



The Kidman Centre

Impact Report
2025



OUR MISSION

To understand, prevent and reduce mental health problems in young people aged 5 to 25, so that they can thrive through their formative years.

ABOUT THE KIDMAN CENTRE

WHAT WE DO:

- ✓ Deliver preventative mental health talks in schools and the community
- ✓ Provide evidence-based psychological treatments to young people and their families
- ✓ Evaluate treatments through the application of quality research
- ✓ Disseminate research through community outreach, presentations and training

WHO WE SERVE:

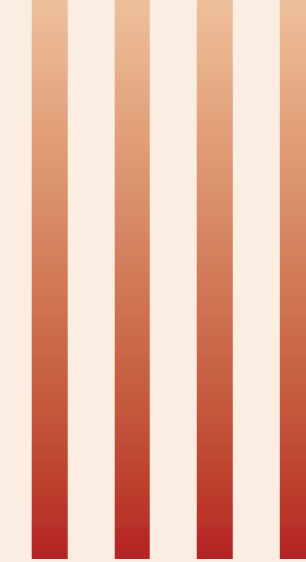
- ✓ Children and teenagers
- ✓ Young adults
- ✓ Parents and carers

TO IMPROVE THE SUPPORT AVAILABLE TO YOUNG PEOPLE, WE ALSO WORK WITH:

- ✓ Teachers and educators
- ✓ School counsellors
- ✓ Health practitioners
- ✓ Welfare professionals

ISSUES WE TREAT:

- ✓ Behavioural problems
- ✓ Bullying
- ✓ Anxiety
- ✓ Depression
- ✓ School-related stress
- ✓ Mood disorders
- ✓ Self-esteem issues
- ✓ Trauma
- ✓ Parenting issues



TRIBUTE TO PROFESSOR ANTONY KIDMAN

Professor Antony Kidman was the director of The Kidman Centre for 30 years. His vision, one we maintain today, is that no child falls through the cracks of the mental health system.

Today and every day, we remember our founder Professor Antony Kidman, whose vision and mission is at the core of what we do. He paved the way for youth mental health in Australia and we remain in his debt for founding The Kidman Centre and offering the leadership to ensure we remain a centre of excellence.



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2025 SERVICE SNAPSHOT



4,502 STUDENTS
ATTENDED THE HSC STRESS
MANAGEMENT WORKSHOP



2,818 STUDENTS
ATTENDED THE FRIENDSHIP
FORMULA WORKSHOP



570 PARENTS
ATTENDED THE
COMMUNITY SEMINARS



75 SCHOOLS
PARTICIPATED IN THE
THRIVE WORKSHOP



2,700 PARENTS
SIGNED UP TO THE SUPERPARENT
POWERS DIGITAL PROGRAM TO DATE



1,688 TEACHERS
WERE SUPPORTED THROUGH
THE TEACHER TOOLKIT



3 PRESENTATIONS
WERE DELIVERED AT MAJOR
EDUCATION CONFERENCES ON
BULLYING PREVENTION



FROM THE DIRECTOR

This year marked an important expansion of The Kidman Centre’s work, with a new and significant emphasis on bullying prevention. Ongoing media coverage of tragic outcomes and the harms of bullying, alongside a steady stream of related cases in our clinic, has prompted us to deepen our commitment to this critical issue.

We now understand that schools more vulnerable to bullying tend to have weaker social connections among students and between students and teachers. This lack of connection, and the resulting absence of a sense of belonging, makes unkind behaviour and bullying more likely.

The solution lies in moving beyond a sole reliance on punitive approaches such as expulsion (while recognising these are sometimes necessary for safety) and instead adopting whole-of-school strategies that foster connection and inclusion at all levels: among students, between students and teachers, and across the broader parent-school community.

In line with the evidence, we aim to create more connected, kinder and inclusive school communities to combat bullying.

To this end, Dr Sophia Drysdale delivered invited speeches at three major educational conferences this year, presenting evidence-based solutions to bullying to audiences of well-being staff, school principals, and board members.



In partnership with Independent Schools NSW, we also delivered targeted training for educators in secondary schools to address bullying. While meaningful progress has been made on bullying prevention, this is only the beginning, with significant further impact and innovation planned for the year ahead.

In another exciting initiative, we launched *SuperParent Powers* at Parliament House, an online training program designed to equip parents of 10-15 year olds with skills to strengthen their relationship with their child. This program aims to reduce the national prevalence of youth anxiety and depression by enhancing a key protective factor that buffers against illness: the parent-child relationship. We have partnered with 14 major educational and parenting organisations and plan to expand dissemination, including into regional areas, throughout 2026.

Lastly, I would like to express my sincere gratitude to the UTS Vice-Chancellor, Professor Andrew Parfitt; the Dean and Deputy Dean of Science, Professors James Wallman and Philip Gale; and the board members of the Antony Kidman Foundation: Stephen Peach, Antonia and Craig Marran, Scott Bell, Sharon Porter, and Tracey Bell. I am proud of our team’s accomplishments this year and look forward to our continued growth and impact in 2026.

