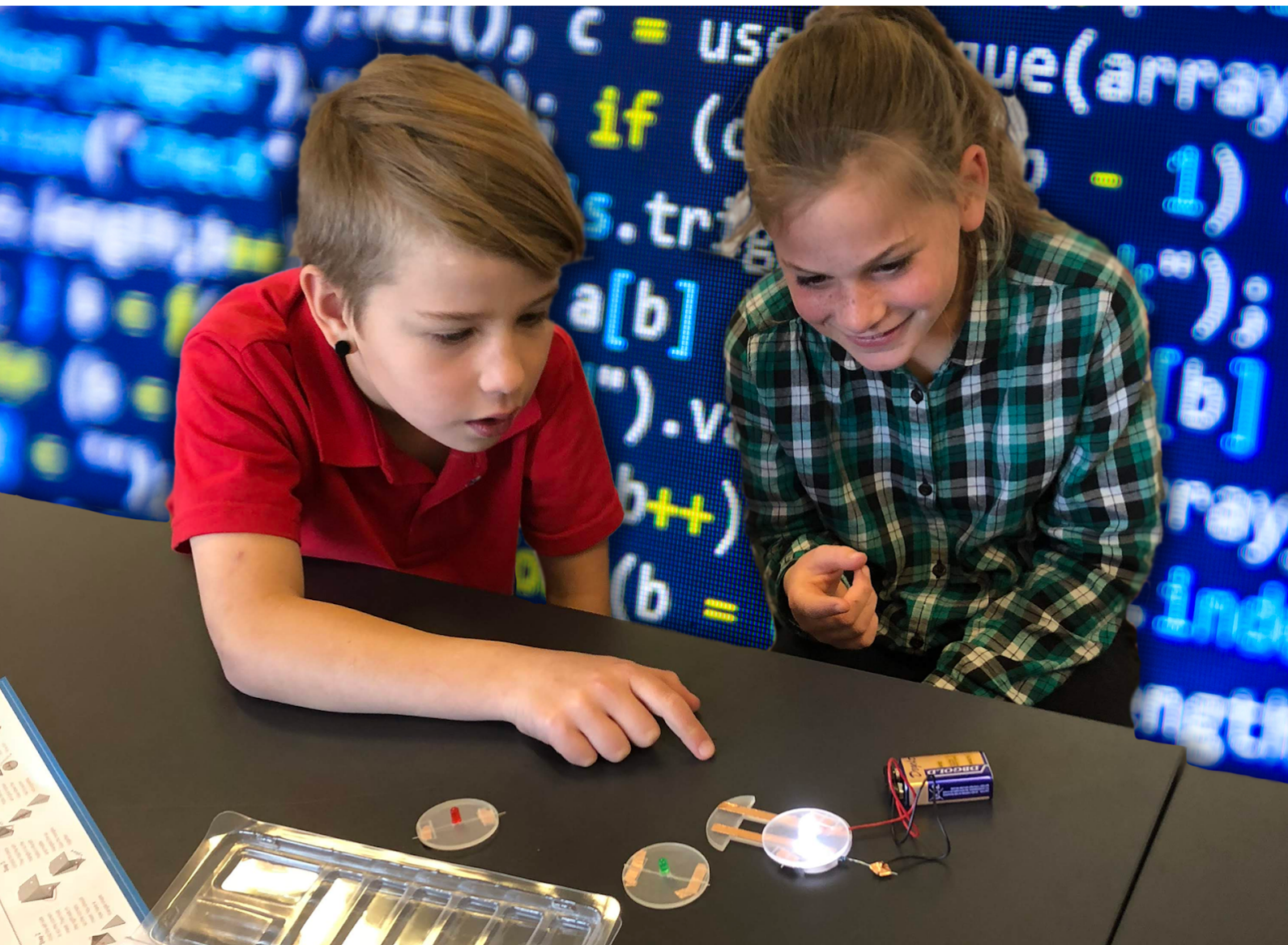




CENTRAL WEST

# LEADERSHIP ACADEMY

## 2018 Annual Report



## SECTION 1

# Message from the key school bodies

## Message from the Board

Dear School Community,

I am so honoured to be the Chair of a school which grows from strength to strength. In 2018, our doors opened with 17 students and twelve months later we have approximately doubled in size.

