



**TATACHILLA**  
LUTHERAN COLLEGE

CELEBRATING  
**30**  
YEARS

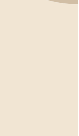
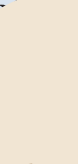


# 2025 Annual Report



**TATACHILLA**  
LUTHERAN COLLEGE

Believe | Become | Belong



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# Introduction



## 30 YEARS OF TATCHILLA

This year we celebrated 30 Years of Tatchilla. What a blessing it has been to see the college grow, mature and expand from 67 Year 8 students in 1995, to a thriving Reception to Year 12 college of 1,100 students and their families in 2025.

Our College is what it is today because of the vision and exceptional contributions of those that came

before. 30-Year Celebrations included our Twilight Food Affair spectacular, a 30-Year chapel service, 30-year memorial brick pavers on our pathway to the gym, student videos of the college's values, and a wonderful celebration of past and present staff, Board Chairs, Principals and 10 and 20 year reunion students, all of whom have shaped our exceptional community.

At Tatchilla, we live by our college motto, *believe become belong*. Testament to how important believing, becoming and belonging to the Tatchilla community is, are the significant number of alumni's own children attending the college now as the second generation of Tatchilla students, with 13 past students of the college now investing back into our community as staff members across a myriad of roles.

Our 2025-2027 Strategic Directions have collaboratively taken shape, with a Strategic Directions architecture that will serve these three years, and the 2028-2030 strategic directions cycle.

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

Our vision: We are a Christ-centred R-12 college, inspiring students to find their passions and flourish as future-ready, planet-sensitive, ambitious and compassionate learners.

Our Strategic Directions: to provide and support a Holistic Educational Experience, be Actively Spirit and Planet sensitive, nurture a Flourishing Community Culture and grow Thriving Operational Systems.

Our intentional focus on academic excellence has seen our students continue to raise the bar with our Dux achieving an exceptional ATAR of 99.85, continuous consecutive increases in the percentage of students achieving A results, and merits achieved in highly academic subjects including Physics, Specialist Maths and English. NAPLAN results were also pleasing with Year 3 to Year 5 growth for Reading and Writing, Year 5 to Year 7 and Year 7 to Year 9 growth for Writing, all being particularly strong, trending well above students from similar backgrounds and starting scores, and across all Australian students. The impact of our intentional and targeted approach to phonemic awareness and phonics has also seen benchmarks met and very impressive reading and spelling achievements for our Reception and Year 1 students, providing them with a firm foundation for their literacy based learning throughout their educational journey. This has been another benefit of our strategic commitment

to smaller class sizes across the college, enabling the development of academic, social and emotional skills to flourish in uncrowded, nurturing class communities.

Staff professional learning has supported high quality holistic education for students by focusing on a broad range of evidence-based learning, including:

- Running the Room: the understanding and development of consistent R-12 learning routines across the college
- Disability Standards for Education, NCCD and Inclusive Education workshops
- Pedagogical Strategy
- Subject specific and SACE workshops
- New subject courses including AIF and EIF
- Artificial Intelligence
- Leadership development
- Professional coaching and direct instruction

International and national opportunities for students and staff saw 19 students and 4 staff experience an exceptional 15 day cultural and language focussed visit to Japan, including 5 days with our sister school, Toroyo High School, where we were embraced by the grace and warmth of the Toroyo community. A two week service-learning and cultural exchange trip to Ampilatwatja in Central Australia had a profound impact on our students, developing a much deeper understanding of Indigenous culture and taking opportunities to reflect on the values, experiences and people that are important in our students' lives. Regrettably, our Cambodia trip was postponed to 2026 due to rising tensions in Cambodia and Thailand.

Contemporary infrastructure developments and refurbishments of our counselling and student wellbeing spaces, multiple new meeting rooms, main administration and 7-12 student services areas, staff room and a dedicated Out of School Hours Care building, have all significantly supported student wellbeing, college partnerships with families and allied service providers, and extended care for students beyond school hours. Of particular note is the support of the State Government for bringing into fruition a long advocated for bike track linking McLaren Vale and the College, extending into college grounds to our bike shed.