Dr. Rachael Murrhiy
Director



L-R: Jordan Baker (Editor of The Sydney Morning Herald), The Hon. Rose Jackson (NSW Minister for Mental Health), Antonia Marran (Patron of The Kidman Centre)

SUPERPARENT POWERS: A LANDMARK YEAR AND A POWERFUL PARLIAMENTARY LAUNCH

In November, The Kidman Centre reached a major milestone with the official launch of our online parent training program SuperParent Powers (SPP) at NSW Parliament House.

Decades of psychological and developmental research show that strong parent-child relationships are one of the most powerful protective factors for young people's mental health. Recognising this, the SPP program aims to equip parents and caregivers with the knowledge and skills to strengthen their relationship with their child. The program includes 2.5 hours of engaging content, following the lives of four diverse families who are navigating common parenting challenges.

A STRONG MESSAGE FROM PARLIAMENT HOUSE

Held in the heart of NSW Parliament, the parliamentary launch for SPP brought together leaders from government, research, media, education and the community sector. It provided a high-profile platform to highlight the urgent need for prevention-focused, evidence-based approaches to youth mental health. The attendance of senior NSW representatives, including The Hon. Rose Jackson, Minister for Mental Health in NSW, and The Hon. Courtney Houssos, Acting Minister for Education and Early Learning in NSW, underscored the alignment between SuperParent Powers and national priorities around early intervention, family support and long-term mental wellbeing.



A SHARED COMMITMENT TO PREVENTION

Speeches during the event reflected a shared commitment to prevention and collaboration. The Kidman Centre Director, Dr Rachael Murrhiy, spoke of the Centre's long-standing focus on early intervention and its vision for scaling evidence-based programs nationally, as well as the close relationship and collaboration with donors and school and parent organisations. Chair of The Anthony Kidman Foundation, Stephen Peach, echoed the strategic importance of investing in initiatives that can reach families across Australia, regardless of geography or socio-economic background. The final speaker, SPP Project Manager, Simone Hain revisited the research foundations of SPP, how it came to life, and the importance of translating science into practical tools that parents can use in everyday life.



PANEL DISCUSSION BRIDGING RESEARCH, POLICY AND PUBLIC DISCOURSE

The highlight of the launch was a panel discussion, MC'd by Brigid Glanville of GRACosway, that brought together diverse perspectives on youth mental health and prevention. Antonia Marran, Patron of The Kidman Centre, shared her commitment to improving outcomes for young people and the importance of supporting parents early.

Jordan Baker, Editor of The Sydney Morning Herald, also discussed the role of the media in shaping public understanding of youth mental health and the value of evidence-informed reporting. The Minister for Mental Health, the Hon. Rose Jackson, spoke further about the critical role of prevention in government policy and the need to invest in initiatives that strengthen families before difficulties escalate. Together, the panel reinforced a clear message: meaningful progress in youth mental health requires early action, strong partnerships, and sustained support for parents.



MEDIA ATTENTION AND PUBLIC REACH

The launch attracted significant media attention, extending the reach of SPP well beyond the room. Channel 9 attended the event, filming proceedings and conducting lengthy interviews with Antonia Marran.

The interview aired as part of an extended evening television news segment, introducing SPP to a national audience and helping to raise awareness of the importance of preventive, family-based approaches to mental health. This exposure translated directly into engagement, resulting in more than 2,100 new website visitors.



STRONG SECTOR PARTNERSHIPS

The program's growing reach and relevance were reflected not only in political attendance, but also in the diversity of organisations represented in the room. Partners from across the mental health, education and community sectors attended. Organisations such as headspace, the Australian Council of Educational Leaders, Parents Victoria, the Association of Independent Schools NSW, and the NT Council of Government School Organisations, among others, have played a key role in extending the program's reach. These partnerships have been instrumental in extending the reach of SPP beyond traditional clinical and academic settings and into the everyday environments where parents seek guidance. School and parent organisations in particular played a critical role in embedding SPP within trusted community channels and reaching families who may otherwise have limited access to evidence-based parenting support, especially in regional and remote areas.

We particularly would like to thank Distinguished Professor Alaina Ammit, UTS Pro Vice-Chancellor (Research), Kristen Douglas, Head of headspace Schools & Communities, and Laura Brennen, Manager of Mental Health & Wellbeing at Independent Schools NSW for their attendance at the launch and continued support.

The Kidman Centre will continue to expand our sector partnerships with peak bodies in 2026, with all partners to date having committed to ongoing promotion of SPP through their established communication channels.