We have a great school culture in which the individual matters and we teach students to strive for their personal best. We have strong academic results, we have a wide variety of co-curricular offerings and we are very proud of the community events we have put on to benefit the wider region. These are events such as a free Code Club training for teachers, Girls+Code which was a free coding bootcamp for stage 3 girls, and The Big Ideas Challenge, the country's first Primary school Philosothon held in a regional area.



We offered Future Problem Solving and had a state champion booklet. We took first place in the Hunter Valley Region da Vinci Decathlon and took out places in Ideation and Cartography.

The diversity of our programs and opportunities created for our students is a reflection of the dedication, leadership and passion of our founding principal, Mandi Randell. Our teaching team is enthusiastic and committed to inspiring a love of learning in each student.

We have engaged the broader community through our regional leaders speaker series and out of that two of our students started their own podcast interviewing regional leaders.

We strive to be industry leaders and innovators who are growing our next generation of industry leaders and innovators.

David Duffy

Chair of the Board of Directors for the Central West Leadership Academy

## Message from the Principal

Dear School Community,

As foundational principal of the Central West Leadership Academy, my heart soars when I look at the amazing growth in numbers, academic achievement, and school culture. We are a strong, kind and supportive school culture who helps children grow to the fullest of their potential and readies them for leadership in a global and ever-complicated world. We are building the 21st Century skills needed for a changing workforce and creating empathetic and engaged student leaders.



I love that our children are becoming brave enough to tackle big goals and are developing the persistence, resilience, determination and grit that will carry them through with fortitude into their adult lives. In late 2018, we joined the AISNSW New Pedagogy for Deeper Learning network which has us participating and leading in best practice for growing Character in Deep Learning tasks.

Our numbers are growing and we will move in 2019 to a new facility at the Fitzroy St TAFE campus to allow us the facilities we need to further enhance our year level and learning opportunities.

We are a unique school in structure and mission. We are a non-systemic school that is community based and we walk the walk of leadership. We thank our flagship families for supporting the school vision and mission and for allowing us to care for and develop their amazing kids.

With kindness,  
Mandi Randell, Principal

## Message from the student body

A school's aim as a part of society is to provide a supporting, humane environment in which students can learn freely. The Central West Leadership Academy does this with aplomb, not only giving students the ability to learn freely, but pushing them to always strive for their personal best.

The struggles that students have to push through in their first few terms seem daunting; many tears are expected to be had over dinner tables over the student feeling not up to the standard that is expected. However, the only thing that needs to change is not the student's capabilities, but mindset. A positive mindset will yield, overall, more productive and successful results than a fixed one.



The rewards from such a mindset are infinite; take the St Mary's Chess Competition, for example. Our team was not the greatest at chess, I will admit that. We studied hard to find new knowledge and we ended up placing second in the region because of our perseverance and ability to thrive off of challenges.

Traditional education may teach you facts, but the missing piece of the puzzle, one that the Academy slots into your internal jigsaw, is what to do when faced with a challenging situation and how to thrive off of that challenge to be your personal best.

Finn Randell  
Captain of Academics

## SECTION 2

# Contextual information about the school

The Central West Leadership Academy was launched in 2018 and started with 17 students in years 3-6. We were a strong 20 by the end of the school year. Students came to us displaying the full range of gifted capabilities from academics, sports, arts to community leadership; the first cohort was diverse in both talent and schooling experiences. Our first cohort had 15% LBOTE and 15% of students identifying as Aboriginal or Torres Strait Islander.

We are:

- Not-for-profit
- Founded by local residents
- Co-educational
- Non-denominational
- Partnered with local community
- A 21st Century School
- Years 3-7 - expanding beyond in future years (subject to regulatory approval)

## Index of Community Socio- Educational Advantage (ICSEA)

- School ICSEA value: **1090**
- Average ICSEA value: **1000**

## Distribution of students

- Middle Quarters: **56%**
- Top Quarter: **44%**

## Students

- Total enrolments: **20**
- Boys: **13 (65%)**
- Girls: **7 (35%)**
- Indigenous: **10%**
- LBOTE: **10%**

## Central West Leadership Academy values

### Innovation

- We encourage forward and lateral thinking.
- We embrace creativity, communication and collaboration.
- We drive innovation and foster skills which are relevant now and into the future.