One of the highest evidence-based impacts on student learning is the quality of teachers, and I am grateful for the exceptional and dedicated teachers, leaders and support staff at Tatchilla. It takes a village around a child to nurture, grow and guide them, and our village is indeed exceptional. I am also grateful for the ongoing and rich partnerships between our staff, parents and students that enable us to collaboratively support students to achieve their best in their academic, social, emotional and spiritual educational journeys.

Finally, I am ever aware that our community is genuinely loved and blessed by God, who knows and loves each of us as unique individuals with our God-given gifts. May we continue to be blessed as a Christ-centred, student-focused community for the next 30 years as we continue to grow and evolve with the opportunities ahead.

Jeremiah 29:11 "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."

Alison Thacker  
Principal

# Governance of Tatachilla



## GOVERNANCE

Tatachilla Lutheran College Incorporated continues to serve as a significant educational ministry of the Lutheran Church of Australia South Australia–Northern Territory District (LCA SA–NT). We remain sincerely grateful for the enduring support of our local congregations and for our strong partnership with Lutheran

Education SA, NT & WA (LESNW) and Lutheran Education Australia (LEA), which continues to guide and strengthen our mission.

The College is governed by a committed and highly capable Board entrusted with overseeing the strategic direction and governance of the College. The Board consists of ten members (seven voting), all ratified by Lutheran Education SA/NT/WA. This includes up to four communing members of the Lutheran Church as voting members, along with three appointed voting members from the wider College community who uphold and support the objectives of the College. The Principal, Business Director and College Pastor continue to serve as non voting members.

Operational leadership and day to day management remain delegated to the Principal, who works closely with the Executive and broader leadership team to enact the College’s mission, strategic priorities and long term vision. We give thanks for the wise and professional leadership of Mrs Alison Thacker as College Principal.

Throughout 2025, the Board met regularly across the year to provide governance oversight, monitor progress against strategic goals, and support the College through a period of continued growth and renewal. The Board’s three standing sub committees—the Audit and Compliance Sub Committee; the Policy, Marketing and Development Sub Committee; and the Master Plan Sub Committee—continued to play a vital role in guiding key initiatives.

A strong focus this year has been the development of the next Strategic Plan that will lead and guide our Board and staff in the coming years. The Board is committed to ensuring that there are meaningful connections with families, congregations, and community partners, recognising the shared responsibility we hold in shaping the future of Tatachilla Lutheran College.

As we look toward 2026, our commitment remains steadfast: to ensure Tatachilla Lutheran College continues to offer a high quality, Christ centred and student focused education. The College is entering an exciting phase of development, and the Board is dedicated to supporting the leadership team in fostering an innovative, inclusive and future oriented learning environment.

I extend my heartfelt thanks to all Board members, the College Executive, staff, students and families for their ongoing dedication and support. Together, we continue to build a strong and hope filled future for our community.

Cain McDonald  
Board Chair

## MEMBERS

Name	Representation	Start/ Retirement
Cain McDonald	Chair	28 February 2024
Robert Hoff AM	Deputy	11 October 2023
Ethan O’Connor	Member	27 November 2024
Scott Ross	Member	3 February 2025
Bruce Thompson	Member	2 April 2014
Pastor Mike Pietsch	Member	1 July 2017
Rosalie Eckert	Member	1 July 2020
Jon Goessling	Pastor Non-Voting	23 April 2012 - 12 December 2025
Christo Botha	Business Director Non-Voting	5 March 2020
Alison Thacker	Principal Non-Voting	30 September 2023