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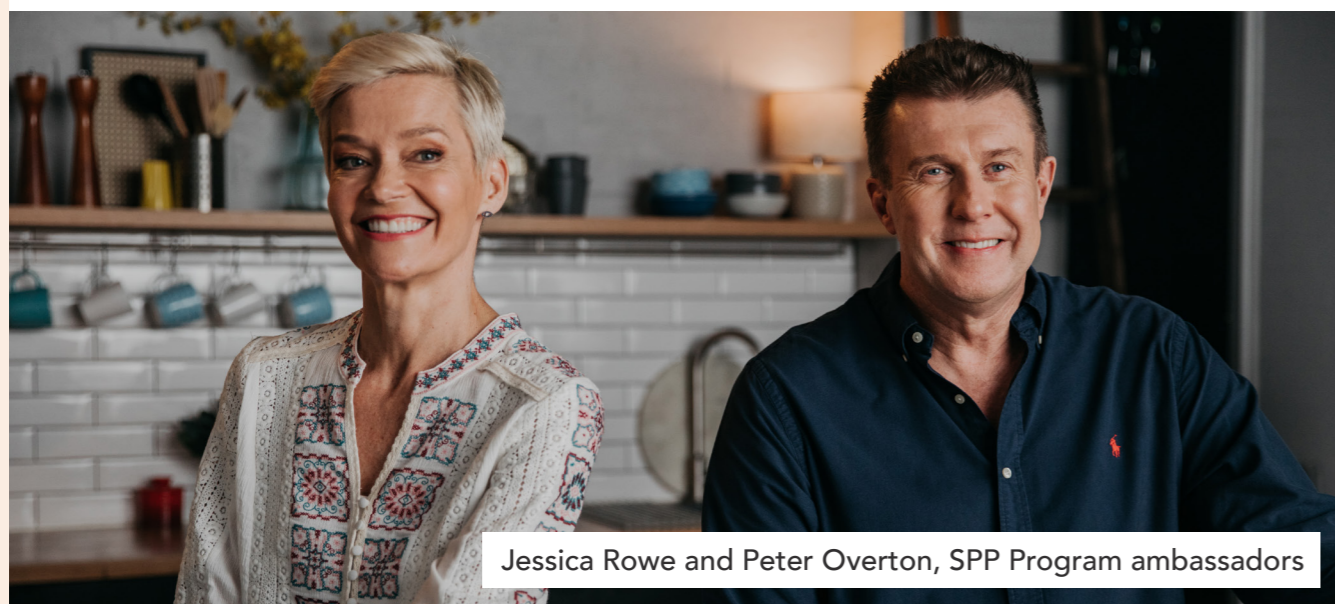
EVIDENCE TO SUPPORT IMPACT

Importantly, the launch coincided with the availability of findings from the Pilot trial. The study compared families who completed the SPP program with a control group who viewed unrelated educational content on adolescence.

Preliminary results show that parents and adolescents who participated in SPP reported greater improvements in communication, including increased openness and fewer communication problems, compared with the control group. Research showed both parents and adolescents also reported stronger emotional connection and reductions in hostile communication.

Encouraging early mental health outcomes were observed, particularly in relation to adolescent social anxiety, which decreased more substantially in the SPP group from both parent and adolescent perspectives. Parent reports also indicated greater reductions in depressive symptoms among adolescents who completed the program.

These findings provide promising early evidence that SuperParent Powers delivers measurable benefits beyond general psychoeducation, reinforcing its potential as a scalable, prevention-focused intervention.



Jessica Rowe and Peter Overton, SPP Program ambassadors

Both parents and adolescents reported stronger emotional connection and reductions in hostile communication



SUPERPARENT powers



LOOKING AHEAD...

With growing recognition from government, strong cross-sector partnerships, increasing public visibility and encouraging early research findings, SuperParent Powers is well placed to expand its reach and impact in the years ahead.

As we move into the next phase, The Kidman Centre remains committed to building on this momentum, strengthening collaborations, extending access to families across Australia, and continuing to generate high-quality research evidence to inform policy and practice.



Dr Sophia Drysdale - Senior Clinical Psychologist, The Kidman Centre

CREATING SAFER FUTURES FOR YOUNG AUSTRALIANS: ADDRESSING SCHOOL BULLYING

In 2025, bullying remained a critical issue for the mental health and wellbeing of young Australians. The release of the Australian Government's Anti-Bullying Rapid Review further reinforced the complexity of bullying in school communities and highlighted the need for coordinated, evidence-based and preventative responses across the education system.

Within New South Wales, schools continued to navigate increasing expectations around student safety, duty of care, and psychosocial risk, alongside heightened public, regulatory

and governance scrutiny. Against this backdrop, The Kidman Centre's work has focused on increasing its commitment to supporting schools and educators to address bullying by translating psychological research into practical action.

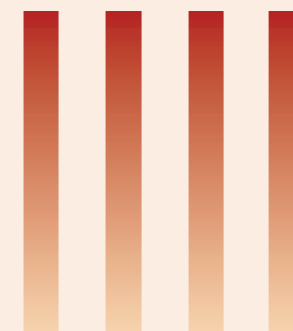
In partnership with the Independent Schools of New South Wales (ISNSW), The Kidman Centre presented at three major sector conferences in 2025, reaching educators, school leaders, governance teams and school counsellors.

