



**TATACHILLA**  
LUTHERAN COLLEGE



# 2024 Annual Report



**TATACHILLA**  
LUTHERAN COLLEGE

Believe | Become | Belong

# Contents

Introduction . . . . .	2
Governance of Tatachilla Lutheran College . . . . .	3
Vision Statement and Aims . . . . .	4
Student Results . . . . .	6
Staff . . . . .	11
Community . . . . .	13
Financial . . . . .	15



# Introduction



Tatachilla Lutheran College plays a critically important role in shaping the lives of our students. Being connected as, with, and to community is crucial to maintain a sense of belonging for our stakeholders. As a Christ-centred, student-focussed college, we provide consistently high quality teaching and learning that grows students holistically, preparing them for a rapidly changing Volatile, Ambiguous, Complex and Uncertain (VUCA) future.

Complex and Uncertain (VUCA) future.

Our 2022-2024 Strategic Directions have completed their cycle, and preparatory work has occurred with the Executive team, College Board and staff for a 2030 future with the capabilities and skills students will need to successfully and ethically navigate the VUCA context. Consultants will work collaboratively with the Executive Team and College Board to create a contemporary framework for the 2025-2027 Strategic Directions and beyond.

The college's commitment to continuous improvement saw the launch of the new college website and targeted scholarships, both highlighting our key points of difference. Reduced class sizes is a significant strategy for Reception to year 3 as communicated through college tours, and marketing channels. Reduced class sizes in years 3-6 will occur in 2025. Streamlining the student subject choice process in the middle senior years in 2024 resulted in maximising student selections while enabling timetabling to be more efficient. There is also a clear process for subject review and renewal as we onboard curriculum for a 2030 world.

Student participation in weekly chapels has been a highlight with support and guidance from the college's pastor and chaplain. Staff retreat facilitated by Phil Daughtry from Fruitful Minds, focused on spiritual direction and the concept that 'Love is in the world, and we are not alone in the universe.' The annual Blessing of the Animals provided an insight into the value Francis of Assisi placed on animals and their impact on the human experience.

Ongoing improvement in academic results based on explicit teaching and current evidence, resulted in the following significant Year 12 SACE achievements: 100% SACE completion, DUX ATAR 98.85, 8 merits, a significant number of students achieving ATARs above 90 and over 35% of results in the A band. This ongoing growth is particularly pleasing in the smaller 2024 year 12 cohort. NAPLAN results again led those of our neighbouring main schools. VET courses and school-based apprenticeships are another important pathway for students, with one of our 2024 VET students being nominated for VET student of the year in the Electrical field.

Schools across Australia have experienced a significant increase in the complexity of student learning profiles over recent years. Professional development, review of our procedures and processes, and partnerships with external professionals to effectively support all students have included:

- Extensive academic professional learning, including deep dives into the Science of Learning, the impact of explicit teaching on students' understanding of how they learn, and the development of Transversal competencies for a 2030 context
- An ongoing relationship and professional learning with Bower Schools
- Zones of regulation and trauma informed practices, resources and learning
- PDA professional learning.

Building developments have been exciting with a new mid-year Reception room, expansion and redevelopment of our year 3 classrooms, an additional year 7 classroom, and new year 9 bathroom facilities. Our grounds and play areas continue to be developed, enabling our beautiful and expansive grounds to be an important influence on student learning and well-being. Refurbishments and redevelopments will continue in 2025.

Our student service learning included a highly impactful trip to Cambodia where we were able to purchase land for a local village to build a school, enabling young people to safely access education. Students also assisted in the land clearing and were deeply moved by the culture and relationships they experienced in this service learning experience. Locally, relationships with residents of aged care facilities enabled students to record residents' life stories, which were subsequently gifted to them.

Major college events of 2024 included: the Junior Years Musical- Moana, which was well attended and showcased our students' drama and musical abilities, the SALA Visual Art Exhibition in the EcoSanctuary with catalogued artworks for students from years 7-11 based on Aboriginal artists' representation of values and concepts, and our annual Tatfest short film festival that saw college alumni join the judging panel. The Year 12 Photography Exhibition continued to display exceptional portfolios of student work, with Fleurieu Living Magazine unable to split 2 portfolios, subsequently for the first time offering an internship to both students. Our broader connections with our local community were evident with over 5,000 attendees at our Twilight Food Affair.