# About the college

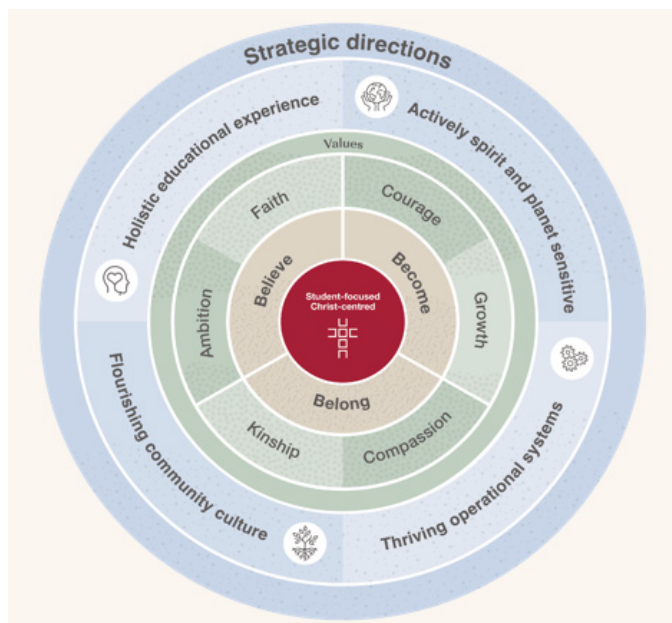
## VISION STATEMENT

We are a Christ-centred R-12 college, inspiring students to find their passions and flourish as future-ready, planet sensitive, ambitious and compassionate learners.

## MISSION STATEMENT

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

## STRATEGIC DIRECTIONS



## THE TATACHILLA DIFFERENCE

We are set apart by our vibrant Lutheran culture that values the pursuit of knowledge, shared celebrations, family life, spiritual growth and service to others.

Our geographic uniqueness inspires a lasting love and guardianship of the natural world and allows our teachers to integrate the college's environmental stewardship and Kaurua heritage into the curriculum.

Education at Tatachilla is a hands-on, lived experience. We offer an immersive curriculum that enables students to discover their strengths, enrich their worldview, apply their local experiences to global settings and transfer knowledge across disciplines.

We are renowned for our performing arts program, focus on environmental education, voracious love of sports, expertise in athlete development, and strong emphasis on living Christian values.

Our teaching is delivered by passionate educators who have been called to the profession and hand-picked for their talents and commitment to student growth and wellbeing.

Learning at Tatachilla is supported by personalised pathways, enabling students to select from a broad range of curriculum options to pursue their passions and aspirations. Explicit instruction ensures students have clear, sequential and supported learning.

All Tatachilla, students are taught to value themselves and draw strength from a strong sense of belonging to their college community, while experiencing the love of Christ. They learn life skills in an environment of trust, empathy, self-discipline, love and forgiveness.

Importantly, no child at Tatachilla goes it alone. When we enrol a student, we enrol a whole family. We invite all families to walk alongside us in a partnership of learning and growth.

Tatachilla Lutheran College provides students a continuous and sequential education from Reception to Year 12 at a single campus, enabling them to enjoy an uninterrupted school journey and forge enduring relationships with their teachers, classmates, coaches and mentors based on a lifetime of shared experiences and values.

# Tatachilla students

Census data in August 2025 shows the following enrolments with the 2024 and 2023 census data being included for comparison. Indigenous students are included in these numbers. These figures do not include the 19 mid year intake students.

YEAR LEVEL	2023	M	F	Non-Binary	2024	M	F	Non-Binary	2025	M	F	Non-Binary
R	49	29	20	0	52	28	24	0	51	25	26	0
1	52	27	25	0	55	32	23	0	52	29	23	0
2	50	23	27	0	60	30	30	0	57	34	23	0
3	55	32	23	0	56	24	32	0	66	33	33	0
4	56	30	26	0	56	33	23	0	61	27	34	0
5	81	29	52	0	56	31	25	0	65	37	28	0
6	72	35	37	0	89	33	56	0	69	42	27	0
7	141	76	65	0	120	59	60	1	123	45	78	0
8	109	58	51	0	136	76	50	0	116	56	60	0
9	132	56	76	0	102	54	48	0	135	72	62	1
10	123	58	65	0	124	51	73	0	96	50	46	0
11	87.6	45.6	42	0	111	49	62	0	110	44	66	0
12	86	36	50	0	73	34	39	0	102	43	59	0
<b>TOTAL</b>	<b>1093.6</b>	<b>534.6</b>	<b>559</b>	<b>0</b>	<b>1090</b>	<b>534</b>	<b>555</b>	<b>1</b>	<b>1103</b>	<b>537</b>	<b>565</b>	<b>1</b>