TURNING EVIDENCE INTO PRACTICE FOR WELLBEING LEADERS

At the ISNSW's K-12 Wellbeing Conference *Rise and Shine*, attended by approximately 400 educators, Dr Sophia Drysdale delivered a presentation and an interactive Masterclass Workshop titled *Bullying in Focus: Turning Parents into Allies for Safer Schools*. This practical session explored the mental health impacts of bullying, equipped teachers with evidence-based strategies, and emphasised the vital role of parent-school collaboration in both prevention and response to bullying.

A central theme of the workshop was the importance of strong, trusting relationships with families. While these relationships are foundational to effective anti-bullying practice, educators consistently identified them as one of the most challenging aspects of their work. Participant feedback reflected both the relevance of the session and the strong demand for deeper professional learning in this area. Specifically, educators reported that the content confirmed and strengthened their existing practice and highlighted the need for further engagement around prevention, intervention and working with parents.

"The feedback we received was overwhelmingly positive...we are so grateful for the impact you made"



PARTICIPANT FEEDBACK

Participant feedback reflected both the relevance of the session and the strong demand for deeper professional learning in this area.

One educator shared:

"Great steps shared for how to work through a bullying incident with a family. Would love more time to listen to Sophia. I would like a whole day on bullying, prevention, strategies, dealing with parents etc."

Another commented:

"Sophia Drysdale was excellent. Confirmed and enhanced our practice and procedures."

Conference organisers also noted the impact of the session, sharing that:

"The feedback we received was overwhelmingly positive...your presentation clearly resonated with the delegates, and we are so grateful for the impact you made."

SUPPORTING LEADERSHIP AND GOVERNANCE FOR SAFER SCHOOLS

In April, The Kidman Centre extended this work to school leadership and governance audiences at the ISNSW Governance Symposium, *From Risk to Opportunity*, attended by nearly 700 independent school board members and leadership teams. Alongside keynote speakers, including The Hon. Prue Car MP and Professor Eric Knight (Deputy Vice-Chancellor, Macquarie University), we presented on *Bullying and Risk Management: Critical Considerations for Boards*.

This session examined the psychosocial risks associated with bullying alongside the broader governance, legal and reputational implications for schools. School boards were supported to consider practical, evidence-informed approaches to prevention and response as part of their duty of care to safeguard students, staff and the wider school community.



EVIDENCE-BASED BEST PRACTICE FOR SCHOOL COUNSELLORS

The Kidman Centre's final conference contribution for the year took place at the Kaleidoscope of Human Experience ISNSW School Counsellors' Conference in August 2025. This presentation focused on the role of school-based mental health professionals in preventing and responding to bullying.

The session, presented to 100 school counsellors, provided an overview of the latest evidence-based best practice for managing bullying in school contexts, with a strong emphasis on practical, actionable strategies that counsellors could apply within their school communities. Particular attention was given to the critical role school counsellors play in supporting both students who have experienced bullying and those who have engaged in bullying behaviours, as well as the evidence-based tools most effective in promoting student safety and wellbeing. This work recognises the critical role counsellors play in creating safer school environments and supporting long-term mental health outcomes for young people.



LOOKING AHEAD...

Throughout 2025, The Kidman Centre's work in the area of bullying has continued to emphasise prevention, early intervention and the central role of relationships in creating safe school environments. Our partnership with ISNSW will continue into 2026, with collaborative work underway to develop and deliver Masterclasses and manuals for educators focused on evidence-based best practice in managing bullying behaviour in schools.

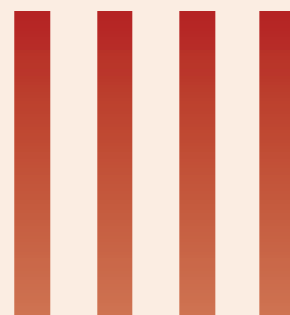
In addition, relationships developed during 2025 have supported the further strengthening of our research capacity in this area, including collaboration with Emeritus Professor Donna Cross OAM. In November, the whole team undertook training in Professor Cross' Friendly

Schools approach and we have since been engaged in discussions with Professor Cross around ongoing development of evidence-based anti-bullying research and initiatives.

Bullying causes profound harm, but the research is clear that there are ways to support schools with regard to prevention, and management when incidents occur. With the continued support of our donors, The Kidman Centre is able to turn evidence into action, equip schools, educators, students and families to help create school environments where young people feel safe, connected and valued.

Thank you for partnering with us to support safer futures for all young Australians.

School boards were supported to consider practical, evidence-informed approaches to prevention and response



TEACHER TOOLKIT (2025): FROM LAUNCH TO REAL MOMENTUM IN SCHOOLS

At the end of 2024, we were incredibly fortunate to receive funding from philanthropic donors to launch a new initiative supporting teachers, when educator burnout and workforce attrition are at critical levels.

Teachers are navigating increasingly complex student needs, escalating behaviour challenges, growing workloads, and limited support - all while trying to create safe, inclusive learning environments.

The Teacher Toolkit workshop series was introduced in direct response to these challenges. This in-person professional learning series provides teachers with practical, bespoke, evidence-based strategies they can use immediately and strengthens their confidence and well-being, helping them stay in the profession and thrive. In 2025, the Teacher Toolkit shifted from a newly launched initiative to a program with significant reach and momentum across schools.

