scitech

# Annual Report 2021-2022

# Contents

# Purpose

**To inspire engagement by all Western Australians in science, technology, engineering and mathematics.**

# Values

**These are the behaviours we value, encourage, uphold and promote across Scitech. They describe how we should interact with each other, our customers, partners and stakeholders.**

**We recognise and reward those that exemplify them.**

**We lead by example and encourage others to uphold the values of our organisation.**

### Passion

We are passionate about Scitech and our purpose. This passion is the energy that inspires our excellence.

### Respect

We are honest, respectful and look out for each other's well-being. We foster a supportive community by being open-minded and welcoming of people of all ages, genders, abilities and cultural backgrounds.

### Innovation

We encourage innovation and creativity. We learn and grow by working together.

### Fun

We share the fun we have at work by including each other and the community, engaging our own curiosity and encouraging it in others.

### Sustainability

We minimise our environmental footprint, responsibly using our resources and energy.

# What we do

**Scitech is a not for profit organisation which was established in 1988 for the purposes of promoting and advancing education in science, technology, engineering and mathematics, while supporting students, teachers and the Western Australian community with their continued interest, understanding and learning in STEM.**

Over the decades, we have continued to encourage and inspire the community about the importance of STEM culture, awareness and literacy.

We do this through our Science Centre where people can experience interactive, hands-on exhibits that promote learning through play, and delight international audiences with exhibitions we send around the world. Our stage shows and Planetarium leave people in wonder of the cosmos and beyond, that expands their curiosity and science interests.

Our Statewide team regularly visits regional and remote communities across WA, sharing a passion for STEM with our shows, school incursions and event activations, and we support teachers through our professional learning programs, creating opportunities to further their skills and knowledge so they are ready to future-proof students for a changing contemporary world.

Now in 2022, Scitech's reach, impact and relevance continues to strengthen as we create greater awareness of STEM which empowers our community, diversifies our economy and develops our future workforce for Western Australia's long term wellbeing, prosperity and sustainability.

## Scitech Timeline History

City West chosen for the site of new science and technology museum

**1988**
Scitech doors opened

**1991**
Scitech's first designed and created exhibition launched

**1996**
Scitech roadshow, now named Statewide, was launched

**2004**
Horizon, now named the Scitech Planetarium, launched

**2018**
Scitech celebrated its 30th Anniversary

**2019**
Scitech reached its 10 millionth engagement.

# Chair report

We have spent another year grappling with unanticipated change through the impact of COVID-19 calling on us to evolve in what we do and how we engage with our audiences.

It has been encouraging to see that amongst this disruption Scitech's momentum and commitment to our purpose has only strengthened our determination and resilience in the delivery of STEM awareness and capabilities for long term sustainability in Western Australia.

I am pleased to present the Scitech Annual Report for the 2022 financial year.

Scitech has not been in isolation when facing challenges in a COVID-19 environment, but through another year of change I would like to acknowledge how well the organisation has been able to pivot and adapt in our operations and delivery. This is despite visitor numbers to the Science Centre being impacted, and restrictions in the delivery of our Statewide and Professional Learning programs.

I would like to thank all staff and volunteers for their ongoing commitment to and passion for STEM engagement as they continue to inspire our audiences in new and different ways.

Our results were as expected given the uncertain times we experienced, but careful ongoing management meant we were well prepared to deal with our economic situation and capitalise on the opportunity to elevate our plans for increased funding streams.

Scitech's leadership underwent a transition during the year. The Scitech Board and I were grateful to Sam Kronja, who stepped in to support the organisation for several months as interim CEO while we undertook a national search to fill the CEO role. Sam provided clear direction for the organisation, allowing for seamless delivery of our operations during a challenging time, but also a smooth transition as we welcomed Dr John Chappell as Scitech's new CEO in February. John's experience, values and strong leadership abilities make him an ideal fit for Scitech's future growth and sustainability.

In the first few months of John's appointment, he was able to complete work on a renewed strategy that sets out the longer term vision for how Scitech will support Western Australians with STEM capabilities, and a 5-year business plan that focuses on having a strong work environment and diversifying our revenue resources which will support Scitech to fulfill our purpose.

I would like to thank the Government of Western Australia, Premier Mark McGowan, and Minister for Science Roger Cook for their ongoing support. We are also grateful to the Department of Jobs, Tourism, Science and Innovation for their continued partnership and investment which allows us to create STEM experiences in the community.

We also appreciate the incredible support we receive from educational, community and corporate partners. Working together with you gives us the ability to increase our reach, awareness and STEM engagement with our audiences in WA.

It is clear as we read through this report that, amongst the challenges, we have continued to evolve as an organisation while achieving significant social impact and results. I am proud of the role that Scitech plays in driving STEM literacy in the community, which is so critical to Western Australia's future prosperity.

**Chris Palandri**

Chair of the Board of Directors

# CEO report

**Carl Sagan, the great astronomer, science communicator and science-fiction writer, said, "You go to these [science museums] and you're struck by the wide-eyed looks of wonder, by kids racing from exhibit to exhibit, by the triumphant smiles of discovery...**

These exhibits do not replace instruction in school or at home, but they awaken and excite. A great science museum inspires a child to read a book, or take a course, or return to the museum again to engage in a process of discovery – and, most important, to learn the method of scientific thinking."

I think Sagan could have been talking about Scitech, not just for the Science Centre that people know us so well for, but also about our other programs such as Statewide, the Aboriginal Education Program and Learning Futures. Since starting as CEO of Scitech, I've lost count of the people I've met who have told me how inspirational Scitech was in their choice of a STEM career.

Scitech provides a deeper STEM connection in the work we do with Western Australians, and I have been pleased to see that despite external pressures and COVID-19 disruptions in the past year, we have maintained our purpose and achieved great results, continuing to deliver on our reputation of bringing relevant and inspiring STEM experiences to the Western Australian community.

My appointment earlier this year followed on from interim CEO Sam Kronja, whose wealth of experience and understanding of Scitech's inherent needs proved invaluable. His tenure from late last year until February, provided great stability through organisational change and ongoing COVID-19 restrictions, and I thank him for his collaboration and work during the leadership transition.

Scitech's purpose is to inspire engagement by all Western Australians in science, technology engineering and mathematics, which are key to our State's ongoing well-being, social prosperity and sustainability. We have achieved this on so many levels in the past year.

We opened our feature exhibition Top Secret: Licensed to Spy in October which made a welcome return to Scitech after travelling extensively internationally over the past seven years.

Last year also saw over 231,000 visitors to the Science Centre, and audiences were entertained and enthralled with over 4,700 shows on the main stage, in the puppet theatre, in the planetarium and in the Chevron Science Theatre.

Our Statewide team visited over 500 schools in the metropolitan area and travelled more than 68,000 kilometres to regional areas of the state sharing STEM experiences to schools and communities, while our educational resources and professional learning programs engaged over 2,500 teachers.

These extraordinary achievements are delivered by our experienced, dedicated and passionate people who ensure that Western Australians, regardless of where they live, have access to outstanding STEM experiences. I echo the sentiments of the board in saying what an incredible team of people we have committed to bringing STEM experiences to Western Australians.

Our research capabilities were extended through existing industry relationships and connecting with new community partners to help us expand on our purpose.

We have also refined much of our work around customer insights, developing a new Theory of Change model to evaluate programs, experiences and social impact, to ensure that Scitech continues to play an important role with STEM engagement in the community.

Earlier this year, we released the Scitech Strategy 2030. It will guide us so we can continue to encourage more children and young adults to study STEM subjects to develop the skills they need for tomorrow's jobs, and it will enable us to increase STEM literacy, to engage and develop the broader community towards economic prosperity and sustainability.

It is an honour to present the 2021-2022 Scitech Annual Report, and to be leading an organisation that is creative, adaptable and resilient. This year's report reflects Scitech's incredible reach and achievements for the benefit of all Western Australians.

**Our Statewide team visited over 500 schools in the metropolitan area and travelled more than 68,000 kilometres to regional areas of the state sharing STEM experiences to schools and communities, while our educational resources and professional learning programs engaged over 2,500 teachers.**

**Dr John Chappell**

Scitech Chief Executive Officer

# 2021-2022 Highlights

**231,884**
People visited Scitech in 2021-22

**115,681**
Statewide engagements with students, teachers & people in Perth and regional areas

**68,885km**
Statewide travelled across regional tours

**4,703**
Puppet, Planetarium & Science Theatre shows

**27,100**
People and children attended Toddlerfest

**17**
Statewide Regional tours

**11**
Scitech exhibitions were touring internationally

**160,000**
Website sessions for Particle

**684**
Statewide schools visits in metro & regional areas

**716**
Students reached through the Aboriginal Education Program

**21,593**
Primary & Secondary students took part in school excursions

**12,400**
People engaged at 2021 Perth Royal Show & 2022 WA Day Festival

# 2030 Scitech Strategic Plan

**The Scitech Strategy 2030 sets out our longer-term vision on how we will support Western Australians with STEM capabilities. It will guide us so we can continue to encourage more children and young adults to study STEM subjects to develop the skills they need for tomorrow's jobs, and it will enable us to increase STEM literacy to engage and develop the broader community towards economic prosperity and sustainability.**

Encouraging greater awareness of STEM and digital technologies in society and encouraging children to take up STEM careers will safeguard our future and deliver economic, environmental and social benefits to all Western Australians.

By helping more people to be inspired by and engage with STEM, we will not only help to attract a broader range of people for new jobs, but we will also bring more diversity to the people who contribute to and engage with STEM and innovation, which will create a fairer and more inclusive society.

# Strategic Priorities

## Drivers

### Inspire & Engage

People learn best when they are engaged.
Scitech will leverage curiosity, wonder, excitement, play and interaction with our audiences in STEM.

### Develop & Nurture

Support the development of STEM skills through high impact experiences, nurturing an interest in STEM, and working closely with teachers.

### Connect & Collaborate

The most effective way to engage all Western Australians in STEM is to partner and collaborate with other organisations and community groups that have a shared purpose and complimentary capabilities.

## Enablers

### People & Environment

Engaging the public with STEM requires dedicated teams of qualified, passionate and highly motivated people. Scitech will provide workplace environment, culture and opportunities that will attract and retain the best talent.

### Building our Future

To maintain our existing capabilities, Scitech will increase its revenue from a range of sources.
We will also invest in new capabilities to ensure that we are able to fulfill our ambitious purpose.

# The Scitech Effect

Astronomer and Astrophysicist, Dr Jacinta Delhaize has always had a fascination with space. Growing up in Mandurah, she doesn't remember a time where stars and galaxies were not part of her universe, and how enthralled she would become seeing amazing pictures of mysterious planets or astronauts in space. But one of her fondest and most influential memories she recalls, is how her connection to science and space really bloomed from her childhood visits to Scitech.

"I remember visiting Scitech as a child many times during the school holidays. I still have very vivid memories of many of the exhibits and the scientific concepts they taught me. There was a giant tongue from which I learned that taste buds in different parts of the mouth respond to different things, what static electricity was when I touched the metal ball and my hair all stood on end, and I encountered the concept of optical illusions in the room that made you look like a giant as you walked further inside. I still can't figure out how my shadow was frozen on the wall after the flash."

Curiosity is at the heart of what Scitech does, and Jacinta reflects that although it is difficult to pinpoint the exact moment of her STEM journey, the strong impression Scitech left on her curious little mind was long lasting.

"When I think of visits to Scitech, I remember the feelings of excitement, inspiration, fascination and joy. These emotions, by extension, then became associated with science for me. Scitech taught me that, despite the sometimes dry lessons in school, science is actually FUN and fascinating. I doubt I would have pursued a Physics degree at UWA if this fact hadn't been instilled in me from a young age."

Jacinta's favourite stop on her visits to Scitech was the Planetarium, zooming through unknown worlds and the cosmos from your own auditorium seat was her ultimate joyride.

"The planetarium never ceased to blow my mind, so I can be pretty sure that my obsession with astronomy was well and truly incubated there. Now, as a Lecturer of Astrophysics at the University of Cape Town, I still like to visit the planetarium and immerse myself in the Universe, which still to this day has me completely ecstatic."

"During my Scitech visits, I also remember that my brothers and I were each allowed to choose only one science toy from the Scitech shop and it was an excruciating decision. I don't recall what I chose, but it was almost certainly something space related."

With degrees in Physics, a PhD in Astrophysics, postdoctoral research, and now a lecturer with the University of Cape Town as well as the host of a podcast series, The Cosmic Savannah, Jacinta believes that Scitech's impact on impressionable young minds is something that's difficult to quantify but incredibly powerful.

"I don't know a single scientist of my generation from Perth who doesn't have a vivid memory of visiting Scitech at some point. I think part of the magic of Scitech is that it leaves you with an almost emotional bond with science. Although this is intangible, it can be so strong that it lasts a lifetime."

**“I don’t know a single scientist of my generation from Perth who doesn’t have a vivid memory of visiting Scitech at some point. I think part of the magic of Scitech is that it leaves you with an almost emotional bond with science. Although this is intangible, it can be so strong that it lasts a lifetime.”**

**Dr Jacinta Delhaize**
Astronomer and Astrophysicist

# Ignite Curiosity

# Science Centre

**Our Science Centre enables Scitech to have a central location that brings STEM to the Western Australian community through cutting edge technology, inspiring interactive exhibits, awe-inspiring shows and an out-of-this-world Planetarium. Multiple areas within this science hub offer kids and people of any age the ability to engage their mind and ignite their curiosity from the diverse experiences we provide.**

## Performance spaces

### Chevron Science Theatre

Our feature performance space is where live theatrical performances explain scientific concepts such as physics, chemistry, biology and natural forces in simple and entertaining ways. Shows including *Things That Glow* and *Ignite Your Curiosity*, plus two new additions; *Under Pressure, The Perfect Firestorm*, as well as *Toddlerfest's Storytime*, were performed to over 71,000 visitors in the last financial year.

A total of 1,291 shows were hosted in the theatre, entertaining audiences with impressive effects, explosions of fire and foam, colour changing chemistry, and electrical and physical forces.

Presented for the first time in January, *Under Pressure* explores air pressure and how it affects our everyday activities. This was joined by *The Perfect Firestorm*, a past show that was revived and made possible again after the legendary Tesla coil was rebuilt by the Scitech workshop.

During the summer school holidays, the popular *Ignite Your Curiosity* show was enhanced with a music remix specially commissioned for Scitech. Through a licencing arrangement with Envelope Audio in Fremantle, the music was composed by Australian emerging composers and musicians, and was a hit with audiences.

Our presenting team also worked on a new show for the Science Theatre: *Hot vs Cold*; adding theatrical sparkle and extra science wonder to a presentation developed by our Statewide team.