# Student results

## BENCHMARK RESULTS

Each year, all students in Years 3, 5, 7, and 9 complete the National Assessment Program – Literacy and Numeracy (NAPLAN) tests to provide nationally comparable evidence of student achievement. NAPLAN consists of five tests that cover grammar and punctuation, numeracy, reading, spelling, and writing. The total college NAPLAN participation was 95%, inclusive of students that required physical and/or learning disability adjustments.

The proficiency standards are organised into four categories: Needs Additional Support, Developing, Strong, and Exceeding. These four categories provide a better measure of identifying students that require additional support.

The table below shows the percentages of students that are in one of the Developing, Strong, and Exceeding proficiency levels.

**Percentages of Students Achieving National Benchmarking Standards (2023 - 2025).**

Year	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
<b>Year 3</b>	92	93	<b>92</b>	96	100	<b>98</b>	98	94	<b>94</b>	86	93	<b>87</b>	94	94	<b>97</b>
<b>Year 5</b>	97	100	<b>98</b>	96	95	<b>97</b>	96	91	<b>95</b>	94	96	<b>93</b>	95	100	<b>97</b>
<b>Year 7</b>	99	94	<b>95</b>	93	90	<b>99</b>	97	88	<b>97</b>	95	91	<b>93</b>	97	95	<b>96</b>
<b>Year 9</b>	98	97	<b>95</b>	93	98	<b>95</b>	95	98	<b>95</b>	97	93	<b>88</b>	98	97	<b>92</b>