My gratitude to our 2024 college captains whose influence on the student body and contributions to the college community were exceptional. It has been an absolute privilege to work with exceptional student leaders, the executive team, college board, staff and families in our Christ-centred, student-focused educational community. The college has been truly blessed in 2024.

*Philippians 4:8 'Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.'*

Alison Thacker  
Principal

# Governance of Tatachilla



## GOVERNANCE

Tatachilla Lutheran College Incorporated continues to be a key educational institution of the Lutheran Church of Australia South Australia District Incorporated (LCA SA/NT District). We remain deeply grateful for the ongoing support of local congregations and our affiliation with Lutheran Education SA, NT & WA

(LESNW).

The college is governed by a dedicated and skilled Board, which is responsible for overseeing the strategic direction and Governance of the college. The Board comprises of ten members (seven voting), all ratified by Lutheran Education SA/NT/WA. It includes up to four communing members of the Lutheran Church as voting Board members, alongside three appointed voting members from the wider college community who share and support the objectives of the Lutheran Church. Additionally, the college Principal, Business Director, and College Pastor serve as non-voting members. A further voting Board member may be appointed by the Executive Director of LESNW.

The Board delegates the operational management and day-to-day decision-making to the college Principal, who works closely with the leadership team to fulfil the College's mission and strategic goals.

In 2024, the college Board convened for eight meetings throughout the year, continuing to oversee significant developments within the college and working to ensure alignment with our long-term vision and values. The Board also continued to operate with three key sub-committees: the Audit and Compliance; Policy, Marketing and Development Sub-Committee; and the Master Plan Sub-Committee. These committees were instrumental in guiding several major projects, including the ongoing development of our new visual identity, sustainability initiatives, and improvements to our facilities.

This year, we also focused on fostering stronger connections between the college and the wider community, continuing to engage with families, local congregations, and key partners in shaping the future of our College.

As we look ahead to 2025 and beyond, we remain committed to ensuring Tatachilla Lutheran College continues to provide a high-quality, Christ-centred, and student-focused education. It is an exciting time for the College, and the Board is dedicated to supporting the leadership team in delivering an innovative, dynamic, and inclusive learning environment for our students.

I would like to extend my heartfelt thanks to all members of the Board, the college Executive, staff, students, and families for their ongoing support and dedication to Tatachilla Lutheran College. Together, we are building a bright future for our community.

Cain McDonald  
Board Chair

## MEMBERS

Name	Representation	Start/Retirement
Cain McDonald	Chair	28 February 2024
Sarah Anthoney	Chair (2018 - Feb 2024)	31 October 2012 - 28 February 2024
Ethan O'Connor	Member	27 November 2024
Paul Rogers	Member	1 June 2016 - 27 November 2024
Bruce Thompson	Member	2 April 2014
Pastor Mike Pietsch	Member	1 July 2017
Robert Hoff AM	Member	11 October 2023
Rosalie Eckert	Member	1 July 2020
Jon Goessling	Pastor Non-Voting	23 April 2012
Christo Botha	Business Director Non-Voting	5 March 2020
Alison Thacker	Principal Non-Voting	30 September 2023



**TATACHILLA**  
LUTHERAN COLLEGE

# About the college

## VISION STATEMENT

The school of choice in the Southern Region - inspiring leaders in a safe environment to live, love, learn and grow.

## MISSION STATEMENT

Teaching the love of Christ to inspire hearts and minds for a fulfilling life and a better world.

## LEARNING PRINCIPLES

At Tatachilla Lutheran College we believe that:

- Learning occurs in a safe, secure environment where the wellbeing of all learners is valued.
- Learning occurs through collaborative enterprise and individual endeavour.
- Learning is constructed by each individual, as learners make sense of the world.
- Learning occurs at different rates, in different ways and at an individual point of challenge.
- Learning through concepts promotes deep understanding, connection and transfer of knowledge and skills.
- Learning occurs when thinking critically and creatively.
- Learning promotes thoughtful reflection and response.
- Learning is supported by timely and specific feedback.
- Learning occurs through intentional and focussed time.
- Learning occurs in spaces that promote collaboration, flexibility, creativity, independence, curiosity and inquiry.