### Learning

- We focus on the individual as a whole; imparting academic, social, emotional and cultural skills for the future.
- We strive for excellence through continuous improvement.
- We enable our students to learn how to become lifelong learners.

### Respect

- We commit to treating others equally with dignity and honour because together, we are strong.
- We promote self-sufficiency, self-regulation and self-motivation as life skills.
- We provide a safe, supportive environment in which everyone is valued and encouraged to grow.

### Community

- We believe that an investment in our children is an investment in our community.
- We develop leaders who inspire, contribute to and drive change in their communities.
- We will promote local and global mindedness.

## Board & Executive

The Academy is governed by a Board of Directors consisting of local business and community leaders. We have an Advisory Board and Advisory Groups who provide additional support.

The school principal is Mandi Randell. She is an experienced educator with two Master's Degrees, who came to teaching through underprivileged schools in New York, spent 8 years as 2IC in Newington College, and 2 years as Head of Teaching and Learning in Dubbo.

### David Duffy - BBUS, CPA, GAICD, JP

#### *Chair*

David is a Director/Founder of Business DNA and as a Business Catalyst, leads the business and personal development division in Dubbo servicing regional NSW. David is a specialist who focuses on assisting businesses and leaders to proactively address change and implement strategies through actions to achieve their personal and business objectives. He has a real understanding of business and leadership issues. He has spent the last 30 years as a business consultant, accountant and investment advisor in both public practice and the corporate environment, working with clients throughout Australia, specialising in regional NSW business for the past 15 years.

### Rowena Backus

Rowena grew up in central NSW and completed her secondary schooling at Abbotsleigh in Sydney. She completed a BEd (Primary) at University of New England at Armidale. After commencing her teaching career, Rowena took time off work to raise their four children and in the past two years has been teaching and doing educational advocacy in Dubbo.

### John Curley

John is a Chartered Accountant and has a Master of Tax through the University of NSW. He has completed MBA, majoring in Accounting, at the University of New England. John is Registered Tax Agent, Xero Certified Advisor, and a financial planner, working for Monitor Money.

John has extensive experience in business finance, planning and financial management. In 2014 John established his own practice and is excited by the potential of new ways of doing business.

## Leanne O'Sullivan

Leanne is the co-founder and co-owner of Big Blue Digital, a digital business agency based in regional NSW, servicing clients all over the Australian eastern seaboard. Big Blue Digital has a team of 15 with staff based in their regional head office, Sydney and Melbourne. She is an expert in digital marketing, digital strategy, web development, online advertising and line of business applications.

## Shelvin Narayan

Shelvin Narayan was born in Fiji and grew up in Sydney. He has been calling Dubbo home for over 3 years with his young family. Shelvin is very passionate about education having completed his Bachelors in Business (Finance & Marketing) at University of Technology, Sydney in 2000. Then Master of Business Administration (MBA) in International Business in 2007 from University of East London. He is currently studying a Master in Cyber Security at La Trobe University.

## Fred Randell

Fred was born in Orange and raised in Geurie - where he was school captain of the local public school - before attending Dubbo High School. He studied Information Systems at the university of NSW in 1996, where he developed a passion for the then newly-emerging Internet. He promptly joined an Internet agency, and in 2004 co-founded his own design agency, Boomworks, in Sydney, which grew from a staff of 2 to employ over 25 people.

Having returned to Dubbo, Fred has a strong, community-minded motivation. He has launched and coordinates a monthly event to support local original music artists, has provided support to the Dubbo Jazz Festival, is a volunteer member of the annual Dream Festival committee, and is a board member of the Macquarie Conservatorium of Music. He is a firm believer in creating a local education solution that can compete with the best schools in the state, which will help keep local talent in the area, and imbue them with a sense of pride in place.

## Angela Schuster

Angela is the co-founder and director of Schuster Consulting Group Pty Ltd, a consultancy that provides services to public and private organisations including industry bodies, state and federal government departments and private enterprise within the agriculture and food production sectors within Australia and overseas.



Prior to establishing Schuster Consulting Group with husband Peter, Angela was the international marketing manager for ASX-listed Integrated Research where she was responsible for the development, project management and implementation of global marketing strategies and systems in the United States, United Kingdom, Germany and Australia.