### Puppet Theatre and Big Stage

The Scitech Puppet theatre delighted nearly 55,000 children and adults over the course of the year with shows which were designed, created and presented by the in-house Scitech team. Shows use the core building blocks of science: observing, questioning, testing and interpreting, using colourful sets, props and puppets to tell stories of animals, plants and other characters.

A total of eight highly visual and entertaining shows were performed for 3-7 year olds and families, including *One Fine Day, Let's Move, A Fishy Problem, Ocean Adventure, Bubble Trouble* and *Shipwreck,* along with Toddlerfest shows *Groovy Gardeners* and *Backyard Boogie*, which all created positive science engagements with audiences watching and getting involved.

Developed in response to COVID-19 mandated restrictions, the Big Stage enabled puppet shows to continue to be delivered, despite changing and challenging health restrictions earlier in the year. Most of the puppet shows were able to be relocated to this new area on the Scitech exhibition floor during that time, except for *A Fishy Problem* which was retired early due to its transportation limitations.

Continued success from this performance space in allowing more flexibility and a larger area to house puppet shows has led to the Big Stage becoming a regular addition to younger visitor experiences, mainly in busier times such as the school holidays.

A new puppet show was developed in the first half of 2022. *Quiet as a Mouse* is about Racket, a Spinifex Hopping mouse who lives in the wall of a small child's room. He wants to be the best percussionist in the world while not trying to annoy Melody, the household cat who hates noise. Scitech's in-house creative team worked with a local published author to refine the story, and a puppeteer using the latest innovations in puppet making and design, to create characters that were visually appealing and could be operated by one person.

Best practice in science story-telling and early years education provided the development foundation of this new play that encourages the child audience to explore concepts of problem solving, inquiry, experimentation, hypothesising, and research and investigation, explained in a way that young children can understand and engage with.

**Rio Tinto Innovation Central**

The Rio Tinto Innovation Central (RTIC) space in the main Scitech gallery is used for activities that foster the development of 21st century skills such as critical thinking, collaboration and creativity.

General public activations on weekends and school holidays included engineering and coding challenges, "pop-up" science busks, Meet the Scientist presentations, and the Sustainable Sneaker challenge; a drop-in activity for people to create their own sneaker prototype from recycled and single use materials.

The area offers invaluable space to host school programs and is regularly used by primary and secondary students. This includes Scitech workshops such as the Wind Turbine Challenge which uses the innovation process to explore and collaborate to find the most energy efficient design, as well as Primary School Challenge Days which occur throughout the year, and Shell's NXplorers Showcase events for secondary students.

In the second half of 2021, a phase one redevelopment saw the space fitted out with new walls, flooring, graphics and updates to exhibits in time for the October school holidays. Intensive testing of the space with general use and bespoke holiday activations determined that noise levels were negatively impacting the use of the space for staff and visitors. This feedback was integrated into phase two of the project and resulted in some significant changes to the layout of the space to reduce noise levels in the school program and presentation areas of the gallery.

The "hero" exhibit in the RTIC gallery will be the Drop Zone, a co-designed exhibit with Rio Tinto staff, their families, and Scitech general public visitors. This exhibit is scheduled to be installed in late 2022.

## Holiday periods & events

### School Holidays

The most consistently busy times throughout the year are the July, October, January and April school holidays with increased visitation from families and primary school aged children who want an experience that includes both entertainment and education.

Across the 12 weeks in holiday periods, 82,654 visitors walked through Scitech's doors, proving how significant school holidays are in increasing STEM awareness and capability to the wider Western Australian community.

Holiday periods in the second half of 2021 were largely affected by COVID-19 restrictions. WA Government introduced capacity restrictions in venues impacted the July 2021 school holidays where 2 hour sessions were introduced as well as a limit of only 150 visitors per session.

Over the Christmas and January school holiday break there was a direct correlation between mask mandates and visitor numbers with increased daily attendances of 830 when the mask mandate was not in effect, dropping to 670 on average when they were. Uncertainties over government capacity limits and rising COVID-19 case numbers made planning for the April 2022 school holidays challenging and resulted in one of the lowest holiday attendance periods across the year.

New activations were trialled in the April school holidays which included workshops in the centre lab run by the Telethon Kids Institute, along with the new and popular "pop up busks". These 15 minute sessions were aimed at extending the visitor experience and ranged from daily demonstrations of the Van der Graaf generator making people's hair stand on end to exploring food science using liquid nitrogen to make ice cream.

Feedback based on these short experiences proved how well received they were with visitors appreciating the real world application of the presentations and how inspired they were to continue their STEM experience at home.

### Toddlerfest

Created especially for little scientists, Toddlerfest is Scitech's bi-annual festival full of unique, entertaining, educational and fun experiences for under 4 years of age.

Experiences and activities for the event are themed and specifically designed for this age group. Last year's winter theme *Little Things That Move,* gave toddlers the freedom to make connections to how different things move as well as themselves. The event welcomed over 15,520 people over the 9 days. 80% of children attending were under 4 years of age, and 74% of visitors rated their experience overall as excellent.

One of the highlights of the 2021 Toddlerfest was the creation of a brand new Planetarium show *A Little Space*. Usually films for full dome cinemas sourced from around the world are created for older audiences, but this 10 minute show, put together in-house at Scitech, was specifically designed for children under 4 years of age so they could also enjoy a planetarium immersive experience.

Human centred design principles were used throughout the conception, writing, storyboarding and editing stages, with one of the Scitech presenters narrating the final product, before being tested in front of live audiences for feedback.

The popularity of *A Little Space* during the event led to the film now being a regular feature in the Planetarium show line-up, ensuring no toddlers miss out on a Scitech Planetarium experience again.

In Summer, *Little Things That Grow* encouraged children to explore their world using different senses. Visitor numbers during this time were impacted with COVID-19 capacity limits placed on venues and to compensate, the event was extended to three weeks.

Between February and March, 11,574 people and toddlers explored why bubbles are so special in the puppet show *Bubble Trouble*, created colourful flowers so the garden wall could come to life in the activity *Make your Garden Grow*, and played in a visual version of *I Spy* which built awareness of colours, shapes and counting.

**1,291**

Chevron Science Theatre Shows

**54,707**

Kids and adults saw Puppet shows

**27,100**

people attended Toddlerfests

# Scitech Planetarium

**Through a complex system of computers and projectors, audiences in the Scitech Planetarium are amazed by the 500m2 fully immersive dome experience that explores the night sky and beyond. Visitors are guided through live talks and movie presentations that cater for age or curriculum requirements, or shorter all age shows for younger children that encourage curiosity and space discovery.**

A new yearly attendance record was set in the financial year with 122,124 people enjoying a planetarium experience. The July 2021 school holidays was up 20% on last year's attendance with over 15,100 people viewing shows across the two week period.

During the October and January school holidays, planetarium shows were able to accommodate the most recent advances in space exploration when NASA launched the James Webb telescope.

There was also the opportunity to collaborate with Curtin University's Space Science and Technology Centre's work on the Binar 1 Spacecraft by integrating information on the project into live Planetarium presentations. Examples such as these demonstrate the flexibility and relevance that planetarium presentations can have for audiences.

There were 2 new shows purchased in the last 12 months. *We Are Stars* for ages 6 and upwards premiered earlier this year and explores the questions of what are we made of and where did we come from following the journey of evolution of the universe.

For slightly older age groups, *Birth of the Planet Earth* looks into the origins of planets, how the Earth came into being and how life on Earth began, debuting to packed audiences in the July 2021 school holidays. Long licences have been secured for both shows ensuring that Planetarium audiences will have the opportunity to view these shows for quite some time.

Since 2018, *The Sky Tonight* series seeks to educate stargazers on what's happening in our skies over Western Australia, as well as follow the latest space news and findings.

The website series is produced and written by Planetarium staff and attracts almost 100,000 page views over the course of the year. In the past financial year, more than 82,803 of those visitors were new to the content, showing a strong and loyal following that has developed from the monthly space insights.

**122,124**

Visited the Scitech Planetarium


**95,592**

The Sky Tonight page views

**2,155**

Planetarium shows presented

# Science Exhibitions

**For over 31 years, Scitech has been inspiring audiences with its in-house built interactive exhibitions, both on the Scitech gallery floor and touring internationally since 1994.**

Created by a team of talented computer programmers, engineers, 3D designers and technicians, these million dollar exhibitions are built and designed at our West Perth workshop.

This year the exhibitions team added 3 new exhibits and a complete gallery fit out to our Science centre.

*SOMA Cube*, a large 7 piece, 3D puzzle challenges users to work collaboratively to create different 3D sculptures. This exhibit allows participants to use their problem-solving skills to recreate the original "cube" or any myriad of alternate shapes.

*The Archimedes Submarine* is aimed at demonstrating the Archimedes principle of buoyancy, through a physically submerged and in-house created submarine.

This multiuser exhibit challenges users to work collaboratively to submerge, surface or rest, by injecting or removing gas into the submarine's separate chambers.

*The Move It* exhibit is a full-bodied experience that challenges users to navigate a maze and demonstrates their computational thinking (decomposition, pattern recognition, abstraction, debugging and more). The design and development of this exhibit has been in collaboration with experts from Curtin University and will be used as part of the Australian Research Council study into childhood learning called the *Digital Child*. This research will further help inform future exhibit design best practices.

*Earth Matters: Rethink the Future* was Scitech's feature exhibition throughout most of 2021. It explored how the world is changing and the innovations and solutions that can help adapt our way of living for a more sustainable future. Scitech exhibitions are designed to communicate science regardless of cultural differences and after *Earth Matters* departed Perth in October 2021, it headed out as a bilingual exhibition in English and Spanish to audiences in Florida and San Antonio in the United States.

Following this, *Top Secret: Licensed to Spy* made a welcome return to the Scitech floor after touring for the past seven years to destinations that included New Mexico, Orlando, Las Vegas and Texas. Built in 2005, this exhibition takes visitors on a journey through the history of spy technology as they try and solve the mystery of who has stolen the world's most powerful computer chip. The exhibition explores science, technology, observation and data gathering and has delighted Scitech visitors and school groups to the Science Centre over the past year.

Scitech's feature exhibitions are strategically designed to fit into a 500sqm floor area and can be packed down for travel into two sea containers.

Their innovation, durability and affordability as well as their ability to enhance visitor experience makes them attractive to science centres around the world.

## Scitech had 11 exhibitions travelling internationally throughout 2021-22, including *Bionic Me, Map It, Backyard Adventures, Going Places, Playing with Light, Rescue, Science Fiction, Planet Pioneers* and *Astronaut* which is headed back to Scitech in late 2022.

Of the science centres that book Scitech's exhibitions, 73% go on to book more of them, demonstrating the quality and impact of our exhibitions. International exhibitions combined to generate $1,691,253 worth of revenue over the past financial year.

| Exhibition | Location |
|---|---|
| Astronaut | Museum of Discovery & Science, Fort Lauderdale |
| Backyard Adventures | Virginia Living Museum, Virginia |
| Bionic Me | DoSeum, Texas |
| Earth Matters | South Florida Science Centre |
| Going Places: The Tech of Transport | Nauticus, Virginia<br>Fleet Science Centre, San Diego |
| Planet Pioneers | King Abdullaziz Center for World Culture, Saudi Arabia<br>US Space & Rocket Centre, Alabama |
| Playing with Light | Museum of Science & History, Florida<br>Da Vinci Science Centre, Pennsylvania |
| Rescue | Orlando Science Centre, Florida<br>TELUS World of Science, Canada |
| Science Fiction: Science Future | Orlando Science Centre, Florida |
| Top Secret: Licensed to Spy | Scitech, Perth |

# Scitech Memberships

## Scitech members are a valuable part of the organisation through the membership program which allows us to build a loyalty base with people who share a STEM sentiment and want to support us beyond a casual visit.

Amid visitation disruptions from COVID-19 in the first half of 2022, the membership program was still able to maintain a steady average of 11,982 active members across the year. Members visited Scitech 47,992 times in the last financial year which made up 25% of the total visitation.

A comprehensive review of the membership program was undertaken in late 2021 and established that Scitech memberships were both cashflow positive and desirable for visitors to purchase. Minor tweaks were made to the membership offer, including providing members with discounted admission for family and friends and the introduction of an electronic newsletter.

This is in addition to unlimited entry to Scitech and partner science centres around the world, priority entry at peak periods, member-only events and 10% discount at the Scitech Discovery Shop.

The review also showed that a proportion of visitors were not aware of Scitech's membership offer. Communication post-visit was therefore designed to allow visitors to buy memberships a few days after visiting at a price which took away the cost of their most recent visit. This initiative accounted for 20% of membership revenue in the past financial year.

A Scitech Member newsletter was launched in time for the first school holidays this year with the first edition in April showing increased engagement from members with a strong open rate of 45%.

Electronic newsletters are a strategic driver in membership programs having a lasting impact on member recruitment, retention and participation. For Scitech, they provide an important channel to share news, competitions, STEM activities to do at home, opportunities to participate in real-life STEM research, and special STEM offers from organisations with a similar purpose. It also spurs Scitech members into action through visiting, promoting or engaging with Scitech in a deeper way, laying the foundations to a strong member community.

**11,982**

Active Scitech members

**25%**

Of visitations to Scitech are members

# Why I love Scitech

**Myah Pickburn is a Grade 5 student at St Maria Goretti's Catholic School in Redcliffe. She writes about her experiences visiting Scitech this year.**

I love Scitech because you always learn something new there.

I have been to Scitech many times this year, like when I went with my school group. One of the activities we did was the Wind Turbines. You had to make a wind turbine out of coloured plastic blades and then put it in front of a fan. Our aim was to try and make the turbine spin as fast as we could get it to. What I learned was when you build or make something, you have to keep making little changes before you get the final piece. I would like to do something like that again.

After that, we went to the planetarium to see a show called *We Are Stars*. That was about how the universe formed and how we ourselves are made. It also included going deep down into the unknown and finding out things my friends and I had never heard or learnt about before. There was also lots of information about minerals and gases in water, plants and many other things.

The best part about the show was how I understood where I fitted in when the universe was created. I was very surprised from what I learnt when the show was over but I just wanted to watch it repeatedly as it was that interesting.

Finally, we went to the theatre just near Scitech's entrance, to see the show *Hot vs Cold*. We saw how if you put too much pressure in something like a balloon, it could easily explode or pop and how liquid Nitrogen is absolutely freezing, and when you touch it can burn you really badly.

The best part about the show was when the presenter Science Steve (I called him that because he did lots of fun and scientific things) put the liquid Nitrogen in a big metal bin, and it exploded in milli seconds! My school friends all went over to touch it. It felt like nothing, but looked like cloud. It was amazing!