## STATEMENT OF AIMS

Tatachilla Lutheran College aims to provide a program of Christian education, which will:

- provide students with a comprehensive program of education that is conducive to the development of their talents and skills for responsible Christian living and service and meets societal demands;
- encourage children to strive for excellence in learning according to individual ability;
- help children to value themselves as persons created in the image of God, redeemed by Christ, and made members of His body, the church, and to express their new life in Christ in their relationship with God and others;
- promote the spiritual life and development of children through worship, study of the Scriptures, and pastoral care, whereby they may know God and His saving love in Jesus Christ, respond in faith, and grow to Christian maturity;
- encourage children to give witness to their faith in Christ at school, at home, in their congregations and in the community;
- assist parents in fulfilling their God-given responsibilities to their children; and
- serve society by providing responsible citizens equipped to contribute positively to its well being.



# Tatachilla students

Census data in August 2024 shows the following enrolments with the 2023 and 2022 census data being included for comparison. Indigenous students are included in these numbers. These figures do not include the 20 mid year intake students.

YEAR LEVEL	2022	M	F	Non-Binary	2023	M	F	Non-Binary	2024	M	F	Non-Binary
R	<b>60</b>	29	31	0	<b>49</b>	29	20	0	<b>52</b>	28	24	0
1	<b>54</b>	24	30	0	<b>52</b>	27	25	0	<b>55</b>	32	23	0
2	<b>49</b>	28	21	0	<b>50</b>	23	27	0	<b>60</b>	30	30	0
3	<b>56</b>	29	27	0	<b>55</b>	32	23	0	<b>56</b>	24	32	0
4	<b>79</b>	26	53	0	<b>56</b>	30	26	0	<b>56</b>	33	23	0
5	<b>56</b>	29	27	0	<b>81</b>	29	52	0	<b>56</b>	31	25	0
6	<b>101</b>	52	49	0	<b>72</b>	35	37	0	<b>89</b>	33	56	0
7	<b>107</b>	56	51	0	<b>141</b>	76	65	0	<b>120</b>	59	60	1
8	<b>139.6</b>	60	79.6	0	<b>109</b>	58	51	0	<b>136</b>	76	50	0
9	<b>132</b>	62	70	0	<b>132</b>	56	76	0	<b>102</b>	54	48	0
10	<b>104</b>	53	50	1	<b>123</b>	58	65	0	<b>124</b>	51	73	0
11	<b>101</b>	46	55	0	<b>87.6</b>	45.6	42	0	<b>111</b>	49	62	0
12	<b>93</b>	49	44	0	<b>86</b>	36	50	0	<b>73</b>	34	39	0
<b>TOTAL</b>	<b>1131.6</b>	<b>543</b>	<b>587.6</b>	<b>1</b>	<b>1093.6</b>	<b>534.6</b>	<b>559</b>	<b>0</b>	<b>1090</b>	<b>534</b>	<b>555</b>	<b>1</b>



# Student results

## BENCHMARK RESULTS

Each year, all students in Years 3, 5, 7, and 9 complete the National Assessment Program – Literacy and Numeracy (NAPLAN) tests to provide nationally comparable evidence of student achievement. NAPLAN consists of five tests that cover grammar and punctuation, numeracy, reading, spelling, and writing. The total college NAPLAN participation was 98%, inclusive of students that required physical and/or learning disability adjustments.

In 2023 the proficiency standards changed from ten levels to four: Needs Additional Support, Developing, Strong, and Exceeding. These four categories provide a better measure of identifying students that require additional support. Student growth across each of the four proficiency levels will be possible when the 2025 NAPLAN data becomes available.

The table below shows the percentages of students that are in one of the Developing, Strong, and Exceeding proficiency levels. The 2022 data column shows the percentage of students that are in all but the lowest of the former ten proficiency levels.

### Percentages of Students Achieving National Benchmarking Standards (2022 - 2024).

2024 data is percentage of students in 'Needs Additional Support' category.