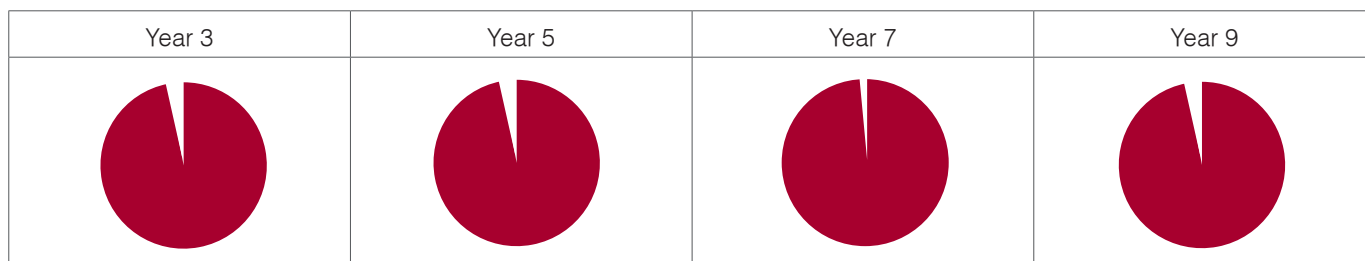
## NAPLAN

National Assessment Program Literacy and Numeracy

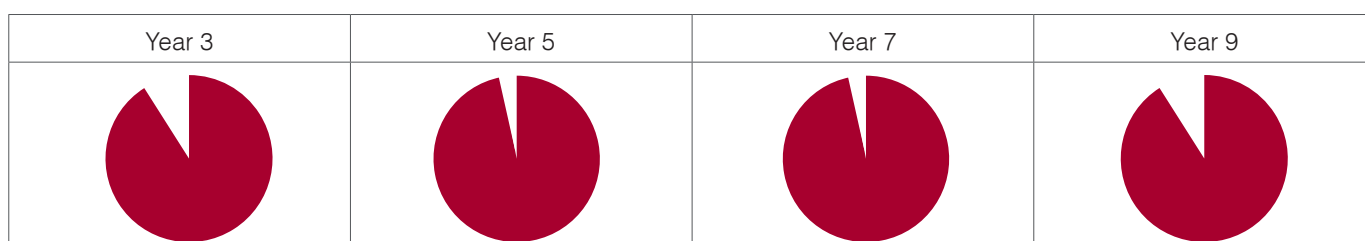


■ Developing to Exceeding Category  
□ Needs Additional Support

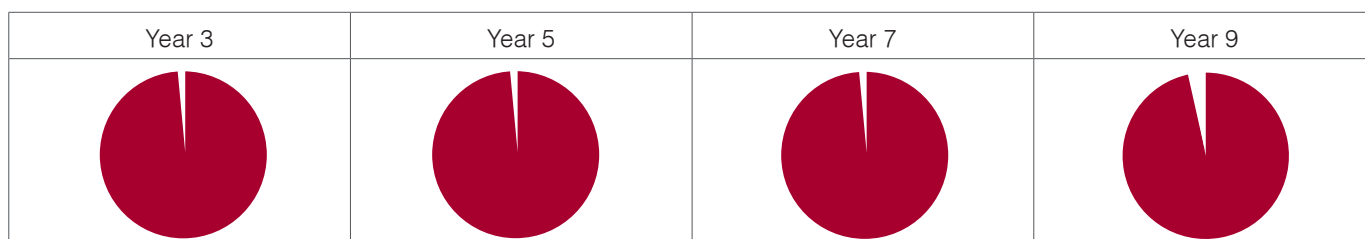
**Spelling Results**



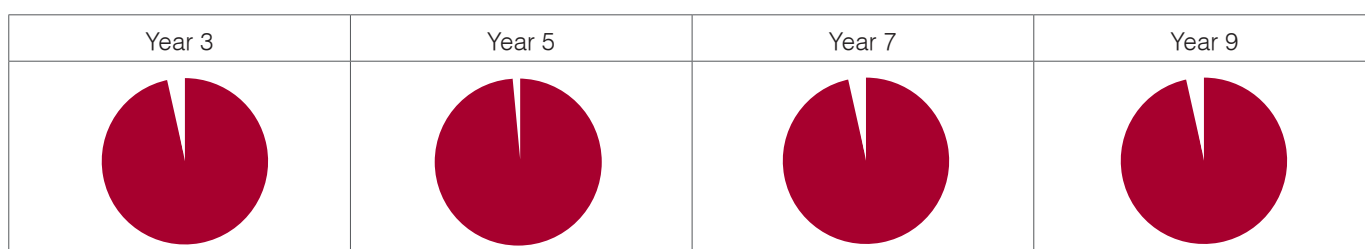
**Grammar & Punctuation Results**



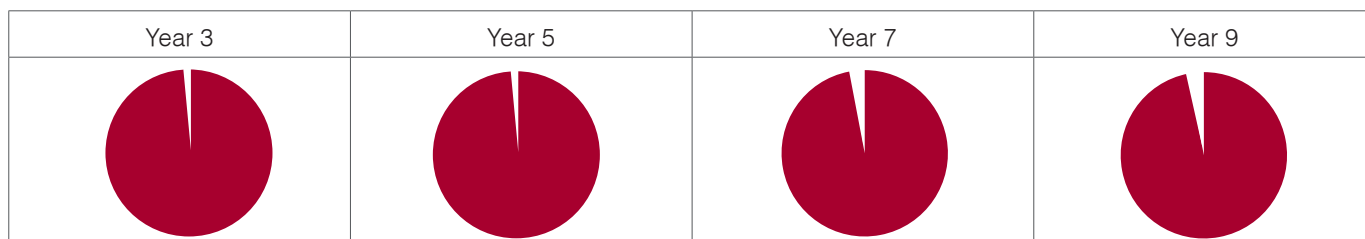
**Writing Results**



**Reading Results**



**Numeracy Results**



# Student results

## STUDENT ATTENDANCE

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

Total year levels 1 - 10 student attendance rate for 2025 = 88.24%.