Delivery spanned government, Catholic, and independent schools, as well as multi-school network events, enabling the program to strengthen both individual school communities and broader education networks.

Schools engaged with the Teacher Toolkit across diverse focus areas. Some of the workshops included are: The accidental counsellor, managing challenging behaviours, understanding Autism and ADHD through a neuro-affirming lens, trauma-informed practice in the classroom, working with parents and teacher wellbeing. While topics varied, each session shared a consistent approach: grounding learning in evidence, connecting it to everyday school realities, and translating it into clear, usable strategies.

A defining feature of the program is its emphasis on practical relevance. Workshops were built around realistic scenarios and challenges identified by educators, supporting staff not only in understanding why students behave as they do, but also in knowing what to do next in the classroom, in wellbeing conversations, and in moments that matter.



Burwood Girls



Gertrude's Catholic P.S.



Blakehurst High School



WHAT TEACHERS TOLD US

Teachers consistently highlighted the Toolkit's combination of real-world relevance, accessible explanations, and practical strategies:

"The case study presented was exactly what we see in this school. It could have been a number of our students. The strategies were practical and relevant."

"The talk helped challenge misconceptions about ADHD and explained brain differences in a way that really made sense."

"The Accidental Counsellor training is invaluable for all school staff, not just wellbeing teams."

"The session was engaging, relevant, and well adapted to our needs as a wellbeing team."

"What made these talks different was the balance — enough theory to understand Autism and ADHD, and practical strategies we could use straight away in the classroom."

Teachers also reinforced the program's broad value and immediate impact:

"This is essential for supporting students!!!"

"A very valuable workshop that is beneficial for everyone, not just teachers."

"Informative and valuable to any teacher who works with young people."

"Thought provoking with useful frameworks."

"This workshop gave me more confidence when talking to upset children."

LOOKING AHEAD...

The Teacher Toolkit's delivery in 2025 demonstrates strong uptake, meaningful reach, and sustained engagement. By combining scale with depth as well as evidence-based knowledge with practical application, the program is making a tangible contribution to supporting teachers and strengthening school responses to student and teacher wellbeing.

- 1. UNDERSTANDING MENTAL HEALTH: WHAT TEACHERS NEED TO KNOW**
Key insights into anxiety and depression to help teachers identify and support students.
- 2. DEALING WITH CHALLENGING BEHAVIOURS**
Effective strategies beyond rewards and punishments using Ross Greene's **Collaborative and Proactive Solutions**.
- 3. WORKING WITH NEURODIVERGENT CHILDREN**
Practical tools for supporting students with Autism and ADHD (split into two 1-hour sessions)
- 4. WORKING WITH PARENTS**
Assertive techniques for managing and resolving issues with parents.
- 5. TEACHER MENTAL HEALTH & WELL-BEING**
Strategies to support teachers' own mental health and resilience.
- 6. ACCIDENTAL COUNSELLOR**
What to do when a student shares serious personal issues.
- 7. ENGAGING SHY CHILDREN IN CLASS**
Methods to encourage participation from shy students using exposure hierarchies.
- 8. MANAGING ANXIETY IN THE CLASSROOM**
Strategies to help manage and reduce student anxiety and increase confidence.
- 9. TRAUMA-INFORMED APPROACHES IN THE CLASSROOM**
Techniques for applying trauma-sensitive practices in the educational setting.

INTERESTED?
EMAIL ME AT: ANNA.DEDOUSIS-WALLACE@UTS.EDU.AU
LET US DISCUSS HOW WE CAN SUPPORT YOUR SCHOOL COMMUNITY.

www.tkc.uts.edu.au

ACROSS THE YEAR

36 PROFESSIONAL LEARNING TALKS DELIVERED

1,688 TEACHERS REACHED

29 SCHOOLS SUPPORTED



THRIVE: FROM REGIONAL NSW TO THE NORTHERN TERRITORY

In 2025, The Kidman Centre’s THRIVE Program continued to train educators working in some of Australia’s most under-resourced school communities. Across the year, our Clinical Psychologists delivered eight full-day workshops: six across regional New South Wales reaching educators in Moree, Griffith, Armidale, Tamworth, Wagga Wagga, Albury, and expanding into the Northern Territory at Alice Springs.

THRIVE is a full-day specialised workshop designed for school staff, with our team flying out to deliver them in person and free of charge. The workshops are held in centralised locations such as RSL clubs, and all local schools are invited to send three to four representatives. Grounded in cutting-edge neuroscience and clinical research, the workshops equip educators with practical

strategies they can implement immediately to support students experiencing anxiety, emotional dysregulation, and trauma-related distress. Importantly, THRIVE also acknowledges the emotional load carried by teachers, helping them better understand their own stress responses, reduce burnout, and build sustainable ways of caring for themselves alongside their students.