Year	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Year 3	98	92	93	100	96	100	100	98	94	98	86	93	100	94	94
Year 5	96	97	100	96	96	95	94	96	91	96	94	96	94	95	100
Year 7	100	99	94	99	93	90	99	97	88	98	95	91	100	97	95
Year 9	94	98	97	93	93	98	96	95	98	96	97	93	100	98	97

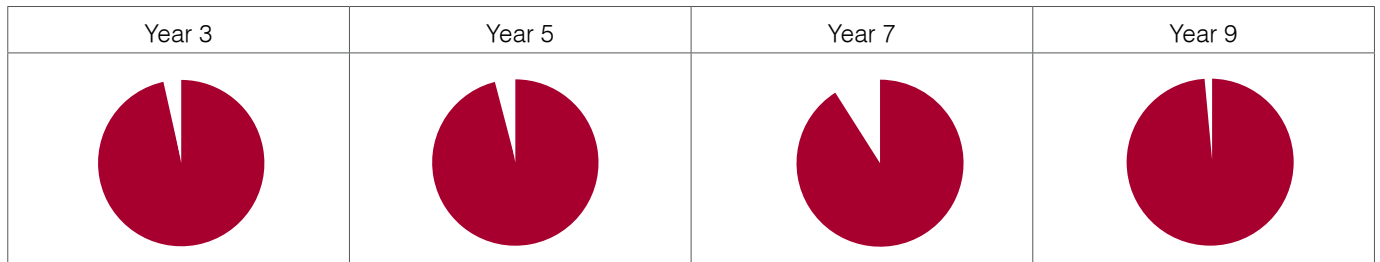
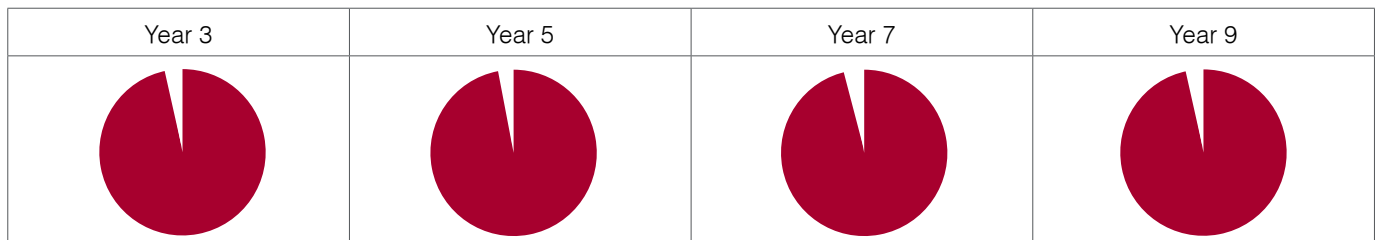
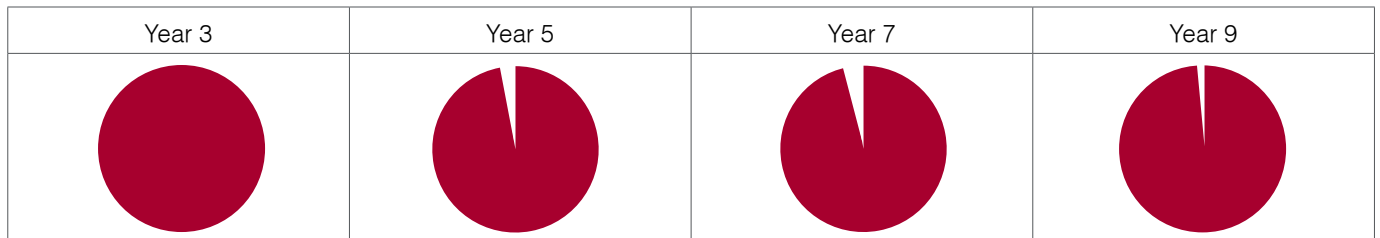
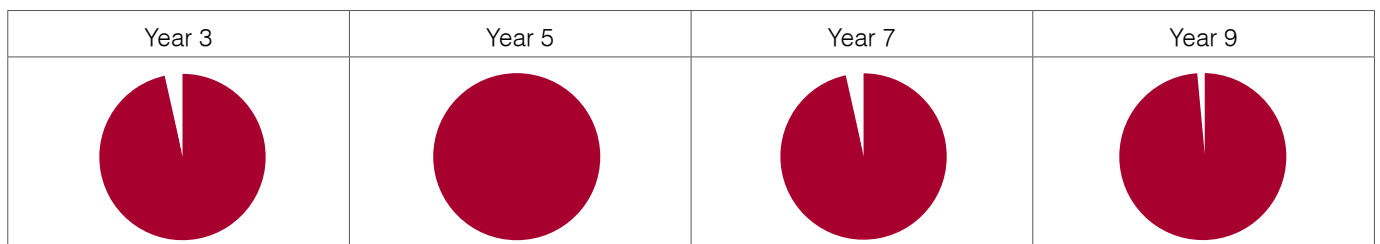
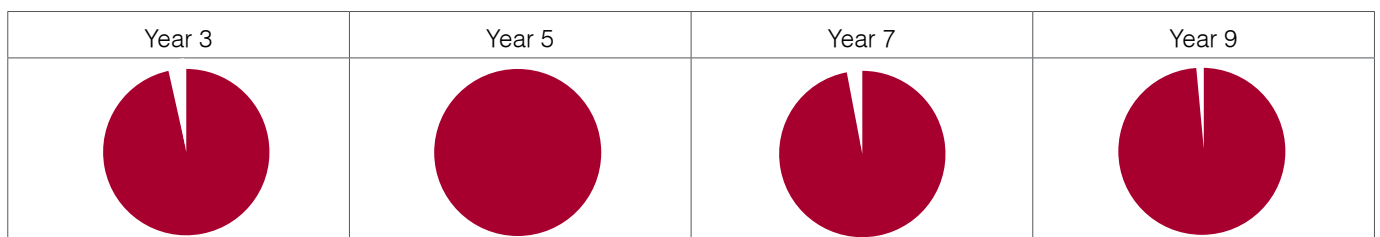