SECTION 2

## Student outcomes in NAPLAN

The NAPLAN tests are national tests conducted with students in Years 3, 5, 7 and 9. The NAPLAN tests assess each student's performance in a range of literacy and numeracy areas.

### NAPLAN RESULTS

The Federal Government sets a Benchmark for each of the Year groups in Literacy and Numeracy. Our results are compared to Schools that are deemed by ACARA to be statistically similar to the Central West Leadership Academy.

Below are 2018 results for Years 3, and 5, students at the Academy compared to the state averages in these same assessments. Performance in NAPLAN tests is documented on the My School website: <http://www.myschool.edu.au> The results in the table below are for the TOP 2 BANDS of achievement. Note: Many schools report on the top 3.

Year 3 2018	Numeracy Overall
The Academy (%)	100
State (%)	44.7

Year 3 2018	Reading	Writing	Spelling	Grammar and Punctuation
The Academy (%)	66.7	66.7	66.7	100
State (%)	56	49	52.9	76.5

Year 5 2018	Numeracy Overall
The Academy (%)	85.7
State (%)	33

Year 5 2018	Reading	Writing	Spelling	Grammar and Punctuation
The Academy (%)	100	100	85.7	100
State (%)	40	16.6	37.8	61.1

#### SECTION 4

## ROSA & HSC

Due to the school being a 3-6 school, no ROSA nor HSC were attempted.

#### SECTION 5

## Professional learning and teacher standards

During 2018, 2 individuals were employed as teachers at the Central West Leadership Academy teaching across years 3-6.

Both teachers had teaching qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines.

In 2018, 2 individuals were employed as either teaching or support staff and both were employed at full time.

<b>Category 1:</b> Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines.	<b>2</b>
<b>Category 2:</b> Teachers who have teaching qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines but lack formal teacher education qualifications.	<b>0</b>
<b>Category 3:</b> Teachers who do not have qualifications as described in (1) or (2) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	<b>0</b>

## New South Wales Institute Of Teachers Registration

Category	Number of Teachers
Provisional Beginning	1
Existing Teacher	0
Professional Competence	1

## Summary of qualifications of academic staff employed by the Central West Leadership Academy in 2018

Highest Qualification	Number of Teachers
Masters Degree	1
Bachelor's Degree	1
Diploma	0

## Staff qualifications

RANDELL, M	MASTERS IN EDUCATION, Queens College
SINGLE, J	BACHELOR EDUCATION, Curtin

## Professional learning

During 2018 all members of the School Executive and teaching staff participated in a rich and varied Professional Development program. The Professional Development was conducted by the Association of Independent Schools, AHISA, HICES, IPSHA and other private and accredited bodies. Professional Development included attendance at Conferences and Professional Development Days, both on and off-site.

The main on-site experiences were regular weekly Staff Meetings and 6 full day Professional Development meetings.

The weekly staff meetings are attended by all teaching staff.

Four full day staff professional development days were held on site that focused on:

- CPR Refresher/ First Aid
- Child Protection
- Goal Setting
- Differentiation
- Project Based Learning

Both teachers have completed the **Mini Certificate of Gifted Education**.

Ms Randell completed the **AISNSW Principal Induction course**.

## SECTION 6

# Workforce composition

During 2018, two individuals were employed as either teaching or support staff at the Central West Leadership Academy.

One of these individuals was a full time teaching staff member and the other was the school Principal who taught as well as did support staff roles.

There were no Indigenous employees of the Central West Leadership Academy in 2018.

## SECTION 7

# Attendance

## Student attendance rate

- All students: **96%**
- Year 3: **94%**
- Year 4: **95%**
- Year 5: **92%**
- Year 6: **98%**

## Student attendance level

- Proportion of students attending 90% or more of the time: **97%**

## Managing non-attendance

Class Rolls are marked electronically via Sentral each morning with a Roll Call during the Daily Mindfulness Period.

Parents record absence reasons via Sentral website or app. This is a legal requirement. The Principal collates the absences which are discussed and followed up at the Tuesday weekly staff meeting.

After 3 days, if a parent/ carer has not provided a reason for the absence, the Principal makes contact with the parent/carer.