### Summary of attendance by year level

Year Level	Attendance Rate	Year Level	Attendance Rate
1	88.20%	6	87.59%
2	88.73%	7	88.69%
3	90.35%	8	87.38%
4	88.99%	9	87.40%
5	89.95%	10	87.23%



## SENIOR SECONDARY OUTCOMES

The following information relates to students who completed SACE Stage 2 subjects in December 2025

SACE pass rate	100%
Total number of Year 12 students	103
Number of students achieving SACE	103
Number of students receiving a Australian Tertiary Admissions Rank	92
Number of students in Years 8-11 who undertook at least 1 Stage 2 subject	108
Number of students who applied to University	64
Number of students receiving 1st round offers to University	50
Number of Merit Certificates issued (subject scores of '20')	6
Percentage of subject grades which were rated 'A'	37%
Percentage of subject grades which were rated 'B'	41%
Percentage of students with a ATAR above 90	10.86%
Number of students completing at least one unit of competency related to VET (Stage 2 subjects only)	6

### Proportion of students at Year 12, 2025 compared to number of students in Year 9, 2022:

Total Year 9 students in 2022	132
Total Year 12 students in 2025 (at August Census)	102
Number of Year 9 students from Year 9, 2022, who were still enrolled at Tatachilla in 2025	96

## SACE RESULTS

### Stage 1 School Subject Results – by Grade Distribution

This report provides an overall grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all subjects, for 2025.

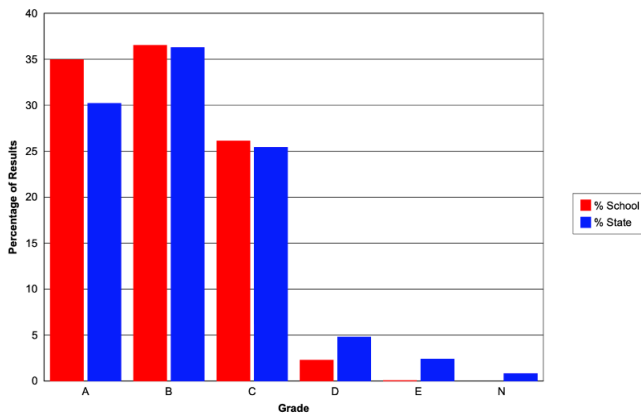
Grade	Number of Results (School)	% School	% State
A	445	34.96%	30.23%
B	465	36.53%	36.31%
C	333	26.16%	25.43%
D	29	2.28%	4.82%
E	1	0.08%	2.39%
N	0	0.00%	0.82%

### Stage 2 School Subject Results – by Grade Distribution

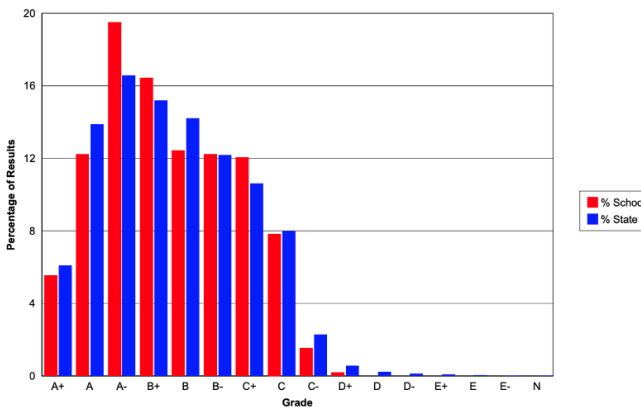
This report provides a grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all graded subjects, for 2025.