That was not my only visit to Scitech this year though! I have also visited with my friends outside of school and my Grandma. Each time, I have wanted to go into the exhibition Top Secret to solve the mystery about a doctor who stole a key to a computer chip. I have tried myself to solve that brain-aching mystery and it took a lot of investigating. I had another try with my Grandma and we were so excited when we finally solved it.

Scitech is always a place where I have so much fun because there is amazing presenters who do mind-blowing shows, and you always learn something interesting. What I love the best is the experience I always have when I share it with my family and friends. I never thought science could be so interesting and so much fun all at the same time.

And this is why I love Scitech!

**Myah Pickburn**

# Learning Inspiration

# Statewide Reach

## Statewide teams take STEM engagement out of the Science Centre in Perth and to every corner of our state.

Scitech visits every regional and remote community every 3 years with STEM programs, shows and workshops. While regional travel was disrupted due to COVID-19, Statewide still managed to engage 115,681 students, teachers and community members.

Statewide delivered 12 primary science tours, 3 secondary school tours and 2 Aboriginal Education Program tours throughout the financial year to regional and remote schools who often experience limited resources and education opportunities.

### Early Childhood Programs

The Early Childhood program is designed for 0–4 year olds and their carers to engage with everyday science experiences through play. Divided into four learning areas, Light, Push & Pull, Living Things and Sound, children can explore the interactive environment to find answers to the questions: “why?”, “how?” and “what if?”

As part of recent refurbishment work in 2021 and this year, some exhibits were redesigned to better meet the needs of young children, and exhibit graphic panels were updated to better aid adults in exploring concepts with children.

### Primary School Science Shows & Workshops

Primary Science shows bring science to life and are supported with hands-on activities and experiments in workshops that focus on the development of STEM skills such as problem solving and creativity, and STEM careers.

In late 2021, Statewide undertook a review of the primary science suite of shows and workshops with a view to streamline these curriculum-aligned offerings. This work was undertaken to review, adjust and redevelop products to maintain high quality, scientifically and educationally relevant and appropriate content, and to maximise quality of program delivery.

Currently under development are 2 new primary science shows and 2 accompanying hands-on workshops with the aim to introduce these new products in early 2023.

In Term 2 2022, Scitech's Spacedome, a travelling planetarium, and accompanying hands-on workshops were delivered to regional primary school students across 8 Wheatbelt schools.

This trial proved successful and was a huge hit with regional students, with most schools able to accommodate the large portable and inflatable planetarium.

## Secondary Programs

Scitech, in partnership with Rio Tinto, created an innovative regional schools program that commenced in early 2021. *Make it to Market* is designed for secondary students 12-16 years old, equipping them with real world skills and the opportunity to apply this knowledge to an actual sustainability problem.

High-school students use industry relevant design processes (Understand, Define, Think, Make, Try, Refine and Share) and design thinking tools to ideate, develop and iterate a solution to the problem of what to do with old tyres from around 500 mining vehicles that Rio Tinto operates on their sites around Western Australia.

The one day program was run in September 2021 in Tom Price, December 2021 in Albany, Geraldton in April 2022 and across 4 metropolitan schools in May after a targeted promotion to low ICSEA (the socio-educational backgrounds of students) schools. Across all these sessions, the program engaged 372 students and teachers, with 71% of students agreeing there was an increase in collaboration skills and 75% agreeing there was an increase in creativity skills.

**Shell NXplorers**

Since 2018, Shell and Scitech have partnered together to bring the NXplorers program to Perth and Broome. This global education program is aimed at high school students who are given tools and resources to help them find solutions to real world problems in energy, food and water supply. Working in teams, students use complex and creative thinking to work on solutions that can have positive changes in their communities.

The pedagogy, practices, resources and networks made possible through Shell's funding of this program allows Scitech to support educators to teach and develop STEM skills in secondary students across Perth and Broome. The in-depth, project-based nature of the NXplorers program means that Scitech can engage students and teachers over multiple months, enabling deeper exploration of concepts and complex learning outcomes.

The Shell NXplorers Global Recognition Awards recognises student teams which have delivered exceptional projects that have the potential for impact on their community and society.

In 2021, a year 10 team from Willetton Senior High School (right) received a merit award for exceptional project by a student team for their rap song that educates younger students to reduce single use packaging at their school. Team H.A.L.L.T developed their idea through a series of Scitech delivered workshops and were incredibly proud to receive international recognition for their environmental message.

Looking for ways to increase student experiences in solving real world problems, St Mary's Anglican Girls School adopted the program across 180 Year 9 students so projects could be graded as part of their overall school assessment. Offering the program this way was a departure from traditional school activities which gave students the opportunity to work collaboratively in teams for a longer period of time and be exposed to different contexts and viewpoints regarding environmental issues.

## Aboriginal Education Program

Since 2012, Statewide Scitech has been delivering its Aboriginal Education Program (AEP) which was developed to deliver culturally appropriate teaching, learning tools and practices that allow a connection with Aboriginal students learning science in a relatable and meaningful way.

The program aims to inspire Indigenous students to engage with STEM activities and science through tailored programs for Aboriginal students and their teachers.

This happens through detailed lesson plans and supplied resources such as DIY kits which help to increase the knowledge and confidence of teachers delivering science in the classroom.

The AEP travelled to the West Kimberley region during July and August 2021, delivering hands-on student workshops to 716 students and capacity-building professional learning sessions for 70 teachers and Aboriginal and Islander Education Officers. COVID-19 restrictions in relevant regions, however, resulted in tour cancellations in the latter part of the financial year.

Given these challenges, and the complexity that COVID-19 brings with program delivery, it became a priority to find another way to roll out the Aboriginal Education Program so teachers and students could continue to benefit even during COVID-19 restrictions.

AEP pivoted to an online mode of delivery with brand new content in June 2022 and launched a new pilot program in 35 regional schools in remote communities across the state. The program focused on the rollout of one main activity to participating schools, which this time was a Ball Run Challenge.

Students were encouraged to explore and use their communities as part of this challenge, along with self-contained kits that included materials and information for teachers sent to the schools prior to the launch, along with a specially produced video to inspire students on the potential of what they could do with their own projects.

The Ball Run Challenge was aimed at encouraging regional indigenous students with a positive STEM experience that involves collaboration and perseverance, could be adapted to suit different communities and year levels and encouraged the involvement of the wider community.

## General Public Shows

Two new general public science shows were introduced in late 2021 to replace *I've Got a Problem* and *Burning, Melting, Saving* which have been delivered to tens of thousands of Western Australians.

Developed for Statewide, *Under Pressure* and *Hot versus Cold* are two new all ages general public shows which explore the concept of how making predictions and testing them helps us to better understand how the world around us works.

*Under Pressure* explores just how much pressure we are under with an ocean of air around us, and *Hot vs Cold* focusses on how the hidden properties of materials affect how heat forms, flows and feels.

## Youth and Community Event Engagement

It was a busy year for Statewide delivering shows and engagement at major community events in metropolitan and regional areas.

More than 3,400 children and adults were entertained by Scitech's shows *I've Got a Problem* and *Burning Melting Saving* at the 2021 Perth Royal Show.

This was closely followed with the community engagement event Girls In STEM at North Metro TAFE. Statewide delivered 12 workshops to 128 Year 9 female students which included hands-on engineering challenges encouraging students to work collaboratively and fast using the "rapid prototyping" design approach.

In June this year, Statewide attended the WA Day festival which included interactive exhibits and brain-bending STEM challenges, a popular drawcard for over 9,000 visitors.


**115,681**

Students, teachers and community members in regional and remote communities engaged through Statewide visits

**35**

Regional & remote schools participated in AEP Ball Run Challenge

**9,000**

Visitors to Scitech's WA Day activation

# Learning Futures

**Scitech offers professional learning programs for primary school teachers in mathematics and digital technologies that equip primary educators with skills and techniques that can elevate their teaching and confidence.**

## Lighthouse Maths

Recognising the need for support in maths teaching in Western Australian schools, Chevron and Scitech partnered in 2021 to deliver Lighthouse Maths.

Lighthouse Maths is a year-long program that focusses on developing teachers' daily classroom practice and instructional methods through an individualised mentoring and coaching program consisting of expert training, observation, reflection, and assisted planning. Approaches to teaching learned through the program are derived from best practices determined through university-led research projects in Australia, the USA, Canada, and the UK.

While traditional mathematics education favours memorisation, Lighthouse Maths focuses on problem-solving and reasoning.

Students work in groups on whiteboards as part of the lesson, and are encouraged to make connections across different topics, communicate with others and select the most effective and efficient strategies when solving a maths problem.

By the end of its pilot year in 2021, the program was delivered in 17 Perth metropolitan primary schools to 32 teachers with outstanding results. There was a 28% increase in teacher confidence in teaching problem solving maths and nearly a 30% increase in student engagement in maths lessons.

The impact of the program went beyond improving engagement, to significantly improving student performance, as tested by Progressive Achievement Tests (PAT-M) in maths. In the 2021 results, students whose teachers participated in Lighthouse Maths were found to be, on average, 7 months ahead of expected growth in their maths learning.

Once completed, the program gives teachers the opportunity to upskill their colleagues and take a leadership role in their own school communities which deepens the expertise of teachers in maths. There were 4 primary school teachers who completed the program last year who have become Lighthouse Maths coaches this year, and are now helping to strengthen confidence and capabilities in maths teaching to 32 teachers across 16 schools in 2022.

## Alcoa Maths Enrichment Program

Recognising the need for support in maths teaching in Western Australian schools, Alcoa and Scitech partnered to deliver the Alcoa Maths Enrichment program (AMEP). This professional learning program developed the capacity and confidence of teachers, facilitating a deep learning of maths concepts and leading to an improvement of student engagement and maths skills.

Since 2012, over 10,000 teachers, students and parents have been directly impacted by this program which has developed, refined and strengthened over the years through the 2 face-to-face learning components of Alcoa Real World Maths and Alcoa Champions of Maths.

Alcoa Real World Maths was a targeted short-term intervention aimed at supporting the maths teaching of primary school teachers for Years 3 - 6, through implementing real-world scenario-based projects that students worked on over several weeks across a term.

The program comprised of workshops, one-on-one consultations with teachers and a family and community engagement event with participants solving a Maths Murder Mystery.

In Term 4 2021, the program was delivered to 4 schools within the Rockingham/Kwinana region to a total of 50 teachers with 100% of teachers agreeing that their confidence in teaching maths focused projects in the classroom had increased along with student engagement.

The 12-month program, Alcoa Champions of Maths, laid the foundations for what is now Lighthouse Maths, and was designed to support teachers and improve student attainment in maths through training teachers in Powerful Problem-Solving. This was an individualised mentoring and coaching program that was delivered in 2021 to 8 teachers in 4 schools in the Rockingham area, with class results indicating that the maths knowledge of students who experienced this learning method grew by 5 months more than the average Australian student.

After a decade of successfully creating a community of practice in maths teaching in the South-West of the state, the program wrapped up at the end of 2021.

## Powerful Problem-Solving Master Series

From the start of 2022, a series of alumni workshops was offered to ensure the foundations of improved maths teaching practices from the past 10 years of the Alcoa Maths Enrichment Program could continue after the program ended.

Primary school teachers that had already completed the highly successful Alcoa Champions of Maths program, or Lighthouse Maths, in the past 3 years were invited to build on practices already learned, extend their knowledge and skills, and continue learning with their alumni peers.

The series so far has provided 14 teachers with invaluable opportunities to gain mastery of the Powerful Problem-Solving process and integrate it with other effective instructional techniques.

## Alcoa Real World Digital Technologies

Teacher feedback in 2021 from schools in the South-West found that there was a shift away from maths to a growing need for increasing teacher confidence in implementing digital technologies into the classroom. In response to this and with support from Alcoa, Scitech began to develop Alcoa Real World Digital Technologies in the first half of 2022. This revolutionary program supports students and teachers facing challenges with digital technologies in the classroom.

In 2022, the one-term program will target schools in Kwinana and Rockingham. It provides teachers with support and educational resources across all year groups, aiming to both increase teacher confidence and capabilities in digital teaching practices. In turn, it provides students with hands-on engaging lessons that equip them with necessary future digital skills.

The program effectively integrates digital technologies into daily teaching regardless of the subject matter. Coding, for example, can be used in a literacy lesson to enhance storytelling and narrative structure, or a numeracy lesson can be supplemented with the use of a Micro:bit, to learn about data collection.

This first stage of the program was launched in the second half of 2022 in 4 schools, with the year-long professional learning program, Alcoa Champions of Digital Technologies, to follow in 2023.

## Future Computing

Supporting students in the Pilbara with access to computing platforms in the classroom is the professional learning support program Future Computing. Partnering with Mitsui, the program is aimed at developing the computing knowledge and 21st century technology applications of students and teachers so that their capability to imagine, design and create educational projects can increase.

The Future Computing program focuses on one Pilbara primary school each calendar year. In 2021, Wickham Primary School was selected with the program engaging 85 students in Years 5 and 6 and 9 teachers. This school was provided with fully funded Raspberry Pi educational computing resources and comprehensive teacher support from the Scitech Professional Learning team throughout the year, via in-person visits once per term, and regular remote online consultations and classroom collaborations.

In the second half of the year, the students concentrated on integrating their newly built Raspberry Pi's and python coding into other curricular areas, such as using style codes for persuasive text writing. Once the fundamentals of python coding had been explored, students were introduced to the Pi-Top (4) foundation kits. Here the exploration of real world robotics applications led to students being able to program their Raspberry Pis to interact with electrical components such as LEDs, ultrasonic sensors, switches and potentiometers, and even designing interactive wearable fashion.

Over the course of the 2021 program, there were 199 teacher engagements, 1027 student engagements and nearly 130 sessions, with participating teachers in 100% agreement that the Future Computing program improved the computing knowledge and skills of their students.

In 2022, the Future Computing focus school is Tambrey Primary School. Working closely with the digital technologies specialist teacher and one academic extension teacher, the program supported their knowledge of the digital technologies curriculum and teaching pedagogies. Five classes across Years 5 and 6 have participated in remote and face-to-face engagements. Furthermore, an academic extension group of 8 students has also received remote engagements as part of the program. To date, students have engaged in binary coding challenges, python coding and building of the Raspberry Pis.

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## Kwinana STEM Network

In partnership with Kleenheat, the Kwinana STEM Network provided teacher support for schools in the Kwinana and Rockingham areas throughout the 2021 school year. The program aimed to increase teacher confidence in planning and delivering STEM programs, increase opportunities for teachers to share STEM knowledge within their school environments and the STEM network, and expand on their understanding of STEM careers.

Each semester, the program delivered a series of after-school professional learning workshops, in-school teacher consultations and mentoring sessions, and an after-school networking and reflection session.

In November 2021, the Kwinana STEM Network Future Innovators Challenge Day was held for the 9 participating schools, which was an opportunity for industry representatives from Kleenheat to interact with teachers in the STEM network and participate in a design challenge with the students.