All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's School Report.

If a Parent/Carer requires extended leave for a student, they are required to complete an Application For Exemption From Attendance At School (under the Education Act 1990). This leave is either granted or not granted by the Principal.

## SECTION 8

# Enrolment policy

The Academy is a selective, co-educational school which prioritises enrolments for gifted and talented students.

The Academy seeks to be representative of the local Indigenous community. As such, we aim to ensure that at least 15% of the student body will be comprised of Indigenous students.

Entry into the School is primarily determined by the strength of each student's application.

Priority is given in the following order:

1. Strength of application (including demonstrated evidence of student's achievement in artistic / sporting / community / academic / technology leadership), and entrance interview
2. Where a student has a sibling at the School;
3. Where the student is the child of a permanent member of staff at the School;
4. Where a student has previously been enrolled at the School
5. Date the application is received

Consideration will be given to the educational, social and emotional needs of all students in a year group prior to an offer of enrolment to a new student.

**All enrolment offers are made at the discretion of the Principal.**

## Entry Points

The main entry point to the School is Year 3. Enrolments for all other years are offered subject to the availability of places. Students enrolled at the Academy in Year 6 are automatically enrolled into the High School unless notice of withdrawal is received within the applicable notice period.

## Waiting Lists

Students are placed on a waiting list based on the priority conditions listed above.

### SECTION 9

## Student welfare, anti-bullying, discipline and complaints

### Discipline framework

Level	Examples of inappropriate behaviour	Consequences/Action
1	<ul style="list-style-type: none"> <li>• Low level misbehaviour in class/co-curricular</li> <li>• Interruption, talking, poor manners</li> <li>• Unprepared for class; homework incomplete</li> <li>• Late to class</li> <li>• Eating in class; chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling by teacher.</li> <li>• Move desk in class</li> <li>• Lunch catch up class for missing class or homework</li> </ul>
2	<ul style="list-style-type: none"> <li>• Repeated examples of Level 1</li> <li>• Littering</li> <li>• Low level copying of work</li> <li>• Repeated uniform issues</li> <li>• Incorrect sport uniform</li> <li>• Anti-social behaviour with peers</li> <li>• Repeated lateness</li> <li>• Inappropriate use of technology (including phones)</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling by teacher</li> <li>• Teacher to note in online diary (for parents)</li> <li>• Inform Principal with a quick email</li> <li>• 3 incidents (in one cycle) = 1 lunch detention</li> </ul>
3	<ul style="list-style-type: none"> <li>• Level 1 or 2 repeated</li> <li>• High level disruption in class/co-curricular</li> <li>• Major homework/project/task not completed</li> <li>• High level defacement of workbooks</li> <li>• Poor sportsmanship</li> <li>• Foul language</li> <li>• Any form of bullying (including online bullying)</li> <li>• Inappropriate use of technology</li> <li>• Public transport misbehaviour</li> <li>• Repeated lateness to school (three times in a two week period)</li> <li>• Refusal to comply with directions (including phone use)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with student</li> <li>• Parents informed</li> <li>• 5 incidents or more (in one cycle) = interview with Principal</li> </ul>



4	<ul style="list-style-type: none"> <li>● Repeated detentions issued by staff</li> <li>● Cheating in exams/ Plagiarism</li> <li>● Graffiti/ damage to school property/ WPCC</li> <li>● Disrespect of staff</li> <li>● Non-cooperation with sports officials/coaches</li> <li>● Racist/sexual comments</li> <li>● Rudeness to members of public; poor behaviour in a public place</li> <li>● Computer misuse or damage</li> <li>● AWOL</li> <li>● Fighting</li> <li>● Theft</li> <li>● Failure to follow teacher instruction off site</li> </ul>	<ul style="list-style-type: none"> <li>● Principal informs parents and if necessary conducts meeting with parents</li> <li>● Discussion with Principal</li> <li>● Possible suspension issued</li> </ul>
5	<ul style="list-style-type: none"> <li>● Serious issues</li> <li>● Drug/alcohol/smoking offences in school uniform</li> <li>● Any issues that break the law</li> <li>● Repeated AWOL</li> <li>● Use of Pornography at school</li> <li>● Deliberate vandalism, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Student taken straight to Principal</li> <li>● Suspension issued</li> <li>● Position at school under review</li> <li>● Re-entry interview required if the student returns to school</li> <li>● Student may be placed on a contract if they are to continue at the school</li> </ul>

**At the Academy all students, parents/carers, the Board and staff have the right to:**

- Be treated fairly and with respect
- Be able to be themselves
- Feel safe and feel heard
- Feel able to learn
- Have fun and enjoy school
- Be proud of being part of the Academy community.