Across all locations, feedback was outstanding. Ninety percent of participants rated the workshop 5 out of 5 for overall satisfaction, while 100% reported feeling “confident” or “very confident” supporting students experiencing anxiety and trauma following the training. All participants reported they would recommend the workshop to a colleague, reflecting the immediate impact and applicability of the content.



TEACHER COMMENTS

“The workshop was amazing- not only will it help me in the classroom, I know it will help me in my personal life with family and friends.”

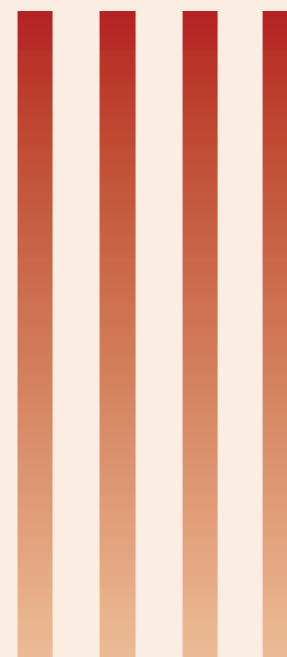
“It was so helpful to not focus on diagnosing and pathologising feelings, and instead focus on skills we can develop.”

“The workshop had excellent explanations and fantastic take-home resources.”

“Everything was so informative- I know I’m going to use the strategies straight away.”

“Roanna was so knowledgeable and took the time to make the examples feel very relevant to our school setting”.

Across regional NSW, educators described rising levels of student anxiety, emotional dysregulation, and trauma exposure



Across regional New South Wales, educators described rising levels of student anxiety, emotional dysregulation, and trauma exposure, often linked to poverty, family violence, natural disasters, and limited access to mental health services.

Teachers frequently reported expanding far beyond their traditional roles, providing emotional support, crisis intervention, and care coordination, while navigating increasing workload and burnout.

THRIVE workshops provided both practical tools and emotional validation, helping educators feel more equipped, confident, and supported.



THRIVE GOES TO ALICE SPRINGS!

In 2025, The Kidman Centre reached a significant milestone by expanding THRIVE beyond New South Wales for the first time in its history, delivering two intensive workshops in Alice Springs.

This expansion followed growing awareness of the acute mental health and educational challenges facing children and families in the Northern Territory, particularly in remote and Aboriginal communities, where rates of trauma exposure, youth justice involvement, and educational disadvantage are among the highest in Australia.

In consultation with local educators and community stakeholders, we identified a pressing need for trauma-informed, culturally responsive training that could strengthen local capacity and support educators working at the frontline of complex social challenges.

In Alice Springs, we delivered two consecutive THRIVE workshops. The first workshop brought together 18 educators across various primary and high schools, including teachers, principals, learning support officers, and wellbeing staff. The second workshop was in school at Yipirinya, a unique Aboriginal community school delivering education in English and four local Aboriginal dialects. Before visiting Alice Springs, we completed cultural supervision and a two-hour lengthy consultation with Yipirinya's wellbeing team to adapt the program for cultural relevance, including Aboriginal perspectives, trauma-informed language, and reflective tools.

Alice Springs educators described daily challenges such as severe educational disadvantage, food insecurity, domestic violence and youth crime with many students missing years of schooling. Teachers reflected on the emotional toll of supporting children arriving at school hungry, distressed and many without previous exposure to a structured learning environment.



TEACHER COMMENTS

"Weekends, school holidays and public holidays can be highly dysregulating - for many kids, school is their safe place."

"Some of these kids go out on country and we don't see them for weeks or even months. It's so hard to teach when you don't know who will show up day to day."

"A lot of kids will have food insecurity. That's why we have the canteen for breakfast and lunch and sometimes send them home with food packs."

"There is a lot of youth crime, many kids attend school wearing ankle monitors, some kids are proud of theirs, they wear it like jewellery."

"Literacy is very low so a lot of non-attendance is due to shame of being unable to do any of the classwork."

"It feels like we're putting kids into a system where they're just doomed to fail sometimes."

"Most kids are not used to boundaries so school becomes very difficult."

"If there is suicide it affects the whole community, all the local schools are shut down, grief is experienced much deeper."



The second workshop at Yipirinya School involved over 50 staff, including classroom and language teachers, support staff, school nurses, bus drivers, and Aboriginal outreach workers. Staff described working with highly transient students, complex trauma, and unpredictable attendance. Children often rely on the school for essential meals, transport, and stability. Educators face aggression and neglect regularly yet demonstrate extraordinary dedication by arriving early to warm classrooms, maintaining engaging programs, and creating initiatives like school choirs to foster belonging.

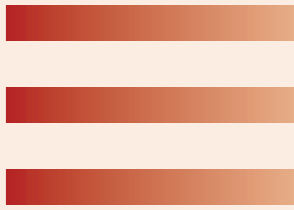
The workshop helped staff reframe behaviour as communication rather than defiance, understand fight, flight, freeze, and fawn responses, and validate their intuitive approaches with therapeutic models such as the "window of tolerance" and the iceberg model. Staff reported renewed confidence, practical tools, and validation, highlighting the critical importance of culturally responsive, trauma-informed training in these communities.