Grade	Number of Results (School)	% School	% State
A+	29	5.54%	6.09%
A	64	12.24%	13.87%
A-	102	19.50%	16.57%
B+	86	16.44%	15.18%
B	65	12.43%	14.22%
B-	64	12.24%	12.18%
C+	63	12.05%	10.61%
C	41	7.84%	7.99%
C-	8	1.53%	2.27%
D+	1	0.19%	0.55%
D	0	0.00%	0.22%
D-	0	0.00%	0.12%
E+	0	0.00%	0.06%
E	0	0.00%	0.04%
E-	0	0.00%	0.02%
N	0	0.00%	0.03%

### STAGE 1 SACE RESULTS



### STAGE 2 SACE RESULTS



# Tatachilla staff

The teaching and non-teaching staff at Tatachilla Lutheran College contribute much to the culture of the school and the education of students. The following sections provide information relating to members of staff employed by Tatachilla Lutheran College in 2025.

## STAFF STATISTICS (FIGURES TAKEN FROM AUGUST 2025 CENSUS)

	Non-Binary	Male	Female	Total
Total teaching staff members (full time equivalents)	0	31.6	56.6	88.2
Total non-teaching staff (full time equivalents)	0	13.4	29.2	42.6
Total staff (full time equivalents)	0	45	85.8	130.8
Total number of staff employed	0	115	49	164
Total number of Indigenous staff	0	0	0	0

## STAFF RETENTION

It is important that the staff of a school is relatively stable but it is also healthy for a school to have some staff turnover at the end of each year. During 2025 twenty permanent staff members resigned from Tatachilla Lutheran College of which one staff member moved to another Lutheran school and sixteen staff members moved to non-Lutheran schools or other organisations (including non-educational organisations) and three retired. The staff retention from 2024 to 2025 was 87.80%.

## STAFF ATTENDANCE

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

	Teaching Staff (Days)	Attendance Rate (%)	Support Staff (Days)	Attendance Rate (%)
Sick/Carers Leave	633.08	96.45%	266.55	97.39%
Compassionate Leave	23.66	99.87%	12.05	99.88%
Paternity Leave	30	99.07%	0	100%
Leave without pay	156.36	99.12%	128.11	98.75%
Total Days Absence	843.10	95.27%	406.71	96.02%

## QUALIFICATIONS OF TEACHING STAFF MEMBERS

Listed below are all teaching staff members employed during 2025 and their qualifications. The following table provides a summary of the qualifications of teachers. Please note that some staff members included in this data were employed on a short term contract during the year. All staff have appropriate certification for Mandatory Reporting, WWCC and First Aid.

Masters degree or higher	16	Bachelor degree	80
Post graduate qualifications	27	Diploma of teaching	9

# Professional development expenditure

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

The following table summarises the expenditure on professional development of staff in 2025.

## PARTICIPATION

Total number of days spent on staff professional development external to the school (this does not include whole staff professional development conducted internally)	164
Number of teachers undertaking additional formal tertiary study	7
Cost incurred in fees etc for professional development of teachers	\$43,860
Relief teacher costs for teachers attending conferences (this does not include relief teacher costs for short seminars).	\$0
Average professional development expenditure per full time equivalent (FTE) teacher	\$481

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

Teachers	100%
Non-Teachers	100%



# Community

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

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

Some of these opportunities are listed below.

- Twilight Food Affair
- Blessing of the animals
- Regular whole college and sub-school Chapel
- Annual Sports Day carnivals, both internal and Interschool
- Annual internal and Interschool Cross Country event.
- A broad range of Vocational Education and Training (VET) programs accessible from Years 10-12
- Futures Week and Work Experience program at Year 10
- Extensive sport opportunities for all students including involvement in the State based SAPSASA and SSSSA competitions
- Service opportunities through leadership in House, Student Representative Council (SRC), Peer Support and Tutor programs and the whole college leadership in Captains and Deputy Captains
- Inter House competitions across R-12 involving activities such as art, sport and team building programs
- A variety of clubs including debating, chess, computer gaming and other activities according to demand
- Biennial Japan trip
- Camboria Service Learning Trip
- Student Environmental Council which has membership across R-12 and is proactive in recycling and environmental issues within and outside of the College
- Youth Environmental Leaders Program
- Service programs embedded in curriculum through the Christian Studies program
- Army Cadet program

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

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

A richly diverse Performing Arts program including:

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

# Community feedback

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

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



# Financial

## TATACHILLA LUTHERAN COLLEGE INC ABRIDGED FINANCIAL STATEMENTS FOR 2025

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

### STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2025

INCOME	2025	2024
	\$	\$
Tuition Fee (Net)	7,401,279	7,644,819
Commonwealth Government Grants	13,238,387	12,551,624
State Government Grants	3,831,627	3,595,812
Other Income	541,542	533,036
<b>TOTAL RECURRENT INCOME</b>	<b>25,012,835</b>	<b>24,325,291</b>
EXPENSES	2025	2024
	\$	\$
Employee Expenses	17,606,145	15,736,067
Tuition Materials and Expenses	1,278,018	1,089,242
Property Expenses	1,248,877	1,114,391
Administration Expenses	3,151,340	2,962,642
Interest	510,688	463,628
Depreciation	758,624	801,306
<b>TOTAL RECURRENT EXPENSES</b>	<b>24,553,692</b>	<b>22,167,276</b>
<b>SURPLUS FROM RECURRENT INCOME AND EXPENSES</b>	<b>459,143</b>	<b>2,158,015</b>
NON OPERATING INCOME	2025	2024
	\$	\$
Capital Grants	98,614	110,000
Profit/Loss from Sale of Fixed Assets	0	1,500
<b>TOTAL NON OPERATING INCOME</b>	<b>98,614</b>	<b>111,500</b>
NON OPERATING EXPENSES	2025	2024
	\$	\$
Loss on sale of fixed asset	0	0
Other Non-Operating Expenses	0	0
<b>TOTAL NON OPERATING EXPENSES</b>	<b>0</b>	<b>0</b>
<b>NET SURPLUS FOR THE YEAR</b>	<b>557,757</b>	<b>2,269,515</b>
<b>NET CASHFLOW POSITION (INCLUDING CAPITAL EXPENDITURE AND LOANS)</b>	<b>4,452,309</b>	<b>6,025,472</b>

**STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2025**

<b>ASSETS CURRENT ASSETS</b>	<b>2025</b>	<b>2024</b>
	\$	\$
Cash and Cash Equivalents	4,452,309	6,025,472
Trade and Other Receivables	895,391	1,149,946
<b>TOTAL CURRENT ASSETS</b>	<b>5,347,700</b>	<b>7,175,418</b>
<b>NON CURRENT ASSETS</b>	<b>2025</b>	<b>2024</b>
	\$	\$
Property, Plant & Equipment	43,562,667	40,485,831
<b>TOTAL NON CURRENT ASSETS</b>	<b>43,562,667</b>	<b>40,485,831</b>
<b>TOTAL ASSETS</b>	<b>48,910,367</b>	<b>47,661,249</b>
<b>CURRENT LIABILITIES</b>	<b>2025</b>	<b>2024</b>
	\$	\$
Trade and Other Payables	2,424,137	2,129,197
Short Term Borrowings	1,051,911	682,168
Short Term Provisions	2,313,894	2,498,930
<b>TOTAL CURRENT LIABILITIES</b>	<b>5,789,942</b>	<b>5,310,295</b>
<b>NON CURRENT LIABILITIES</b>	<b>2025</b>	<b>2024</b>
	\$	\$
Long Term Borrowings	9,583,467	9,475,544
Long Term Provisions	432,470	322,277
<b>TOTAL NON CURRENT LIABILITIES</b>	<b>10,015,937</b>	<b>9,797,821</b>
<b>TOTAL LIABILITIES</b>	<b>15,805,879</b>	<b>15,108,116</b>
<b>NET ASSETS</b>	<b>33,104,484</b>	<b>32,553,129</b>
<b>ACCUMULATED FUNDS</b>	<b>2025</b>	<b>2024</b>
	\$	\$
Accumulated Surplus	31,744,817	31,193,462
Reserves	1,359,667	1,359,667
<b>TOTAL ACCUMULATED FUNDS</b>	<b>33,104,484</b>	<b>32,553,129</b>



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