**At the Academy all students, parents/carers, the Board and staff have the responsibility to:**

- Be respectful and considerate to each other
- Accept and respect individual differences
- Act responsibly and sensibly, and respect the opinions of others
- Contribute positively to the learning environment
- Always try their best in work and leisure
- Respect the environment and values of the Academy.

## Bullying

'Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that cause physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.' (Supportive School Communities Working Group 2015.)

### **What Bullying Is Not**

Mutual conflict which involves a disagreement between equals, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

A single-episode act of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

'These actions can cause great distress. However, they are not examples of bullying unless someone is deliberately and repeatedly doing them.' (Supportive School Communities Working Group 2015.)

**The Academy takes student well being very seriously and any allegations of bullying are taken very seriously and investigated thoroughly.**

## Responsibilities

**Principals must ensure that the school implements an Anti-bullying Plan that:**

- is developed collaboratively with students, school staff, parents, caregivers, and the community.
- includes strategies for:
  - developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying.
  - developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour.
  - maintaining a positive climate of respectful relationships where bullying is less likely to occur.
  - developing and implementing programs for bullying prevention.

- embedding anti-bullying messages into each curriculum area and in every year.
- developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
- developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.
- empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.
- developing and publicising clear procedures for reporting incidents of bullying to the school.
- responding to incidents of bullying that have been reported to the school quickly and effectively.
- matching a planned combination of interventions to the particular incident of bullying
- providing support to any student who has been affected by, engaged in or witnessed bullying behaviour.
- providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents.
- identifying patterns of bullying behaviour and responding to such patterns.
- monitoring and evaluating the effectiveness of the Plan.
- reporting annually to the school community on the effectiveness of the Plan.
- includes procedures for contacting the child wellbeing unit or Community Services where appropriate.
- includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP) where appropriate.
- includes contact information for appropriate support services such as Kids Helpline.
- includes information on departmental appeal procedures and the Complaints Handling Policy.
- is promoted and widely available within the school community and published on the school website.
- is reviewed with the school community at least every three years.

**School staff have a responsibility to:**

- respect and support students.
- model and promote appropriate behaviour.
- have knowledge of school and departmental policies relating to bullying behaviour.
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

**In addition, teachers have a responsibility to:**

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students have a responsibility to:**

- behave appropriately, respecting individual differences and diversity.
- behave as responsible digital citizens.
- follow the school Anti-bullying Plan.
- behave as responsible bystanders.
- report incidents of bullying according to The Academy Anti-bullying Plan.

**Parents and caregivers have a responsibility to:**

- support their children to become responsible citizens and to develop responsible online behaviour.
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan.
- report incidents of school related bullying behaviour to the school.
- work collaboratively with the school to resolve incidents of bullying when they occur.

**All members of the school community have the responsibility to:**

- model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- support the school's Anti-bullying Plan through words and actions.
- work collaboratively with the school to resolve incidents of bullying when they occur.

The full text of the Complaints Policy is available on the school website.

SECTION 10

## Priority areas of achievement

Critical thinking and writing were the priority areas of achievement chosen by the Academy in 2018.

Our NAPLAN results indicated that our term 1 writing intervention strategy was highly successful in both years 3 and 5 where 90% of our students were proficient for their age group in the Writing section of the NAPLAN.

Further, their critical thinking skills and writing skills grew in achievements in Future Problem Solving with 20% of participants taking first place in the state, the Philosothon wherein 60% of critical thinking prizes went to Academy students (8 schools participated), solid 2nd place finishes as Western Chess Championships and 1st place in Ideation in our regional final for da Vinci Decathlon.



## SECTION 11

# Respect and responsibility

Respect and responsibility are key aspects of Leadership and Citizenship and the Academy values them highly.