Throughout the 47 sessions delivered in 2021, teachers had the opportunity to engage in professional learning that met their needs and engage in the implementation of the design process and STEM pedagogy that supports students to develop and implement critical design thinking.

This program ended in late 2021.

## DIY Kits

DIY Science Kits continue to provide enormous benefits to teachers wanting to introduce and familiarise students with science through a hands-on approach in their lessons.

The kits are available for teachers to hire and are aligned to the Australian Curriculum for each of the four Science Understanding sub-strands of Biological Sciences, Chemical Sciences, Physical Sciences, and Earth and Space Sciences, with the Telescopes, Robotics, and Maths kits similarly aligned to the learning areas of Science, Design Technologies, and Mathematics.

In the last financial year, 103 DIY kits, 7 Robotics and Coding kits, 3 telescopes, 2 Primary Maths, and an EV3 Robotics kit were booked which were able to support teachers in their curriculum delivery.

Updates were completed in Term 2 2022 of Early Childhood DIY Kit resources for both Physical Sciences and Earth and Space Sciences, meaning that all 4 science content strands now provide content across all primary year groups from Pre-Primary to Year 6.

Changes to these DIY kits included making the teacher resources solely available in a digital format, providing opportunities to adjust the content, descriptions or supplied resources, as required. In addition, many of the previously downloadable resources have been updated and are now also provided via the SharePoint link.

A review of the kits was also undertaken to ensure efficient packing and freight, and adjustments now address single-use plastics in the kits as per the new legislation.

Feedback from the use of DIY Kits across the twelve months saw 90% of teachers found their confidence improved in delivering science lessons, and 83% strongly agreed that science learning in the classroom was enhanced and more engaging due to how easy the kits were to use.

## Schools Weather Wall

Scitech has partnered with 7NEWS Regional WA (formerly GWN7) since 2011 to encourage regional primary school students to discover meteorology and provide the opportunity to participate in a television weather segment.

Understanding weather forecasting allows students to develop their curiosity and science inquiry skills by monitoring their local weather through local temperatures, rainfall, wind direction and cloud information.

Scitech sends participating schools free weather measuring kits that includes a rain gauge, max/min thermometer, compass, and cloud type poster to allow them to collect weather data across the whole school term. This data is then forwarded to the television station.

Sixty schools participated last year to be part of the Schools Weather Wall with students not only excited by science learning through this hands-on activity, but also the chance to see themselves on the news broadcast.


**Understanding weather forecasting allows students to develop their curiosity and science inquiry skills by monitoring their local weather through local temperatures, rainfall, wind direction and cloud information.**

## 30%

Increase in student engagement in maths lessons through Lighthouse Maths

## 100%

Teachers agreed their confidence teaching maths focused projects improved from participating in 2021 AMEP

## 1,027

Student engagements in the 2021 Future Computing program

## 60

Schools participated in Schools Weather Wall

# Powerful Problem-Solving Maths

**Like many teachers, Brookman Primary School (Langford) teacher Teegan Parry would often be faced with difficulties connecting with students of varying maths abilities in her classroom.**

Maths lessons were not always the most enjoyable part of the day for her Year 3 and 4 students, and although she had the long-held belief that every student can be successful in maths, finding ways to change their maths engagement was challenging.

Teegan completed Scitech's Lighthouse Maths Program in 2021, a powerful professional learning program for primary school teachers that has a positive and direct impact on teacher confidence and capabilities. She has returned this year as one of four coaches and says the program has been transformational for her teaching and driving successful student outcomes.

"Lighthouse Maths has built on the foundation of my maths and STEM teaching experience to enable me to fully appreciate students whose abilities may be masked by other issues, placing a spotlight on students who may not work as quickly but show great perseverance and resilience. I've seen students who previously were disengaged with maths or struggled with pen and paper independent work thrive with the shift in vertical writing spaces, teamwork, inquiry and more oral language embedded within our maths investigations and powerful problem-solving lessons."

While traditional maths education favours memorisation, Lighthouse Maths focuses on problem-solving and reasoning and enables students to develop an understanding of how different strategies work in different contexts. Through this, they build a flexible toolbox of solution strategies, and the ability to select the most effective and efficient ones when solving a maths problem.

"Since undertaking Lighthouse Maths, I have seen first-hand a positive shift in how my students engage with problem-solving, their self-esteem, attendance and attitudes. Witnessing my students' many moments of success, especially after engaging in productive struggle, is so rewarding. They have responded incredibly positively to the Lighthouse Maths approach, fully seizing the chance to work collaboratively, building on maths talk and challenging each other's working out in rich teacher-led discussions."

After completion, the year-long program gives teachers the opportunity to upskill their colleagues and take a leadership role in their own school communities. Teachers can become Lighthouse Maths coaches, helping to deepen the expertise of teachers in mathematics which Teegan suggests has strengthened her confidence and attitude about teaching maths.

“I am motivated to coach others to unlock the mathematical potential of all students and spark inspiration in attitudes and self-belief. As a coach, it is a terrific opportunity to continually boost students’ mathematical capacities by helping other teachers and fostering a safe classroom culture where failure is accepted, resilience is strengthened and reflective practices guide future improvement.”

Teegan believes that the Lighthouse Maths program can empower teachers and future proof primary school students for success well beyond the classroom.

“I think one of the greatest challenges for education stakeholders will be to ensure students develop mathematical competencies that prepare them to be successful in an evolving workforce. The alarming statistics in relation to Australia’s mathematical abilities suggest that preparing students to meet these demands will be difficult, but it is vital work. The Lighthouse Maths program supports teachers in preparing students for the unknown and inspires both children and teachers to take appropriate risks, collaborate, trust their judgements and persevere to achieve wide measures of success.”

**Teegan Parry**
Primary School Teacher & Lighthouse Maths Coach

# Extra curricular school programs

## Scitech provides extra curricular school programs delivered in the Science Centre and Primary and Secondary schools

**STEM Club**

Providing an after school program that is not only educational but also fun, is what Scitech's STEM Club has been delivering to schools for over 12 years.

Delivered in partnership with Woodside, Scitech's STEM Club allows Year 4 - 6 students to immerse themselves in hands-on science projects that explore the design process of "think, build and test" through science, technology, engineering and maths activities.

STEM club's two programs, *Tinker and Create* and *Robotics and Technology*, are designed to integrate the four major content areas of science, technology, engineering and maths so that students can see how these interconnect and give them real world application.

A review of program content started at the end of the 2021, which included updates to the *Robotics and Technology* module, replacing Maqueen robots with the more durable, modular mBots that give more flexibility in learning for different levels of students.

The program delivery shifted focus at the beginning of 2022 in response to feedback to widen the access to more schools. A new pricing structure was introduced, now making it free for schools with a deposit which is refunded upon successful completion of the program. This was to reduce financial barriers faced for participating students, specifically from lower ICSEA (the socio-educational backgrounds of students) primary schools in the Perth metropolitan area. Session durations were also changed to provide schools with more choice and flexibility.

Restrictions from after school activities and schools' uncertainty around returning to normal operations due to COVID-19 significantly impacted delivery of STEM club towards the end of 2021 and in Term 1 of 2022. Despite this, STEM Club engaged over 880 children, with 84% of students feeling they had gained new skills and 89% of parents reporting students had increased understanding in STEM and its relevance to everyday lives.


**Gifted & Talented Program**

Scitech's Gifted and Talented program, in partnership with Woodside, enables students to make the leap from Primary Extension and Challenge (PEAC) programs to high school by providing an environment that caters for their intellectual and social needs.

The program aims for Year 7 - 9 students to develop a positive attitude and improve knowledge and engagement in STEM, increase awareness of the opportunities in STEM and the pathways that are available, and provide support for parents of gifted and talented students.

Workshops and presentations held at Scitech provide opportunities for participants to experience hands-on activities and meet STEM professionals so they can develop an appreciation for the usefulness of STEM in the world around them. Two events were offered to students in the second half of 2021 on clean water and sanitation, clean energy, as well as the graduation of the Year 8 and 9 cohort.

After a year's hiatus, Scitech reintroduced its popular Challenge Days in October, a series of one-day events for Gifted and Talented Education (GATE) and Primary Extension and Challenge (PEAC) students in Years 5 and 6. Throughout the 10 days of sessions, 505 students from 121 schools across Western Australia and 44 adults participated.

Challenge Days allowed students to practice 21st century skills of critical and creative thinking, problem solving, collaboration, communication and perseverance, by working in teams and tackling a real-world problem.

The Scitech Gifted and Talented Program has provided students with a window into the vast possibilities available in STEM and shown how STEM skills will benefit their future studies and open up a range of career pathways. The program was ended in 2021, however Scitech is delivering the program for the last group of Year 8 students to allow them to graduate and complete the program in 2022.


**880**

Students engaged in STEM club

**505**

Students participated in Challenge Days

**97%**

Students have a positive interest in STEM after doing Gifted & Talented program

# STEM CLUB

## As a primary school science teacher and a parent, Dan Luxton has always valued the role Scitech plays in making science learning relevant and fun.

"When my own children were younger, we regularly visited Scitech and eventually took out a family membership so we could drop in. The hands-on interactivity, the planetarium shows, the science shows - my kids loved it," he said.

Last year Dan was keen for his Cloverdale Primary School students to experience Scitech and attended a teacher preview event, exploring the cost of a school excursion which was proving difficult with the majority of parents not in a position to afford the bus plus entry fee.

Scitech was able to offer Cloverdale Primary School the opportunity to run STEM Club in Term 2 of this year. Supported by Woodside, STEM Club is an intensive eight-week school program offered free over the course of the term for select schools for Year 4 - 6 students using collaborative and student centred learning to develop their STEM knowledge and 21st century skills.

At Cloverdale, Scitech's STEM Club was offered to students in Years 4 - 6 who had demonstrated an interest in technology and innovation by attending the school's lunchtime Digitech Club, as well as the strongest science students from each year level. Twenty committed students took part, with every child completing the full eight weeks.

"During STEM Club, it was pleasing to see the students celebrating each other's successes and laughing with each other at funny failures," Dan said. "They showed care for each other and valued the idea of being respectful. Additionally, exercising cooperative and supportive behaviours with like-minded peers is important in a low-socio-economic environment where 'put-downs' are commonplace. These peer-to-peer conversations, often across year levels, are important for students to realise their goals, and the participating students can now lead others by example."

Dan says students who participated in STEM Club now have a good understanding of the design process, making it easier for them to take part in projects in their regular science classes.

"This term, Year 6 students are working towards designing and building a model wind turbine from found materials; the STEM Club participants are using their skills to draw, label, and indicate the materials required. From that, I can see the issues and send them away to work on a solution, which they imagine, record and return to me for input. I can stop the class and share their process and solutions to encourage other students. Recently, some of the less engaged students (non-STEM Club participants) have had some wins which by celebrating with the rest of the class, provides intrinsic encouragement.

"There is general enthusiasm for Scitech's STEM Club amongst the student population - many other students asked for the chance. Should we have the opportunity to host it again in 2023, the Year 4 and 5 students who participated in 2022 will certainly advertise its worth."

**Dan Luxton**
Cloverdale Primary School Science Teacher

# Engaging the community

# Digital content

## A Digital Content team was formed in May 2022, with the first task of developing a 5 year Digital Content plan.

### Digital Content Panels

A cross-institutional review was conducted of the graphics panels that accompany exhibits in the Scitech Discovery Centre. The review showed that Scitech's approach to content panels is optimal in that it conveys how to use an exhibit, the STEM principle demonstrated, and real-world applications.

It was, however, recognised that there could be improvements in the accessibility of content panels, and that there are opportunities around digital extension of content panels. Further development around this has been included in the Digital Content Plan.

### Expanding Digital Experience

Through multi-team collaboration, the digital content team have worked with the exhibition, shows and activation teams to enhance the experiences within the science centre. Through animations, soundscapes, voice-overs, training videos and idea creation workshops, these additions have seen the development of richer experiences, greater accessibility and high quality customisation.

### Toy Teardown

Following a design thinking process and upskilling into YouTube content and marketing, the team has developed a new YouTube series for Scitech titled Toy Tear Down.

An enthusiastic, female, digital technologies expert presenter takes apart popular toys to reveal the STEM within them, whilst also linking the STEM to other real-world applications. Following filming of a pilot and 5 episodes, the series launched in late 2022.

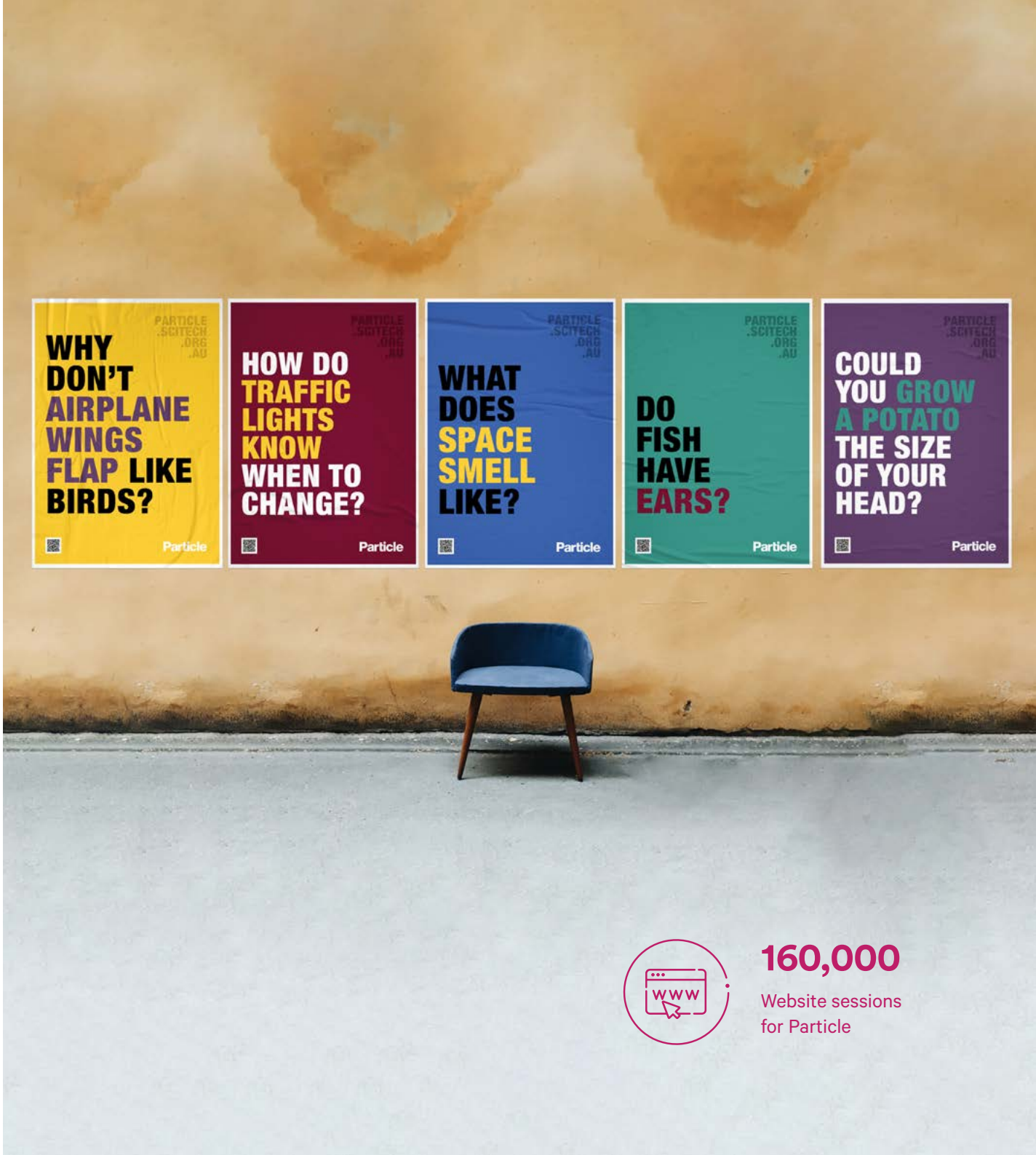
### Particle Magazine

Launched in 2017, Particle is Scitech's online magazine designed to bring digital science content to the over 18 market. Articles combine inspiration and innovation with a balanced perspective on the issues that matter most with the aim to make STEM an inclusive and approachable topic, whilst giving a platform for young WA researchers to showcase their work.