**NAPLAN**

National Assessment Program Literacy and Numeracy

**Spelling Results**

■ Developing to Exceeding Category  
 □ Needs Additional Support

**Grammar & Punctuation Results****Writing Results****Reading Results****Numeracy Results**



# Student results

## STUDENT ATTENDANCE

The average attendance rate is quoted as a percentage and is calculated from the number of absences relative to when students were expected to be at school. It excludes absences due to representative sporting events. All parents/caregivers of not notified absentees, are contacted by support staff on a daily basis via telephone or SMS to verify the students' absence.

Total year levels 1 - 10 student attendance rate for 2024 = 87.62%.

### Summary of attendance by year level

Year Level	Attendance Rate	Year Level	Attendance Rate
1	88.55%	6	87.74%
2	88.38%	7	88.76%
3	87.74%	8	88.07%
4	89.49%	9	86.54%
5	86.58%	10	85.69%



## SENIOR SECONDARY OUTCOMES

The following information relates to students who completed SACE Stage 2 subjects in December 2024

SACE pass rate	100%
Total number of Year 12 students	71
Number of students achieving SACE	71
Number of students receiving a Australian Tertiary Admissions Rank	67
Number of students in Years 8-11 who undertook at least 1 Stage 2 subject	22
Number of students who applied to University	48
Number of students receiving 1st round offers to University	42
Number of Merit Certificates issued (subject scores of '20')	8
Percentage of subject grades which were rated 'A'	35%
Percentage of subject grades which were rated 'B'	42.8%
Percentage of students with a ATAR above 90	8.95%
Number of students completing at least one unit of competency related to VET (Stage 2 subjects only)	15

### Proportion of students at Year 12, 2024 compared to number of students in Year 9, 2021:

Total Year 9 students in 2021	117
Total Year 12 students in 2024 (at August Census)	73
Number of Year 9 students from Year 9, 2021, who were still enrolled at Tatachilla in 2024	64