Actions undertaken by the Academy to promote respect and responsibility include:

- NAIDOC day celebrations with local elders
- Harmony Day celebrations with wider community
- 12 hours of Safety online training
- 2 hours of virtual conference on Safer Internet Day with the Office of the Children's Guardian
- Training in assertive communication and promoting use of "I" statements
- Consistent use of school discipline policy
- Meetings each term with the P&C
- Speaking series of regional leaders who talked about their leadership journey and the role respect and responsibility played in their lives (8 speakers)
- Promoted appropriate interschool representation in Future Problem Solving, Chess, Da Vinci Decathlon and sporting events
- Participation in Philosothon and Science and Engineering Challenge

## SECTION 12

# Parent teacher and student satisfaction

## Parent satisfaction

Substantial positive community feedback was received at the Academy regarding academic results, wider learning opportunities and pastoral care policies implemented at the school.

Parent satisfaction was gauged in a variety of ways including:

- One on one conversations with the Principal
- Feedback and conversations at P&C meetings each term
- Meetings with the P&C executive
- Emails and written communication from parents
- PLP planning meetings

## Student satisfaction

Students submitted substantial positive feedback regarding the learning environments, their academic progress, their social and emotional growth, community atmosphere and quality of teaching and learning. Further, students were overwhelmingly positive about extension work and co-curricular offerings such as Da Vinci Decathlon, Future Problem Solving, Art Club, Chess Club and Debate.

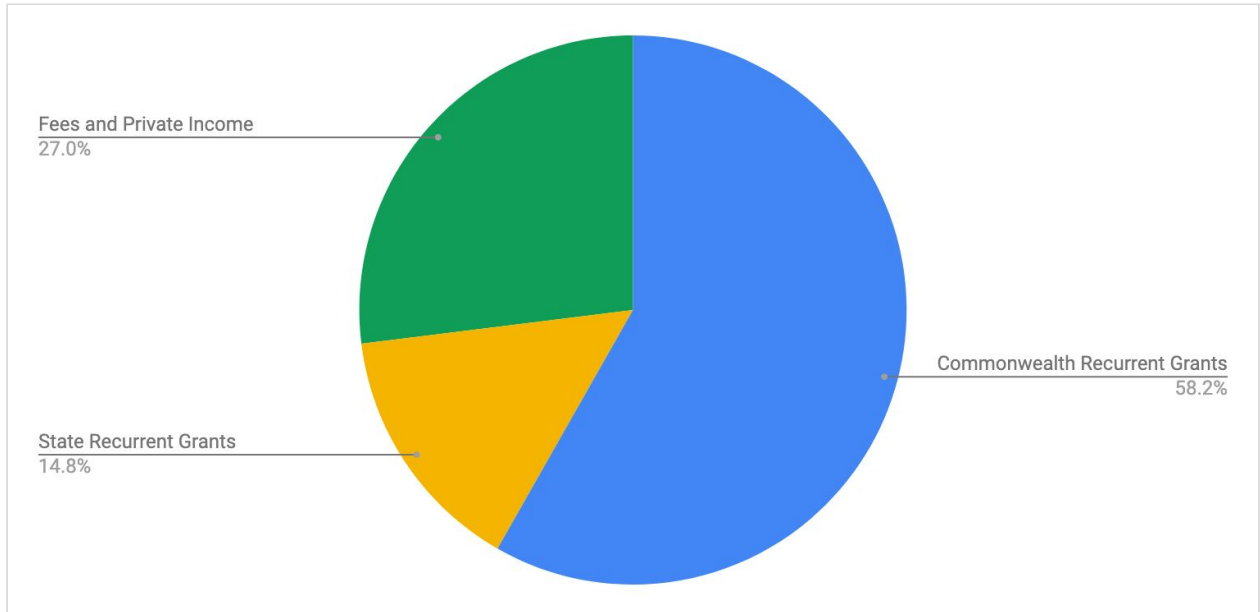
Student satisfaction was gauged in a variety of ways including:

- PLP planning and reflection meetings
- Student reflection forms
- Conversations between Principal/ teacher and students
- Conversations between parents, Principal/ teacher and students
- Feedback from student leadership team
- Feedback from teachers in weekly staff meetings

SECTION 13

# Financial summary

## Income



## Expenditure