Over the past five years, Particle has gained a loyal following through its fortnightly subscription based newsletter model and available podcasts, becoming an important voice to the 18-34 age demographic not usually serviced through regular Scitech engagement. In the past financial year it has recorded over 160,000 website sessions.

The magazine has seen a shift in its target audience after prioritising female scientists in published articles with an increase of female visitors to 52% of all visitors.

A predominant female audience also follows on Particle's social media channels that strongly support subscriptions and traffic to the website. Of the 69% audience on Facebook and 56% on Instagram who are located in Perth, over half of the magazine's reach are women.



# Inspiring Australia

**Scitech is the proud host of the Inspiring Australia program in Western Australia (Inspiring WA), a Federal Government program to increase Australians' engagement with STEM activities. Inspiring WA's mission is to increase STEM involvement in regional and remote communities and promote local scientific and technological advancements by building a statewide STEM network. Amongst many activities, the program is best known for National Science Week.**

### National Science Week

Australia's largest celebration of STEM is held annually in August with planning efforts supported by the Western Australian Coordinating Committee (WACC) for National Science Week, an advisory committee comprised of representatives from WA's core STEM providing organisations.

In National Science Week 2021 a total of 224 events were run throughout Western Australia. These included 4 metropolitan and 17 regional events which were supported with state grants engaging an estimated total of 6,670 community members.

### Science Capacity Building

Throughout the year, Inspiring Australia delivered STEM Grants that supported events and initiatives for regional and remote communities. Last year, 16 organisations received funding to deliver events in the Kimberley, Pilbara, Wheatbelt, and Albany in the Great Southern. Supported initiatives included the establishment of a community STEM workshop, stargazing nights and a series of space workshops.

Marine Energy Research Australia utilised their funding to develop working models of several different wave energy research technologies for their Wave Hello to Renewable Energy activity. These models joined their 1-metre-long wave flume and wave energy converter model for demonstrations at family events such as the City of Albany Maritime Festival. The Wave Hello to Energy activity has since gained international recognition having been elected as the United Nations Regional Centre of Expertise education project.

Inspiring WA also provided partial funding to award-winning WA production company White Spark Pictures to create their Beyond the Milky Way virtual reality documentary on the Square Kilometre Array (SKA). The SKA is the world's largest telescope based at the Murchison Radio-Astronomy Observatory, 7 hours north-east of Geraldton. The successful documentary was premiered at the Western Australian Museum Boola Bardip in December 2021.

### Regional Network

Five regional science hubs in the Peel, South West, Great Southern, Mid West and Kimberley regions of WA are supported through Inspiring WA's regional Network program. Each hub delivers engaging STEM events to their communities, with a focus on events and initiatives that are connected to research and activities undertaken in their regions.

Hubs delivered a range of events from the Trail Blazer camp in Peel, to a Great Science Symposium for National Science Week 2022 in the Great Southern, to the Science Wonderland Roadshow delivered in the South West.

# Inspiring Australia case study

**Inspiring WA Regional Hub – Peel Bright Minds, delivered its inaugural Trail Blazers Science camp to 34 young people aged 13-17 in January. Peel Bright Minds receive funding from Inspiring Australia WA every year to run events in their region and the camp was targeted at those who expressed an interest in a career in STEM.**

Coming from all across the Peel region, the camp is a chance to allow likeminded individuals who would not otherwise have met to bond over their mutual interest in STEM, and this year having the opportunity to explore mental health and personal development.

The 5 day camp was filled with STEM activities, challenges and workshops alongside presentations from local industry representatives including former Chief Scientist of WA Lyn Beazley, Salt & Bush Eco Tours and the NBN. Camp participants were also joined by 8 mentors, all of whom have previously pursued STEM careers.

A VIP Dinner concluded the week with campers given one final challenge by receiving less than 14 hours' notice to prepare decorations, presentations and an MC.

The success of the camp was reflected in its nomination for the Chevron Science Engagement Initiative of the Year 2022 awards at the 2022 Premier's Science Awards and the volume of applications to the July 2022 camp that gained interest from the Department of Defence and the WA Government Department of Jobs, Tourism, Science & Innovation.


Relay For Life

# Scitech events

## A range of events, either run entirely by Scitech or in partnership, provide another opportunity to take STEM into the Western Australian community.

### Science Centre Events

Each year Scitech hosts a full calendar of functions and events in the Science Centre which saw nearly 6,000 people attend functions after hours in the last financial year. The Science Centre was hired for a mix of school fundraisers, secondary school events and corporate events that not only provide a unique destination for clients, but also valuable revenue for the organisation.

For the first time, we partnered with Nova 93.7 in January and hosted their popular Nathan, Nat and Shaun breakfast show one morning prior to the doors opening to the public. The Science Centre location provided the 3 hour broadcast with a distinct science theme and was successful in promoting Scitech to Nova's radio audience.

Scitech has been participating in Fringe World for the last 7 years, running a season from February to March each year with its show Dome Date Night. This year's specially designed Planetarium show *Love, Death, And Other Cosmic Accidents*, was the most successful yet with 18 sold out performances to more than 2,600 adults that attended throughout the festival.

In March, Scitech was excited to be involved with Make-A-Wish Australia to bring 11 year old Zeth's wish of meeting Spiderman come true. Zeth, a huge fan of Spiderman, was on a special mission to catch Doctor Octopus who was planning to disrupt Perth's power grid. Some ingenious and creative work went into the visit with the Scitech workshop creating a Quantum Configerator which Zeth and Spiderman used to save the day, along with some Scitech staff who were happy to act as hostages as part of the elaborate setup. Thanks to some quick thinking from Zeth and Spiderman the city was saved, as well as our very own Scitech hostages, from Doctor Octopus' evil plans.

The Science Centre is also used on a regular basis for showcase events throughout the year as part of the Shell NXplorers program, which helps secondary school students understand how STEM skills relate practically to their world through finding solutions to real world problems in energy, food and water supply.  Scitech welcomed 368 secondary school students across showcase events in August and October 2021, as well as May 2022.

## Partnered Events

Scitech collaborates with partner organisations to facilitate major events each year.

### RoboCup Junior WA

RoboCup Junior WA is a state based event which Scitech, in partnership with Rio Tinto, has been hosting since 2013. It is a project-orientated robotics competition and educational initiative for students and mentors where students compete in one of four challenges designed to provide a realistic link between what is learnt in the classroom and the real-world application of coding and robotics.

The 2 day event is run in conjunction with the RoboCup Junior WA Committee, who run workshops and regional competitions throughout the year, with winners having the opportunity to participate in the national final. In July 2021, 559 students, 42% of them female, from 42 metropolitan and regional schools participated even though it was modified in places to allow for COVID-19 restrictions.

The event is not possible without the support and efforts of at least 80 volunteers, as well as taking more than 550 hours to setup, run and dismantle.

### Science Cafe

In August, more than 220 Year 10 students from around the state were invited to attend Science Café. Hosted by Scitech in partnership with the University of Western Australia, the event gives students the opportunity to network with STEM professionals and university students so they can gain practical knowledge about STEM pathways and career options.

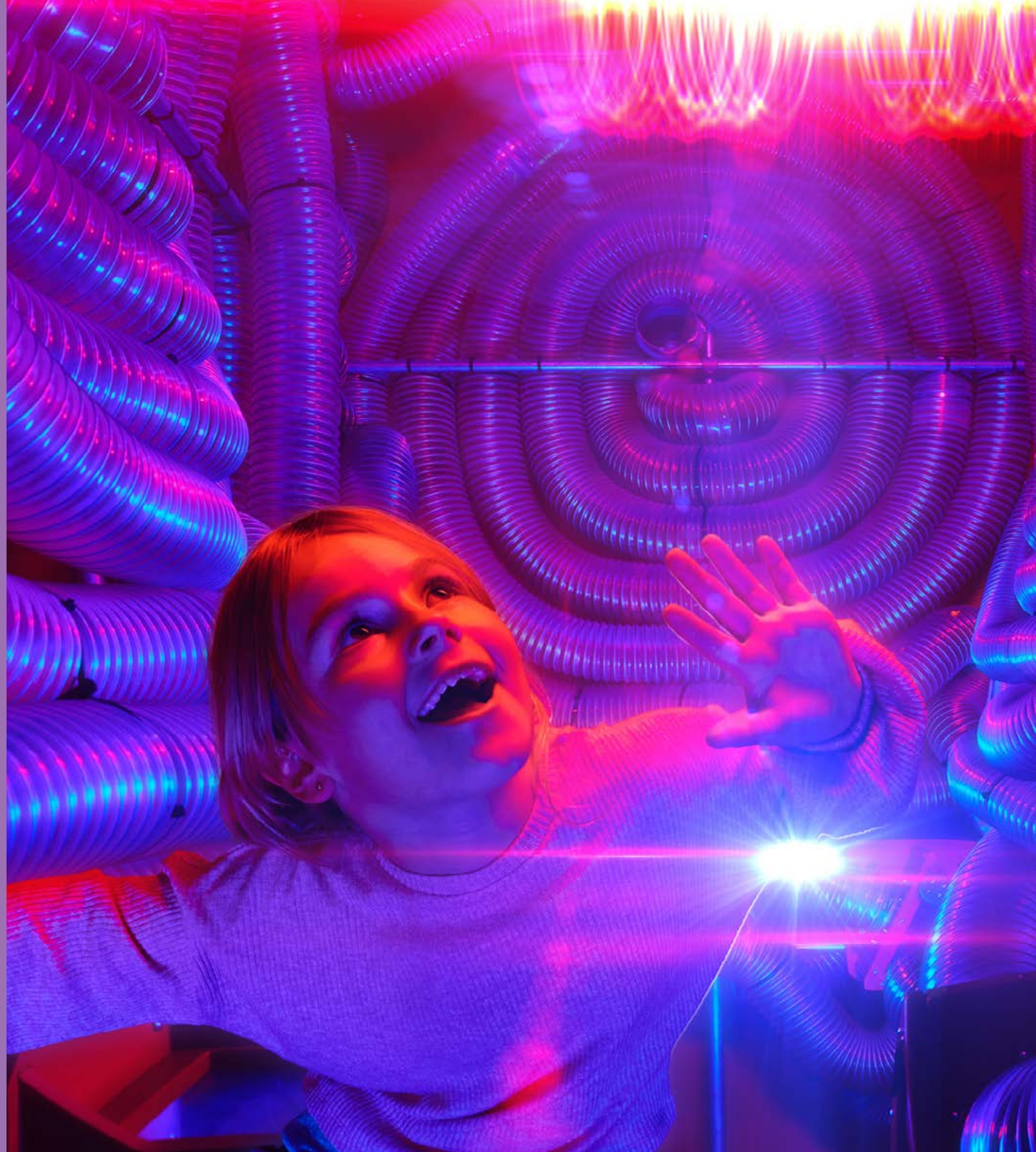
Held as part of National Science Week, high school students were able to engage one-on-one with over 60 STEM representatives from universities, government and industry to get a deeper understanding of careers and pathways in areas such as cancer research, engineering, computer science and medicine. Students also had the opportunity to speak with STEM undergraduates to learn about university life and the various pathways into tertiary education.

### Astrofest

Astrofest is an astronomy festival that explores and celebrates our inspirational night sky. Scitech, in collaboration with the Astrofest Committee, runs the event which brings members from the science community, educators and the general public together to experience, learn and enjoy astrophotography, science shows and the opportunity to try out some of WA's biggest telescopes.

More than 4,000 people attended the free event last year which was moved to November after the event had been postponed in February due to COVID-19 restrictions.