With the generous support of our donors, THRIVE continues to extend its reach into Australia's most under-resourced communities, ensuring that educators and the children they support are equipped with the knowledge, tools, and confidence to thrive.





Approximately 95%
of participants rated
overall satisfaction
as 4/5 or 5/5



2025 STUDENT WORKSHOP WRAP-UP: HSC STRESS MANAGEMENT AND THE FRIENDSHIP FORMULA

In 2025, The Kidman Centre delivered in school wellbeing workshops to over 7,300 senior high school students across Sydney, equipping young people with practical tools to manage stress, build confidence and assertiveness skills, as well as set healthy boundaries. Across metropolitan and regional schools, we delivered two flagship programs: HSC Stress Management and a new workshop introduced in 2025, The Friendship Formula: Assertiveness, Boundaries and Confidence.



Together, these programs reached 2,797 girls and 1,705 boys in HSC Stress Management, and 2,291 girls and 527 boys in The Friendship Formula. These workshops form a core part of our preventative mental health approach, supporting students before emotional distress escalates and embedding psychological skills within everyday school culture.

The HSC Stress Management workshops were delivered to senior students navigating one of the most demanding academic periods of their schooling. Using evidence-based strategies drawn from Cognitive Behavioural Therapy, Acceptance and Commitment Therapy, and contemporary neuroscience, students learned practical techniques to manage anxiety,

regulate physiological stress, and maintain focus and emotional balance during exams. The sessions explored how stress impacts the brain and body, teaching students how to recognise early signs of overload and respond with effective coping strategies. Tools included breathing and grounding techniques, cognitive strategies for managing worry, behavioural planning, and self-compassion practices designed to reduce perfectionism and burnout. Schools consistently reported that these workshops not only reduced exam-related anxiety but also improved students' confidence, emotional awareness, and capacity to self-regulate, skills that extend far beyond the exam hall.



STUDENT COMMENTS

"I found watching the real-life scenarios explaining assertive communication styles so enjoyable and helpful."

"The roleplays where we got to act our passive, aggressive, and assertive communication was the highlight."

"The workshop was so interactive and fun."

"I found the anger iceberg a very helpful technique to understand how suppressing emotions can result in aggressive outbursts."

The Friendship Formula, introduced in 2025, responds to growing concerns around peer conflict, bullying, emotional reactivity, and social anxiety among adolescents. Designed specifically for high school students, this interactive workshop focuses on assertive communication, emotional regulation, healthy boundaries, and social confidence. Students learn to recognise the differences between passive, aggressive, and assertive communication styles, and practise skills that help them express their needs respectfully while maintaining positive relationships. Through practical scenarios, role-play, and guided discussion, students explore how to stand up for themselves without escalating conflict, communicate boundaries clearly and respectfully, navigate peer pressure and social challenges, and build emotional resilience and self-confidence.

Approximately 95% of participants rated overall satisfaction as 4 or 5 out of 5, with similarly high ratings for engagement, interest, and understanding of assertive communication.

Together, the Senior Student Workshop program supports young people at two pivotal stages: during periods of high academic stress and throughout their social and emotional development. By embedding psychological skills early, these workshops contribute to stronger emotional resilience, healthier peer dynamics, and improved wellbeing outcomes across entire school communities. With the generous support of donors, The Kidman Centre continues to deliver high-impact, evidence-based mental health education at scale, reaching thousands of students each year and creating lasting change across Australia's schools.



COMMUNITY WORKSHOPS: EMPOWERING PARENTS AND CAREGIVERS

In 2025, The Kidman Centre delivered ten free community seminars for parents and caregivers, equipping families with evidence-based psychological tools to support children's emotional wellbeing. These workshops form a cornerstone of our preventative mental health mission, empowering families with practical strategies early, before emotional difficulties become entrenched.

Across the year, 570 families registered for the workshop series, reflecting strong community demand for accessible, trustworthy mental health education.

Sessions covered a broad range of topics, including childhood and adolescent anxiety, exposure therapy, acceptance and commitment therapy, emotional regulation skills, ADHD and executive functioning, digital wellbeing, low mood and suicide risk, and healthy family communication. Each workshop was designed and delivered by one of our Clinical Psychologists, Roanna Chan, translating cutting-edge psychological research into clear, practical strategies parents could implement immediately at home.

Feedback across the program was overwhelmingly positive. Most participants (80%) rated their overall satisfaction as 5 out of 5, while the remaining 20% rated the workshops 4 out of 5. All attendees rated the sessions 4 or higher for relevance and usefulness to their child's specific needs, highlighting the real-world applicability of the content. Parents consistently praised the clarity, warmth, and practicality of the workshops.

A consistent theme across feedback was the relief parents felt in gaining both clarity and confidence around parenting. Many described feeling reassured to finally understand the science behind their child's anxiety or behaviour, and were empowered by learning concrete strategies to support emotional growth at home. By removing financial barriers and delivering these workshops free of charge via Zoom, The Kidman Centre ensures that families across

the community, regardless of background, can access high-quality, evidence-based mental health education. This preventative approach strengthens families, reduces distress, and supports healthier developmental pathways for children and adolescents.