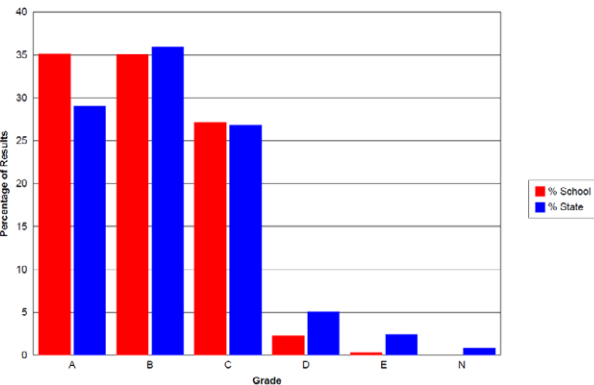
SACE RESULTS

Stage 1 School Subject Results – by Grade Distribution

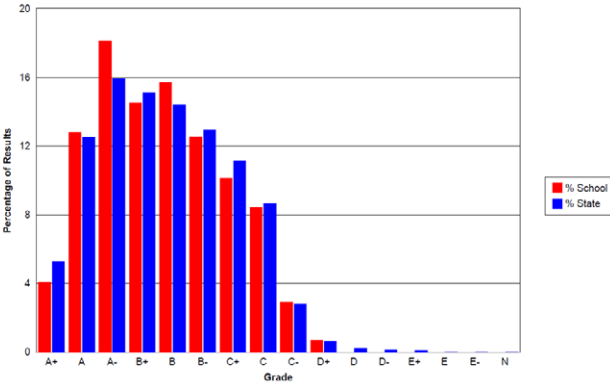
This report provides an overall grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all subjects, for 2024.

Grade	Number of Results (School)	% School	% State
A	442	35.16%	29.08%
B	441	35.08%	35.88%
C	341	27.13%	26.78%
D	29	2.31%	5.05%
E	4	0.32%	2.42%
N	0	0.00%	0.79%

STAGE 1 SACE RESULTS



STAGE 2 SACE RESULTS



Stage 2 School Subject Results – by Grade Distribution

This report provides a grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all graded subjects, for 2024.

Grade	Number of Results (School)	% School	% State
A+	17	4.11%	5.29%
A	53	12.80%	12.53%
A-	75	18.12%	15.93%
B+	60	14.49%	15.12%
B	65	15.70%	14.42%
B-	52	12.56%	12.94%
C+	42	10.14%	11.12%
C	35	8.45%	8.68%
C-	12	2.90%	2.82%
D+	3	0.72%	0.63%
D	0	0.00%	0.24%
D-	0	0.00%	0.13%
E+	0	0.00%	0.09%
E	0	0.00%	0.03%
E-	0	0.00%	0.02%
N	0	0.00%	0.00%



# Tatachilla staff

The teaching and non-teaching staff at Tatachilla Lutheran College contribute much to the culture of the school and the education of students. The following sections provide information relating to members of staff employed by Tatachilla Lutheran College in 2024.

## STAFF STATISTICS (FIGURES TAKEN FROM AUGUST 2024 CENSUS)

	Non-Binary	Male	Female	Total
Total teaching staff members (full time equivalents)	0	30	52.2	82.2
Total non-teaching staff (full time equivalents)	0	11.2	28.3	39.5
Total staff (full time equivalents)	0	41.2	80.5	121.7
Total number of staff employed	0	45	104	149
Total number of Indigenous staff	0	0	0	0

## STAFF RETENTION

It is important that the staff of a school is relatively stable but it is also healthy for a school to have some staff turnover at the end of each year. During 2024 fourteen permanent staff members resigned from Tatachilla Lutheran College of which two staff members moved to another Lutheran schools and ten staff members moved to non-Lutheran schools or other organisations and two retired. The staff retention from 2023 to 2024 was 90.42%.

## STAFF ATTENDANCE

Teachers are required to be at school for the duration of each term and for several additional days at the beginning and end of the school year. Absences from school may be mandated (for example key professional development days) or may relate to illness, carer's leave, etc. The following table provides information regarding staff absences (in days) not related to professional activities.

	Teaching Staff (Days)	Attendance Rate (%)	Support Staff (Days)	Attendance Rate (%)
Sick/Carers Leave	703.98	95.80%	324.10	96.50%
Compassionate Leave	5.41	99.90%	6.67	99.90%
Paternity Leave	20	99.90%	0	100%
Leave without pay	174.75	99.90%	104.69	98.90%
Total Days Absence	940.14	94.36%	435.46	95.41%

## QUALIFICATIONS OF TEACHING STAFF MEMBERS

Listed below are all teaching staff members employed during 2024 and their qualifications. The following table provides a summary of the qualifications of teachers. Please note that some staff members included in this data were employed on a short term contract during the year. All staff have appropriate certification for Mandatory Reporting, WWCC and First Aid.