# Our support



# Leadership

## Scitech Board of Directors

The current membership of the board is:

**Mr Chris Palandri (Chair)**
Regional Managing Director,
WA Multiplex
*Board member since October 2019*

**Ms Linda Dawson**
Deputy Director General,
Industry, Science Innovation
Department of Jobs, Tourism, Science and Innovation
*Commenced September 2020*

**Mr Martin Kirkness**
Partner
Dry Kirkness Chartered Accountants
*Board member since December 2013*

**Mr Shaun Gregory**
Executive Vice President
Sustainability & Chief Technology Officer
Woodside Energy ltd
*Board member since February 2015*

**Dr Karen Murcia**
Associate Professor, School of Education
Curtin University
*Board member since July 2016*

**Dr Max Hills**
Chief Medical Officer
Chevron Australia
*Board member since may 2018*

**Ms Rowena Albones**
Chief Financial Officer
Rio Tinto – Iron Ore
*Board member since October 2019*

**Ms Elizabeth Macknay**
Partner
Herbert Smith Freehills
*Board member since January 2021*

**Mr Jim Bell**
Director Schools Review
Department of Education
*Board member since January 2021*

**Mr Joel Pember**
Director
Juicebox
*Board member since April 2022*

**Ms Devyani Sethi**
Senior Director, Global Growth, Microsoft Cloud for Industry and Global Expansion,
Asia Microsoft Corporation
*Board member since June 2022*

## Scitech CEO and Secretary

**Dr John Chappell**
Chief Executive Officer

**Elaine Harvey**
Company Secretary

## General Managers

**Craig Bloxsome**
GM Customer-facing Delivery

**William Peng**
GM Exhibitions and Operations

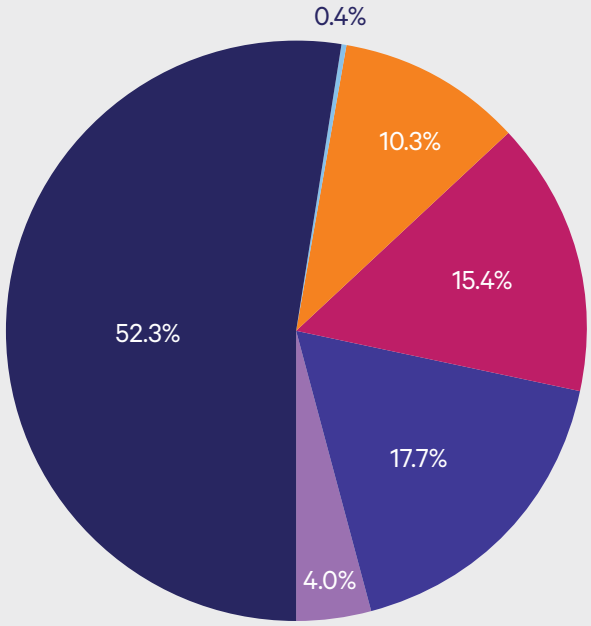
**Lisa Larsen-Henry**
GM Insights and Marketing

**Megan O'Sullivan**
GM Commercial

**Elaine Harvey**
GM Reporting and Governance

**Sam Kronja**
GM Corporate Services

# Scitech Revenue




- Exhibition Rentals
- Partnerships
- Science Centre
- External Programs & events
- State Government
- Other

# Partnerships

**Scitech enjoys the support of the Western Australian Government and several corporate partnerships. A key element of our business model is to be heavily engaged with partners. This provides Scitech with access to funds to support the delivery of our purpose, to be responsive to community and industry needs, and to ensure that we remain relevant to Western Australia's future for a STEM-enabled future workforce.**

## Government Partners

Government of **Western Australia**
Department of **Jobs, Tourism, Science and Innovation**

An Australian Government Initiative

Inspiring Australia

## Corporate Partners

RioTinto

BDO

MITSUI IRON ORE DEVELOPMENT PTY LTD

Shell

Alcoa

the human energy company™ Chevron

Woodside Energy

## Community Partners

- Australian Research Council Centre of Excellence for the Digital Child
- Astronomy WA
- Astrotourism WA
- Australian Society of Medical Research
- Celebrate WA
- Coderdojo
- Curtin University Binar
- Curtin University First Robotics
- Department Fire and Emergency Services
- Engineers without Borders
- Fringe World Festival
- Great Southern Science Council
- Make a Wish Foundation
- Maths Teachers Association WA
- Modern Teaching Aids
- Moerk Water
- National Science Week Coordinating Committee
- North Metro TAFE
- Pollinators
- Radlink Communications
- RoboCup Junior WA
- Roebuck Working Group
- Royal Agricultural Society of Western Australia
- Science Teachers Association WA
- Sodexo
- South West Science Council
- St John Ambulance WA
- Telethon Kids Institute
- WA Return Recycle Renew
- West Australian Symphony Orchestra

# Financials

# Financial Report

**For the year ended 30 June 2022**

## Directors

The following persons have been a Director of the Company during the whole of the financial year and until the date of this report unless otherwise stated:

- Mr Chris Palandri (Chair)
- Ms Rowena Albones
- Dr Alan Bye (resigned 25 November 2021)
- Mr Shaun Gregory
- Dr Max Hills
- Mr Martin Kirkness
- Dr Karen Murcia
- Ms Linda Dawson
- Ms Elizabeth Macknay
- Mr Jim Bell
- Mr Joel Pember (appointed 28 April 2022)
- Ms Devyani Sethi (appointed 30 June 2022)

## Directors meeting

The Company's Board of Directors held 7 meetings during the year and the number of meetings attended by each Director is as follows:

| Director | Eligible | Attended |
|---|---|---|
| Mr Chris Palandri | 7 | 7 |
| Ms Rowena Albones | 7 | 5 |
| Dr Alan Bye | 4 | 4 |
| Mr Shaun Gregory | 7 | 6 |
| Dr Max Hills | 7 | 7 |
| Mr Martin Kirkness | 7 | 7 |
| Dr Karen Murcia | 7 | 7 |
| Ms Linda Dawson | 7 | 6 |
| Ms Elizabeth Macknay | 7 | 7 |
| Mr Jim Bell | 7 | 5 |
| Mr Joel Pember | 2 | 2 |
| Ms Devyani Sethi | 1 | 1 |

## Operating results

In a year of continued difficulty in our operations the company reports a positive cash inflow of $256,239 (2021: $2,720,616). The variation from the previous year was primarily due to the end of the COVID-19 Federal Government JobKeeper support payments. This is a pleasing result as it was achieved despite ongoing impacts from COVID as Western Australia progressively transitioned from State Government restrictions to an open environment. The Company took the opportunity of COVID disruption to re-invest resources in a strategy refresh to take advantage of emerging opportunities and to adapt to a changing environment and is well positioned for future years.

Revenue from visitations to the Scitech Discovery Centre increased to $2,908,689 (2021: $2,748,269) and our international exhibition revenues rebounded as science centres in the United States re-opened $1,691,253 (2021: $805,638). As mentioned above the decrease in overall revenue to $16,453,023 (2021: $18,316,610) was primarily due to COVID-19 Federal Government JobKeeper payments ceasing (2021: $2,663,212). This was the major contributor to the net deficit for the financial year ended 30 June 2022 of $1,724,604 (2021: surplus of $259,330).

Whilst total expenditure for the period remained stable at $18,177,627 (2021: $18,057,280), comparatively there was movement between categories of expenditure. For example, increased expenditure related to marketing, program delivery and operations coincided with the Western Australian Government easing Covid-19 restrictions. A decrease in total salary and wages was mainly attributable to top-ups to employees ceasing with the end of the JobKeeper payments scheme.

## Financial Position

The net assets of the Company have decreased to $8,013,391 (2021: $9,737,995). Key aspects of this result include:

- A decrease in Property, Plant and equipment to $2,843,080 (2021: $4,172,020). This reflects that depreciation expense for the period was substantially higher than additions.
- An increase in both right of use assets and lease liabilities due to expected renewals of leasing contracts.

## Statement of Profit and Loss and other Comprehensive Income for the year ended 30 June 2022

| | Notes | 2022 | 2021 |
|---|---|---|---|
| | | $ | $ |
| **Revenue from continuing operations** | 2.1 | 16,453,023 | 18,316,610 |
| **Expenses** | | | |
| Employee benefits expense | 3.1 | (8,710,391) | (9,087,559) |
| Rent and outgoings expense | | (935,220) | (646,960) |
| Program delivery and operations | 2.3 | (1,821,935) | (1,297,095) |
| Marketing expenses | | (915,631) | (493,566) |
| IT expenses | | (994,844) | (1,135,642) |
| Administration expenses | 2.4 | (1,428,951) | (1,412,150) |
| Depreciation on fixed assets and intangibles | 5.1, 5.2 | (1,976,300) | (1,840,126) |
| Depreciation on right-of-use assets | 6.2 | (1,454,660) | (1,471,246) |
| Software configuration expense | | – | (489,640) |
| Interest expense | | (109,896) | (183,296) |
| Other expense | | 170,201 | – |
| Total expenses | | (18,177,627) | (18,057,280) |
| **Surplus / (deficit) for the year** | | **(1,724,604)** | **259,330** |
| **Total comprehensive (loss)/income** | | **(1,724,604)** | **259,330** |

This Statement of Profit or Loss and Other Comprehensive Income should be read in conjunction with the accompanying notes.

## Statement of Financial Position as at 30 June 2022

| | Notes | 2022 | 2021 |
|---|---|---|---|
| | | $ | $ |
| **Current assets** | | | |
| Cash and cash equivalents | 4.1 | 8,594,953 | 8,338,714 |
| Trade and other receivables | 4.2 | 581,984 | 595,541 |
| Inventories | 2.6 | 72,685 | 73,933 |
| Total current assets | | 9,249,622 | 9,008,188 |
| **Non-current assets** | | | |
| Property, plant and equipment | 5.1 | 2,843,080 | 4,172,020 |
| Intangible assets | 5.2 | 52,264 | 80,951 |
| Right-of-use assets | 6.2 | 4,114,052 | 2,862,193 |
| Total non-current assets | | 7,009,396 | 7,115,164 |
| **Total assets** | | **16,259,018** | **16,123,352** |

This Statement of Financial Position should be read in conjunction with the accompanying notes.

| | Notes | 2022 | 2021 |
|---|---|---|---|
| | | $ | $ |
| **Current liabilities** | | | |
| Trade and other payables | 4.3 | 455,803 | 314,067 |
| Contract liabilities and other revenue received in advance | 2.5 | 2,478,768 | 2,026,919 |
| Lease liabilities | 6.3 | 1,623,496 | 1,515,690 |
| Employee provisions | 3.2 | 675,318 | 616,846 |
| Total current liabilities | | 5,233,385 | 4,473,522 |
| **Non-current liabilities** | | | |
| Lease liabilities | 6.3 | 2,637,381 | 1,553,540 |
| Employee provisions | 3.2 | 124,861 | 108,295 |
| Provisions | 7.1 | 250,000 | 250,000 |
| Total non-current liabilities | | 3,012,242 | 1,911,835 |
| **Total liabilities** | | **8,245,627** | **6,385,357** |
| Net assets | | 8,013,391 | 9,737,995 |
| **Equity** | | | |
| Retained earnings | | 9,737,995 | 9,478,665 |
| Current year (loss)/income | | (1,724,604) | 259,330 |
| **Total equity** | | **8,013,391** | **9,737,995** |

## Statement of Cash Flows for the year ended 30 June 2022

| | Notes | 2022 | 2021 |
|---|---|---|---|
| | | $ | $ |
| **Cash flow from operating activities** | | | |
| Receipts from customers | | 16,907,262 | 16,978,127 |
| COVID-19 government payments | | – | 2,663,212 |
| Interest income | | 11,167 | 35,503 |
| Payments to suppliers and employees | | (13,563,462) | (12,984,562) |
| Interest paid on lease liabilities | | (109,895) | (183,296) |
| Lease payments for leases of low-value assets | | (74,295) | (17,990) |
| Variable lease payments not included in the lease liability | | (780,993) | (953,006) |
| Net cash flows from operating activities | 4.1(a) | 2,389,784 | 5,537,988 |
| **Cash flow from investing activities** | | | |
| Payment for property, plant & equipment | | (669,673) | (1,398,106) |
| Proceeds from sale of property, plant and equipment | | 51,000 | 7,000 |
| Net cash flows used in investing activities | | (618,673) | (1,391,106) |
| **Cash flow from financing activities** | | | |
| Payments for lease liability (principal) | | (1,514,872) | (1,426,266) |
| Net cash flows used in financing activities | | (1,514,872) | (1,426,266) |
| Net increase in cash & cash equivalents held | | 256,239 | 2,720,616 |
| Cash and cash equivalents at the beginning of the financial year | | 8,338,714 | 5,618,098 |
| **Cash and cash equivalents at the end of the financial year** | **4.1** | **8,594,953** | **8,338,714** |

This Statement of Cash Flows should be read in conjunction with the accompanying notes.

## Statement of Changes in Equity for the year ended 30 June 2022

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| **Total equity at beginning of year** | **9,737,995** | **9,478,665** |
| Net profit / (loss) for the year | (1,724,604) | 259,330 |
| **Total equity at end of year** | **8,013,391** | **9,737,995** |

# Notes to the financial Statements



# Section 1 – About Scitech

## 1.1 Corporate Information

Scitech Discovery Centre (the Company) is a public company limited by guarantee, incorporated and domiciled in Australia. The principal activities of the Company include the provision of educational programs and content which aim to develop greater interest, awareness and participation in STEM (Science, Technology, Engineering and Mathematics) in Western Australia.

The Company is a registered charity with the Australian Charities and Not-for-profits Commission (ACNC), holds deductible gift recipient status and is exempt from income tax.

The financial report of the Company for the year ended 30 June 2022 was authorised for issue in accordance with a resolution of the directors on 28 September 2022.

The Company's registered office, as at the date of this report, is:
Second Floor
27-31 Troode Street,
West Perth WA 6005

The Company's ABN is 55 009 292 700.

Every member of the Company undertakes to contribute an amount to the assets of the Company in the event of it being wound up, not exceeding $100 per member. As at 30 June 2022, there were 34 members.

## 1.2 Basis of Preparation

These financial statements are general purpose financial statements, which have been prepared in accordance with the Australian Charities and Not-for-profits Commission Act 2012, Australian Accounting Standards, Accounting interpretations and other authoritative pronouncements of the Australian Accounting Standards Board.

Where an accounting policy is specific to one note, the policy is included in the note to which it relates

**(a) Historical cost**

These financial statements have been prepared on the basis of historical cost. Cost is based on the fair values of consideration given in exchange for assets.

Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

**(b) Foreign currency**

The financial report is presented in Australian dollars, which is the Company's functional and presentation currency.

Transactions in foreign currency are translated at the foreign exchange rate at the date of the transaction. Monetary assets and liabilities denominated in foreign currencies at balance date are translated to Australian dollars at the foreign exchange rate at that date. Foreign exchange differences arising on translation are recognised in the Statement of Profit or Loss and Other Comprehensive Income. Non-monetary assets and liabilities that are measured in terms of historical cost in a foreign currency are translated using the exchange rate at the date of the transaction.

**(c) Income tax**

The Company is exempt from income tax under the provisions of Division 50-5 of *the Income Tax Assessment Act 1997.*

**(d) Goods and services tax (GST)**

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

Receivables and payables are stated, inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the taxation authority is included within other receivables or payables in the Statement of Financial Position.

**(e) Significant accounting judgement, estimates and assumptions**

The preparation of financial information requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets, liabilities, income and expenses. The estimates and associated assumptions are based on historical experience and other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgements. Actual results may differ from these estimates. Specific accounting judgements and estimates are discussed in the relevant note.

**(f) New accounting standards and interpretations**

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

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

**(g) Economic Dependence**

The company is dependent on the funding from contracts awarded by the WA Department of Jobs, Tourism, Science and Innovation (JTSI) and its commercial partners for a significant portion of its annual revenue, which allows Scitech to continue to deliver our STEM programs. At the date of this financial report the directors have no reason to believe the WA Department of JTSI and its commercial partners will not continue to support the company for the term of these contracts.

# Section 2 – Programs, Goods and Services

## 2.1 Revenue

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| **Revenue** | | |
| Exhibition rentals | 1,691,253 | 805,638 |
| Partnership Income | 2,527,194 | 2,454,038 |
| Science Centre income | 2,908,689 | 2,748,269 |
| External programs & events income | 417,177 | 413,421 |
| State Government grants & funding | 8,600,000 | 8,955,388 |
| Federal Government funding | 235,910 | 176,890 |
| COVID-19 government payments | – | 2,663,212 |
| Interest income | 11,165 | 35,503 |
| Other income | 61,635 | 64,251 |
| **Total revenue** | **16,453,023** | **18,316,610** |

### Revenue recognition accounting policy

Revenue is recognised in accordance with AASB 1058 *Income of Not-for-Profit Entities*, in conjunction with AASB 15 *Revenue from Contracts with Customers* and other relevant accounting standards.

#### Sales of Goods & Services

Income from the sale of goods and services where payment is received at the point of sale are noted under Science Centre income and include admissions, event income and retail income from the sale of goods. Income is recognised at the point of sale, as service obligations are fulfilled at the time of payment.

#### Partnership Income

Partnership income is earned under agreements with businesses which support the Company and under which delivery of programs and services are required. Partnership income arising from an agreement which contains enforceable and sufficiently specific performance obligations is recognised when each performance obligations is satisfied. Contracts are generally between three and five years. Income is recognised over the contract term in accordance with paragraph 35 of AASB 15 Revenue from Contracts with Customers. A liability is recorded in the accounts in relation to outstanding performance obligations for partner income at the end of the reporting period.

#### Exhibition Rental

Revenues are earned under rental agreements for the hiring out of exhibitions to domestic and international exhibition centres. Revenues earned in relation to the rental agreements are recognised over the term of the exhibition hire in accordance with paragraph 35 of AASB 15 *Revenue from Contracts with Customers*.

### State Government Funding

Income of $8.6m (2021: $8.6m) was received from the Department of Jobs, Tourism, Science and Innovation under a general Financial Assistance Agreement. The agreement includes performance obligations which are reported on and satisfied on an annual basis, with income being recognised over time in line with the reporting period.

### Federal Government Funding

Income received from the Department of Industry, Innovation and Science for the delivery of science programs is recognised over the life of the contract in accordance with paragraph 35 of AASB 15 *Revenue from Contracts with Customers*. A liability for deferred revenue is recorded in the accounts in relation to outstanding obligations for Federal Government funding income at the end of the reporting period.

### Interest

Revenue is recognised in accordance with AASB 9 *Financial Instruments*, as the interest accrued to the net carrying amount of the financial asset, using the effective interest method, which is the rate that exactly discounts estimated future cash receipts through the expected life of the financial instrument.

### Significant judgement

For many of the grant agreements received, the determination of whether the contract includes sufficiently specific performance obligations was a significant judgement. Grants received by the company have been accounted for under both AASB 15 and AASB 1058 depending on the terms and conditions and decisions made. If this determination was changed then the revenue recognition pattern would be different from that recognised in this financial report.

## 2.2 Expenses

Net profit includes the following specific expenses:

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Interest expense of lease liability | 109,896 | 183,296 |
| Depreciation | 1,976,300 | 1,840,126 |
| Cost of sales of retail goods | 152,880 | 185,984 |
| **Auditors Remuneration** | | |
| Amounts paid to BDO Audit (WA) Pty for: | | |
| Audit of the financial report | 35,648 | 29,500 |

**Expenses accounting policy**

All expenditure is accounted for on an accruals basis.

## 2.3 Program delivery and operations

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Travel | 196,238 | 114,778 |
| Consultancy | 209,981 | 49,959 |
| Program delivery | 517,756 | 576,939 |
| Operations | 897,960 | 555,419 |
| | **1,821,935** | **1,297,095** |

## 2.4 Administration Expense

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Purchases | 176,938 | 185,984 |
| Consultancy and employment | 758,534 | 540,980 |
| Insurance | 217,673 | 247,240 |
| Other | 275,806 | 437,946 |
| | **1,428,951** | **1,412,150** |

## 2.5 Contract Liabilities and other revenue received in advance

### Contract assets and liabilities

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Grant monies received in advance | 879,080 | 915,014 |
| Hiring of travelling exhibitions and other services prior to delivery | 1,599,688 | 1,111,905 |
| | **2,478,768** | **2,026,919** |

### Contract assets and liabilities accounting policy

The Company receives assets in the form of cash contributions under contract with partners and government bodies. The Company has raised a liability for the outstanding performance obligations contained within these contracts in compliance with AASB 15 *Revenue from Contracts with Customers*. Additionally, the applicability of AASB 1058 *Income of Not-for-Profit Entities* has been assessed for each contract with a customer that the Company enters into.

The Company's liabilities in the form of performance obligations under the contract are the sole consideration provided for obtaining the asset under the enforceable contract (i.e., cash funding), with performance obligations specific enough to allow the observance of their satisfaction. Accordingly, the liability for performance obligations is drawn down as the performance obligations are satisfied, either over time or at a point in time, in line with AASB 15.

Revenue recognised during the year that was included in the contract balance at the beginning of the period:

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Grant monies received in advance | 907,752 | 887,786 |
| Hiring of travelling exhibitions and other services prior to delivery | 754,051 | 219,699 |
| | **1,661,803** | **1,107,485** |

## 2.6 Inventories

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Goods purchased for resale | 72,685 | 73,933 |

### Inventories accounting policy

Inventories comprise goods for resale available for purchase at the Company's Science Centre. Inventories are valued at the lower of cost and net realisable value. Cost is based on the first in, first out principle of inventory management.

# Section 3 – Directors, Employees and other Related Parties

## 3.1 Employee benefits expense

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Wages & salaries | 7,870,265 | 8,397,546 |
| Superannuation | 765,088 | 771,044 |
| Movements in employee benefits provisions | 75,038 | (81,031) |
| | **8,710,391** | **9,087,559** |

## 3.2 Employee provisions

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Annual leave – current | 453,152 | 386,418 |
| Long service leave – current | 222,166 | 230,428 |
| Long service leave – non-current | 124,861 | 108,295 |
| | **800,179** | **725,141** |

Employee benefits comprise wages and salaries, annual leave, and long service leave and contributions to superannuation plans. Liabilities for short-term employee benefits expected to be wholly settled within 12 months of the reporting date in respect of employees' services up to the reporting date are recognised at the amounts expected to be paid when the liabilities are settled.

The liability for long-term benefits is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date using the projected unit credit method. Consideration is given to anticipated future wage and salary levels, experience of employee departures and periods of service.

## 3.3 Related parties and related-party transactions

**(a) Directors' compensation**

The directors act in an honorary capacity and receive no compensation for their services.

Director Rowena Albones is Chief Financial Officer of Rio Tinto, Iron Ore, Director Shaun Gregory is a Vice President of Woodside Energy and Director Max Hills is an Executive with Chevron Australia. Rio Tinto, Woodside Energy, and Chevron Australia all provided partnership funding to the Company during the 2021-2022 Financial Year.

Dr Karen Murcia is a member of the Academic Board at Curtin University that provided financial support for specific programs held by the Company during the year.

Director Linda Dawson is Deputy Director General with the Department of Jobs, Tourism, Science and Innovation, the Company's primary State funding department.

Elizabeth (Liz) Macknay is a Legal Practitioner at Herbert Smith Freehills. HSF provide legal advice to the Company on commercial terms and conditions.

### (b) Transactions with director-related entities

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Financial support received | 1,510,000 | 2,454,038 |
| Funding received | 8,600,000 | 8,955,388 |
| Legal advice provided | 62,871 | 4,675 |
| | **10,172,871** | **11,414,101** |

### (c) Key Management Person

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Short-term employee benefits | 253,000 | 494,000 |

There are no additional amounts payable as at 30 June 2022.

# Section 4 – Financial Assets and Liabilities (excluding lease liabilities)

## 4.1 Cash and cash equivalents

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Cash at bank and on hand | 2,858,041 | 8,332,009 |
| Short-term deposits | 5,736,912 | 6,705 |
| **Total cash and cash equivalents** | **8,594,953** | **8,338,714** |

### (a) Cash flow information

Reconciliation of profit / (loss) for the year to net cash flows from operating activities:

| | Note | 2022 | 2021 |
|---|---|---|---|
| | | $ | $ |
| Profit / (loss) for the year | | (1,724,604) | 259,330 |
| **Non-cash adjustments:** | | | |
| Depreciation of fixed assets | 5.1 | 1,943,326 | 1,807,934 |
| Amortisation of intangibles | 5.2 | 32,974 | 32,192 |
| Depreciation of right-of-use assets | 6.2 | 1,454,660 | 1,471,246 |
| Software configuration expense | 5.3 | – | 489,640 |
| **Changes in assets and liabilities:** | | | |
| (Increase) / decrease in Trade and other receivables | 4.2 | 13,557 | 1,107,199 |
| (Increase) / decrease in inventories | 2.4 | 1,248 | 6,312 |
| Increase / (decrease) in trade and other payables | 4.3 | 141,736 | 192,134 |
| Increase / (decrease) in provisions | 3.2 | 75,038 | (83,886) |
| Increase / (decrease) in deferred income | 2.3 | 451,849 | 255,887 |
| **Net cash from operating activities** | | **2,389,784** | **5,537,988** |

### Cash accounting policy

Cash and short-term deposits in the Statement of Financial Position comprise cash at bank and in hand and short-term deposits with an original maturity of three months or less. For the purpose of the Statement of Cash Flows, cash and cash equivalents consist of cash and cash equivalents as defined above, net of outstanding bank overdrafts.

## 4.2 Trade and other receivables

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Trade receivables | 274,396 | 228,855 |
| | 274,396 | 228,855 |
| Other receivables and accrued income | 69,035 | 55,000 |
| Prepayments | 238,553 | 311,686 |
| | **581,984** | **595,541** |

### Trade and other receivables accounting policy

Trade receivables, which comprise amounts due under commercial agreement for hiring of science exhibitions, primarily in the United States, and amounts owed for the provision of services under grant agreements with government and business customers, are recognised and carried at original invoice amount less an allowance for expected credit loss.

Normal terms of settlement vary from 30 days to 90 days. No collateral is held in respect of these receivables.

### Significant judgements and estimates

The Company uses significant judgement in the assessment of expected credit loss, as the risk of default is primarily related to commercial agreements with overseas museums and science centres for the hiring of exhibitions.

The Company does not utilise an expected loss rate percentage model to estimate losses as a small number of significant contracts make up the value of the receivables. An individual assessment of the recoverability is made for each contract.

The assessment notes the age of the receivable, the customer's payment history and an assessment of the customer's ongoing financial sustainability and ability to pay as evidence on which to make the assessment.

All other revenues from credit sales are in relation to long-term grant agreements with large corporations and government bodies that have close to nil credit risk.

## 4.3 Trade and other payables

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Trade payables | (351,741) | (146,531) |
| Other payables | (104,062) | (167,536) |
| | **(455,803)** | **(314,067)** |

### Trade creditors and other payables accounting policy

Trade creditors and other payables represent liabilities for goods and services provided to the Company prior to the end of the financial year that are unpaid. These amounts are usually settled in 30 days.

## 4.4 Financial Risk Management

The Company's overall risk management program focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects of the financial performance of the Company. The main risks the Company is exposed to through its financial instruments are credit risk, foreign exchange risk and interest rate risk.

### Credit Risk

Credit risk refers to the risk that a third party will default on its contractual obligations resulting in a financial loss to the Company. The Company has adopted a policy of only dealing with creditworthy customers with a sound financial background as a means of mitigating the risk of financial loss from defaults. The Company measures credit risk on a fair value basis. 3% of the Company's receivables relate to a single third party, which the Company does not deem as a significant credit rick exposure. The carrying amount of financial assets recorded in the financial statements, net of expected credit losses, represents the Company's maximum exposure to credit risk.

Financial assets that are neither past due nor impaired are as follows:

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| **Trade receivables – counterparties without external credit rating:** | | |
| Existing customers with no defaults in past | 274,396 | 228,855 |
| **Cash and cash equivalent (AA rating)** | **8,594,953** | **8,338,714** |

### Foreign Exchange risk

The Company is exposed to foreign exchange risk primarily through hiring of travelling exhibitions. Transactions in foreign currency are translated at the foreign exchange rate at the date of the transaction. Balances subject to foreign exchange rate risk are as follows:

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Receivables | 160,863 | 167,366 |

### Interest Rate Risk

The Company's exposure to interest rate risk, which is the risk that a financial instrument's value will fluctuate as a result of changes in market interest rates, is limited by its policy of investing only in large and recognised banking institutions where exposure to volatile interest rates is minimal. The effective weighted average interest rates on those financial assets and financial liabilities is as follows:

| Year ended 30 June 2022 | Floating interest | Non-interest bearing | Total |
|---|---|---|---|
| | $ | $ | $ |
| **Financial assets** | | | |
| Cash and cash equivalents | 8,358,041 | 236,912 | 8,594,953 |
| Trade and other receivables | – | 343,431 | 343,431 |
| | **8,358,041** | **580,343** | **8,938,384** |
| **Financial liabilities** | | | |
| Trade and other payables | – | 455,803 | 455,803 |
| **Year ended 30 June 2021** | | | |
| **Financial assets** | | | |
| Cash and cash equivalents | 8,332,009 | 6,705 | 8,338,714 |
| Trade and other receivables | – | 283,855 | 283,855 |
| | **8,332,009** | **290,560** | **8,622,569** |
| **Financial liabilities** | | | |
| Trade and other payables | – | 314,067 | 314,067 |

Sensitivity analysis relating to interest rate risk has not been disclosed as any impact is not considered material to the profit and loss of the Company.

### Fair Value Estimation

The carrying value less expected credit loss of trade receivables is a reasonable approximation of their fair values due to the short-term nature of trade receivables. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available to the Company for similar financial instruments.