Masters degree or higher	17	Bachelor degree	80
Post graduate qualifications	27	Diploma of teaching	9

# Professional development expenditure

Tatachilla Lutheran College considers that provision for ongoing professional development of staff an essential component of the annual budget. Tatachilla Lutheran College assists teachers with the acquisition of additional relevant formal academic qualifications, provides release time and pays registration costs for teachers attending seminars and conferences. The College also supports the Leadership Development Program of Lutheran Education Australia, encourages membership of professional associations and arranges for teachers to visit other places of best practice.

The following table summarises the expenditure on professional development of staff in 2024.

## PARTICIPATION

Total number of days spent on staff professional development external to the school (this does not include whole staff professional development conducted internally)	138
Number of teachers undertaking additional formal tertiary study	7
Cost incurred in fees etc for professional development of teachers	\$35,378
Relief teacher costs for teachers attending conferences (this does not include relief teacher costs for short seminars).	\$0
Average professional development expenditure per full time equivalent (FTE) teacher	\$430.39

The table below summarises percentage of staff involved in professional development.

Teachers	100%
Non-Teachers	100%



# Community

Tatachilla Lutheran College has as one of its guiding principles the notion of community. This is firmly embedded in our culture and is reflected in our Vision Statement. There are a range of benefits to both the wider community and the school through the knowledge and expertise that is shared through interactions across a range of activities. Some of these activities include Performing Arts groups, student leaders and staff presenting/assisting at local community events.

Tatachilla Lutheran College students are given the opportunity to engage in a wide range of extra curricular activities, which adds to the total educational experience.

Some of these opportunities are listed below.

- Regular whole college and sub-school Chapel
- Annual Sports Day carnivals, both internal and Interschool
- Annual internal and Interschool Cross Country event.
- A broad range of Vocational Education and Training (VET) programs accessible from Years 10-12 covering areas such as Hospitality, Automotive, Construction, Retail, Hair and Beauty, Sport and Recreation and Conservation and Land Management
- Futures Week and Work Experience program at Year 10
- Extensive sport opportunities for all students including involvement in the State based SAPSASA and SSSSA competitions
- Service opportunities through leadership in House, Student Representative Council (SRC), Peer Support and Peer Tutor programs and the whole college leadership in Captains and Deputy Captains
- Inter House competitions across R-12 involving activities such as art, sport and team building programs
- A variety of clubs including debating, chess, computer gaming and other activities according to demand
- Biennial Japan trip

- Biennial Camboria Service Learning Trip
- Student Environmental Council which has membership across R-12 and is proactive in recycling and environmental issues within and outside of the College
- Youth Environmental Leaders Program
- Service programs embedded in curriculum through the Christian Studies program
- Army Cadet program

A variety of Camps and Outdoor Education programs across R-12 including:

- R-5 night sleepovers, excursions and swimming
- Year 6 Canberra tour
- Years 7-9 2 night camps
- Year 10, 4 night camp to the Grampians
- Year 11 and 12 Retreat

A richly diverse Performing Arts program including:

- Biennial School Musical and Junior School Musical
- Annual Music Showcase
- Annual Dance Showcase
- Concert Performances (Ensembles and soloists)
- Various Ensembles including Jazz & Concert Bands, Chapel bands, Choirs, and String Ensembles
- Individual or small group Instrumental tuition
- Junior School & Middle School Music Evenings
- Instrumental scholarship programs
- Dance programs/groups



# Community feedback

Parents, students and staff have opportunities to regularly provide feedback to the College through the following means:

- Individual Parent/Teacher Meetings
- Surveys
- Direct communication
- Parent Partners Program
- Social Media Contact
- Newsletters
- Information Evenings
- Parent Partner Initiatives
- Community Forums



# Financial

## TATACHILLA LUTHERAN COLLEGE INC ABRIDGED FINANCIAL STATEMENTS FOR 2024

The abridged Financial Statements for Tatchilla Lutheran College are presented on the next two pages. The College accounts were duly audited and certified that the financial report presents fairly the results of its operations for the year then ended.

### STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2024

INCOME	2023	2024
	\$	\$
Tuition Fee (Net)	7,177,660	7,644,819
Commonwealth Government Grants	12,010,597	12,551,624
State Government Grants	3,318,728	3,595,812
Other Income	494,712	533,036
<b>TOTAL RECURRENT INCOME</b>	<b>23,001,697</b>	<b>24,325,291</b>
EXPENSES	2023	2024
	\$	\$
Employee Expenses	14,237,879	15,736,067
Tuition Materials and Expenses	1,114,038	1,089,242
Property Expenses	1,062,964	1,114,391
Administration Expenses	2,948,339	2,962,642
Interest	409,582	463,628
Depreciation	662,739	801,306
<b>TOTAL RECURRENT EXPENSES</b>	<b>20,435,541</b>	<b>22,167,276</b>
<b>SURPLUS FROM RECURRENT INCOME AND EXPENSES</b>	<b>2,566,156</b>	<b>2,158,015</b>
NON OPERATING INCOME	2023	2024
	\$	\$
Capital Grants	100,000	110,000
Profit/Loss from Sale of Fixed Assets	28,400	1,500
<b>TOTAL NON OPERATING INCOME</b>	<b>128,400</b>	<b>111,500</b>
NON OPERATING EXPENSES	2023	2024
	\$	\$
Loss on sale of fixed asset	0	0
Other Non-Operating Expenses	0	0
<b>TOTAL NON OPERATING EXPENSES</b>	<b>0</b>	<b>0</b>
<b>NET SURPLUS FOR THE YEAR</b>	<b>2,694,556</b>	<b>2,269,515</b>
<b>NET CASHFLOW POSITION (INCLUDING CAPITAL EXPENDITURE AND LOANS)</b>	<b>7,010,216</b>	<b>6,025,472</b>



**STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2024**

<b>ASSETS CURRENT ASSETS</b>	<b>2023</b>	<b>2024</b>
	\$	\$
Cash and Cash Equivalents	7,010,216	6,025,472
Trade and Other Receivables	399,854	679,141
Other Current Assets	259,389	470,805
<b>TOTAL CURRENT ASSETS</b>	<b>7,669,459</b>	<b>7,175,418</b>
<b>NON CURRENT ASSETS</b>	<b>2023</b>	<b>2024</b>
	\$	\$
Property, Plant & Equipment	36,615,962	40,485,831
<b>TOTAL NON CURRENT ASSETS</b>	<b>36,615,962</b>	<b>40,485,831</b>
<b>TOTAL ASSETS</b>	<b>44,285,421</b>	<b>47,661,249</b>
<b>CURRENT LIABILITIES</b>	<b>2023</b>	<b>2024</b>
	\$	\$
Trade and Other Payables	2,215,493	2,129,197
Short Term Borrowings	1,064,728	682,168
Short Term Provisions	2,495,554	2,498,930
<b>TOTAL CURRENT LIABILITIES</b>	<b>5,775,775</b>	<b>5,310,295</b>
<b>NON CURRENT LIABILITIES</b>	<b>2023</b>	<b>2024</b>
	\$	\$
Long Term Borrowings	8,268,911	9,475,544
Long Term Provisions	302,443	322,277
<b>TOTAL NON CURRENT LIABILITIES</b>	<b>8,571,354</b>	<b>9,797,821</b>
<b>TOTAL LIABILITIES</b>	<b>14,347,129</b>	<b>15,108,116</b>
<b>NET ASSETS</b>	<b>29,938,292</b>	<b>32,553,129</b>
<b>ACCUMULATED FUNDS</b>	<b>2023</b>	<b>2024</b>
	\$	\$
Accumulated Surplus	28,997,892	31,193,462
Reserves	940,400	1,359,667
<b>TOTAL ACCUMULATED FUNDS</b>	<b>29,938,292</b>	<b>32,553,129</b>





Kaurna Country, 211 Tatachilla Road  
PO Box 175 McLaren Vale 5171 South Australia  
p 08 8323 9588  
e [tlc@tatachilla.sa.edu.au](mailto:tlc@tatachilla.sa.edu.au)  
[tatachilla.sa.edu.au](http://tatachilla.sa.edu.au)  
ABN 44 094 272 440