# Section 5 – Long-Term Non-Financial Assets (excluding leases)

## 5.1 Property, plant and equipment

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Leasehold improvements at cost | 2,205,712 | 2,197,659 |
| Less: accumulated amortisation | (2,111,790) | (2,083,170) |
| | 93,922 | 114,489 |
| Motor vehicles at cost | 238,769 | 238,769 |
| Less: accumulated depreciation | (238,769) | (221,208) |
| | – | 17,561 |
| Plant and equipment at cost | 2,477,276 | 2,414,539 |
| Less: accumulated depreciation | (2,347,448) | (2,226,723) |
| | 129,828 | 187,816 |
| Exhibits at cost | 18,771,701 | 18,199,677 |
| Less: accumulated depreciation | (16,256,904) | (14,721,251) |
| | **2,514,797** | **3,478,426** |

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| **Construction work in progress** | | |
| Exhibits | 104,533 | 373,728 |
| | 104,533 | 373,728 |
| **Total cost of property, plant & equipment** | **23,797,991** | **23,424,372** |
| **Total accumulated depreciation & amortisation** | **(20,954,911)** | **(19,252,352)** |
| **Total property, plant & equipment** | **2,843,080** | **4,172,020** |

| | Leasehold Improvements | Motor Vehicles | Plant & Equipment | Exhibits | Work in Progress | Total |
|---|---|---|---|---|---|---|
| | $ | $ | $ | $ | $ | $ |
| **Carrying amount at 1 July 2021** | **114,489** | **17,561** | **187,816** | **3,478,426** | **373,728** | **4,172,020** |
| Additions/construction of assets | 8,053 | – | 62,697 | 582,102 | – | 652,852 |
| Transfers in/out WIP | – | – | – | 269,195 | (269,195) | – |
| Disposals | – | – | – | (38,466) | – | **(38,466)** |
| Depreciation | (28,620) | (17,561) | (120,685) | (1,776,460) | – | **(1,943,326)** |
| **Balance at 30 June 2022** | **93,922** | **–** | **129,828** | **2,514,797** | **104,533** | **2,843,080** |
| **Carrying amount at 1 July 2020** | **11,190** | **36,718** | **223,199** | **3,096,747** | **1,255,978** | **4,623,832** |
| Additions/construction of assets | 143,107 | – | 96,837 | 1,066,956 | 49,222 | 1,356,122 |
| Transfers in/out WIP | – | – | – | 931,472 | (931,472) | – |
| Disposals | – | (116,715) | – | – | – | (116,715) |
| Accumulated depreciation (disposals) | – | 116,715 | – | – | – | 116,715 |
| Depreciation | (39,808) | (19,157) | (132,220) | (1,616,749) | – | (1,807,934) |
| **Balance at 30 June 2021** | **114,489** | **17,561** | **187,816** | **3,478,426** | **373,728** | **4,172,020** |

## Property, plant and equipment accounting policies

### Acquisition

The cost method of accounting is used for all acquisitions of assets. Cost is determined as the fair value of the assets given up at the date of acquisition plus incidental costs to the acquisition. The Company adopts a policy of expensing individual assets purchased or constructed for less than $5,000.

### Depreciation and Amortisation

Assets are depreciated from the beginning of the month of their purchase or from the beginning of the month in which construction was completed.

Depreciation is calculated on a straight-line basis over the estimated useful life of the asset as follows:

| | |
|---|---|
| Leasehold improvements | 3 to 5 years |
| Motor vehicles | 5 years |
| Plant and equipment | 3 to 5 years |
| Exhibits | 5 years |

Assets' residual values, useful lives and amortisation methods are reviewed, and adjusted if appropriate, at each financial year end.

**Property, plant and equipment constructed by the Company**

The cost of property, plant and equipment constructed by the Company includes the cost of all materials and direct labour used in construction and a provision for salary on-costs and overheads.

**Impairment of property, plant and equipment**

Property, plant and equipment is stated at historical cost less accumulated depreciation and any accumulated impairment. The carrying values of plant and equipment are reviewed for impairment at each reporting date, with the recoverable amount being estimated when events or changes in circumstances indicate that the carrying value may be impaired. Impairment loss, if any, is recognised in the Statement of Profit or Loss and Other Comprehensive Income.

The Company determines whether property, plant and equipment is impaired whenever indicators of impairment exist such as events or changes in circumstances which may result in the carrying value exceeding the recoverable amount.

The recoverable amount of property, plant and equipment is the greater of fair value less costs to sell and value in use. In assessing value in use, the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset.

For an asset that does not generate largely independent cash inflows, the recoverable amount is determined for the cash-generating unit to which the asset belongs.

**Disposal**

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected to arise from the continued use of the asset. Any gain or loss on derecognition of the asset is included in the Statement of Profit or Loss and Other Comprehensive Income.

## 5.2 Intangible Assets

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Intangible assets at cost | 97,588 | 97,588 |
| Less: accumulated amortisation | (97,588) | (64,614) |
| | – | 32,974 |
| **Construction work in progress** | | |
| IT systems projects | 52,264 | 47,977 |
| | 52,264 | 47,977 |
| **Total cost of intangible assets** | **149,852** | **145,565** |
| **Total accumulated depreciation & amortisation** | **(97,588)** | **(64,614)** |
| **Total intangible assets** | **52,264** | **80,951** |

| | Intangible Assets | Work in Progress | Total |
|---|---|---|---|
| | $ | $ | $ |
| **Carrying amount at 1 July 2021** | **32,974** | **47,977** | **80,951** |
| Additions | – | 4,287 | 4,287 |
| Transfers in / (out) | – | – | – |
| Depreciation/ amortisation | (32,974) | – | (32,974) |
| **Carrying amount at 30 June 2022** | **–** | **52,264** | **52,264** |
| | $ | $ | $ |
| **Carrying amount at 1 July 2020** | 554,806 | 12,993 | 567,799 |
| Additions | – | 34,984 | 34,984 |
| Transfers in / (out) | (489,640) | – | (489,640) |
| Amortisation | (32,192) | – | (32,192) |
| **Carrying amount at 30 June 2021** | **32,974** | **47,977** | **80,951** |

### Intangible asset accounting policies

The gains or losses recognised in the Statement of Profit or Loss and Other Comprehensive Income arising from the derecognition of intangible assets are measured as the difference between net disposal proceeds and the carrying amount of the intangible asset. The method and useful lives of finite life intangible assets are reviewed annually. Changes in the expected pattern of consumption or useful life are accounted for prospectively by changing the amortisation method or period.

### Significant judgements and estimates

The Company determines the estimated useful lives and related depreciation and amortisation charges for its property, plant and equipment and finite life intangible assets. The useful lives could change significantly as a result of technical innovations or some other event. The depreciation and amortisation charge will increase where the useful lives are less than previously estimated lives, or technically obsolete or non-strategic assets that have been abandoned or sold will be written off or written down.

# Section 6 – Leases

The Company holds leases over buildings which are detailed in the notes below.

## 6.1 Terms and conditions of leases

**Buildings**

The Company leases two properties in West Perth, with a retail lease which houses the Science Centre and a commercial lease for the corporate office.

The lease term runs through until 30 June 2023 with a two-year extension option which the Company can exercise at its discretion.

It is likely that the Science Centre lease will be renewed for a minimum of five years. The commercial lease for the corporate office will be reviewed late 2022.

The Company also leases warehouse space in Kewdale, with lease terms until October 2022, with two, two-year options available at the Company's discretion. At the date of this report, the company is in the process of renewing the lease for a further two years.

The Company includes options in the lease to provide flexibility and certainty to its operations and reduce the costs of moving premises.

At commencement date and each subsequent reporting date, the Company assesses whether it is reasonably certain that the extension options will be exercised.

## 6.2 Right-of-use assets

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Carrying amount 1 July | 2,862,193 | 4,446,630 |
| Depreciation charge | (1,454,660) | (1,471,246) |
| Additions to right-of-use assets | 2,702,946 | - |
| Movement in right-of-use assets due to changes in lease liability | 3,573 | (113,191) |
| | **4,114,052** | **2,862,193** |

## 6.3 Lease liabilities

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Current lease liabilities | 1,623,496 | 1,515,690 |
| Non-current lease liabilities | 2,637,381 | 1,553,540 |
| | **4,260,877** | **3,069,230** |

The maturity analysis of lease liabilities based on contractual undiscounted cash flows is shown in the table below

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Payable < 1 year | 1,592,654 | 1,534,747 |
| Payable 1-5 years | 2,831,878 | 1,534,747 |
| Total years undiscounted lease liabilities | 4,424,532 | 3,069,494 |
| **Lease liabilities included in the Statement of Financial Position** | **4,260,877** | **3,069,230** |

## 6.4 Lease impact on the Statement of Profit and Loss and other Comprehensive Income

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Interest on lease liabilities | 109,896 | 183,296 |
| Variable lease payments not included in the measurement of lease liabilities | 780,993 | 953,006 |
| Expenses related to leases of low-value assets | 74,295 | 17,990 |

The Company's total cash outflow for leases in the year ended 30 June 2022 was $1,621,194 (2021: $2,580,558).

## Leases accounting policies

### Right-of-use assets

The Company recognises right-of-use assets at the commencement date of the lease (the date the underlying asset is available for use). Right-of-use assets are measured at cost, less any accumulated depreciation and impairment losses, and adjusted for any remeasurement of lease liabilities. The cost of right-of-use assets includes the amount of lease liabilities recognised, initial direct costs incurred, and lease payments made at or before the commencement date, less any lease incentives received. Unless the Company is reasonably certain to obtain ownership of the leased asset at the end of the lease term, the recognised right-of-use assets are depreciated on a straight-line basis over the shorter of its estimated useful life and the lease term. Right-of-use assets are subject to impairment.

### Lease liabilities

At the commencement date of the lease, the Company recognises lease liabilities measured at the present value of lease payments to be made over the lease term. The lease payments include fixed payments (including in-substance fixed payments) less any lease incentives receivable, variable lease payments that depend on an index or a rate, and amounts expected to be paid under residual value guarantees. The variable lease payments that do not depend on an index or a rate are recognised as an expense in the period in which the event or condition that triggers the payment occurs. In calculating the present value of lease payments, the Company uses the incremental borrowing rate at the lease commencement date if the interest rate implicit in the lease is not readily determinable. After the commencement date, the amount of lease liabilities is increased to reflect the accretion of interest and reduced for the lease payments made. In addition, the carrying amount of lease liabilities is remeasured if there is a modification, a change in the lease term, a change in the in-substance fixed lease payments or a change in the assessment to purchase the underlying asset.

**Short-term leases and leases of low-value assets**

The Company applies the short-term lease recognition exemption to its short-term leases of machinery and equipment (i.e., those leases that have a lease term of 12 months or less from the commencement date and do not contain a purchase option). It also applies the lease of low-value assets recognition exemption to leases of office equipment that are considered of low value. Lease payments on short-term leases and leases of low-value assets are recognised as expense on a straight-line basis over the lease term.

**Significant estimates and judgements**

Borrowing rate – the Company estimated the incremental borrowing rate applicable to its lease as the rate of interest that a lessee would have to pay to borrow over a similar term and with similar security the funds necessary to obtain an asset of a similar value to the ROU Asset. The estimate was based on a risk-adjusted rate and considered the materiality of the impacts of applying a range of interest rates. The incremental borrowing rate applied is 5%.

Lease term – the Directors considered the extension option on the commercial buildings and have determined that it is reasonably certain the Company will choose to exercise some of these options. Therefore, the payments that would arise during the optional extension periods have been included in the lease liability.

# Section 7 – Future Obligations and Outlook

## 7.1 Provisions

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Make-good provision under leases | 250,000 | 250,000 |

Make-good provisions costs required to return certain leased premises to their original condition as set out in the lease agreements are recognised as a provision in the financial report.

## 7.2 Commitments

**Capital expenditure commitments**

| | 2022 | 2021 |
|---|---|---|
| | $ | $ |
| Estimated aggregate amounts of contracts for capital expenditure not provided for in the accounts | 1,300,000 | 1,440,559 |

## 7.3 Events occurring after the reporting period

Subsequent to 30 June 2022, the Company agreed terms for the sale of the Speed exhibition to YAZ Productions Ltd for USD 421,000. This was invoiced on 30th August 2022 as per the terms of the execution and exchange of the formal contract of sale. Payment was received onb 16th September 2022.

There has been no other matter or circumstance, other than that referred to in the financial statements or notes thereto, that has arisen since the end of the financial year, that has significantly affected, or may significantly affect the operations of the Company, the results of those operations, or the state of affairs of the Company in future financial years.

# Responsible Persons Declaration

## for the year ended 30 June 2022

**The Responsible Persons declare that, in the Responsible Persons' opinion:**

- There are reasonable grounds to believe that the registered entity is able to pay all of its debts as and when they become due and payable; and
- The financial report and notes satisfy the requirements of the *Australian Charities and Not-for-profits Commission Act 2012*.

Signed in accordance with subsection 60.15(2) of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

**Chris Palandri**
**Chair of the Board**
28 September 2022

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**INDEPENDENT AUDITOR'S REPORT**

To the members of Scitech Discovery Centre

## Report on the Audit of the Financial Report

### Opinion

We have audited the financial report of Scitech Discovery Centre (the registered entity), which comprises the statement of financial position as at 30 June 2022, the statement of profit or loss and other comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, and notes to the financial report, including a summary of significant accounting policies, and the responsible entities' declaration.

In our opinion the accompanying financial report of Scitech Discovery Centre is in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

(i) Giving a true and fair view of the registered entity's financial position as at 30 June 2022 and of its financial performance for the year then ended; and

(ii) Complying with Australian Accounting Standards and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

### Basis for opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the Financial Report* section of our report. We are independent of the registered entity in accordance with the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* (ACNC Act) and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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



### Other information

Those charged with governance are responsible for the other information. The other information obtained at the date of this auditor's report is information included in the Scitech Discovery Centre's financial report, but does not include the financial report and our auditor's report thereon, which we obtained prior to the date of this auditor's report, and the Chair's Report; CEO's Report; Highlights; Partners and Stakeholders and Acknowledgements sections, which is expected to be made available to us after that date.

Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

When we read the Chair's Report; CEO's Report; Highlights; Partners and Stakeholders and Acknowledgements sections, if we conclude that there is a material misstatement therein, we are required to communicate the matter to the directors and will request that it is corrected. If it is not corrected, we will seek to have the matter appropriately brought to the attention of users for whom our report is prepared.

### Responsibilities of responsible entities for the Financial Report

The responsible entities of the registered entity are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the ACNC Act, and for such internal control as the responsible entities determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

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

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

**Auditor's responsibilities for the audit of the Financial Report**

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

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website (http://www.auasb.gov.au/Home.aspx) at:

http://www.auasb.gov.au/auditors_responsibilities/ar4.pdf

This description forms part of our auditor's report.

**BDO Audit (WA) Pty Ltd**

**Ashleigh Woodley**

**Director**

Perth

28 September 2022

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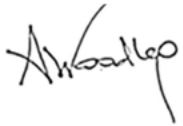
**DELARATION OF INDEPENDENCE BY ASHLEIGH WOODLEY TO THE DIRECTORS OF SCITECH DISOVERY CENTRE**

As lead auditor of Scitech Discovery Centre for the year ended 30 June 2022, I declare that, to the best of my knowledge and belief, there have been:

1. No contraventions of the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act)* in relation to the audit; and
2. No contraventions of any applicable code of professional conduct in relation to the audit.



**Ashleigh Woodley**

**Director**

**BDO Audit (WA) Pty Ltd**

Perth

28 September 2022

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