570 FAMILIES REGISTERED FOR THE WORKSHOP SERIES



80% OF PARTICIPANTS RATED SATISFACTION AS 5/5



REMAINING 20% OF PARTICIPANTS RATED SATISFACTION AS 4/5

The Kidman Centre UTS

FREE WORKSHOP CALENDAR 2025

The Kidman Centre UTS is a youth mental health treatment and research centre based at the Prince of Wales Hospital in Randwick. These workshops are designed to equip parents and caregivers with practice, evidence-based psychological strategies to help them navigate a range of life's challenges.

To register for a workshop please make sure to sign up:

<https://tinyurl.com/KidmanParentWorkshops>




Call us 02 9514 4077
Email us roanna.chan@uts.edu.au
The Kidman Centre UTS, Parkes 10 East, Prince of Wales Hospital, High Street, Randwick Sydney 2031
@thekidmancentreats

WORKSHOP 1
Raising Resilient Kids: Helping Children Manage Anxiety
WHO IS THIS FOR: Parents and caregivers of children aged 6–12
DESCRIPTION: Learn how to support your child's anxiety using practical tools drawn from Cognitive Behavioural Therapy (CBT). This workshop explains the science behind anxiety and introduces strengths-based strategies that help children challenge unhelpful thinking and build brave behaviours.
TUES 27 MAY 2025 (6–7PM)

WORKSHOP 2
Teen Anxiety (Part 1): Understanding Worry and Thinking Traps
WHO IS THIS FOR: Parents and caregivers of teens aged 12–18
DESCRIPTION: Does your teen get stuck in their worries? In this first session of our two-part series, we unpack the science of anxiety and explore how to support teens using CBT-based strategies to manage worry, rumination, and unhelpful thinking patterns.
TUES 10 JUNE 2025 (6–7PM)

WORKSHOP 3
Teen Anxiety (Part 2): Building Confidence with Exposure Strategies
WHO IS THIS FOR: Parents and caregivers of teens aged 12–18
DESCRIPTION: Building on Part 1, this session focuses on how to support teens in facing their fears—like public speaking or social situations—using step-by-step exposure therapy techniques. Learn how to create an exposure hierarchy to reduce avoidance and build confidence.
WED 9 JULY 2025 (4–5PM)

WORKSHOP 4
Making Space for Anxiety: Tools from Acceptance and Commitment Therapy
WHO IS THIS FOR: Parents and caregivers of anxious children or teens
DESCRIPTION: This workshop introduces practical tools from Acceptance and Commitment Therapy (ACT) to help young people make room for anxiety, rather than fight it. We'll explore mindfulness, defusion strategies, and values-based actions that support emotional flexibility.
MON 4 AUG 2025 (6–7PM)


WORKSHOP 5
Body Calm: Relaxation Skills to Support Emotional Distress
WHO IS THIS FOR: Parents and caregivers of children and teens
DESCRIPTION: Does your child experience nausea, muscle tension, a racing heart, or other physiological signs of distress? This workshop explores body-based coping tools including progressive muscle relaxation, calming breath techniques, grounding skills, and mindfulness to help regulate the body's response to stress.
TUES 26 AUG 2025 (6–7PM)

The Kidman Centre UTS

FREE WORKSHOP CALENDAR 2025

To register for a workshop please make sure to sign up:

<https://tinyurl.com/KidmanParentWorkshops>

Call us 02 9514 4077
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The Kidman Centre UTS, Parkes 10 East, Prince of Wales Hospital, High Street, Randwick Sydney 2031
@thekidmancentreats

WORKSHOP 6
Tech-Smart Parenting: Creating Healthy Screen Time Habits
WHO IS THIS FOR: Parents and caregivers of children and teens
DESCRIPTION: Held during the school holidays, this workshop will help you develop balanced screen time routines with your kids. Learn how to create a family plan, understand common apps, and build healthier digital habits that support mental wellbeing.
TUES 16 SEPT 2025 (4–5PM)

WORKSHOP 7
Supporting Teens with Low Mood and Suicide Risk
WHO IS THIS FOR: Parents and caregivers of teens
DESCRIPTION: Learn how to support teens experiencing low mood and navigate conversations around suicide safely. This session explores the cycle of low mood and offers practical, evidence-based strategies for checking in, building connection, and opening difficult conversations with care.
WED 1 OCT 2025 (6–7PM)

WORKSHOP 8
Helping Teens with ADHD: Tools to Support Executive Functioning
WHO IS THIS FOR: Parents and caregivers of children and teens with ADHD
DESCRIPTION: Executive functioning plays a key role in ADHD. This workshop introduces practical tools used in therapy—like planners, visual timetables, verbal warnings, and scaffolds—to help teens improve organisation, focus, and independence.
TUES 11 NOV 2025 (6–7PM)

WORKSHOP 9
Putting It All Together: A Clinical Psychologist's Guide to Supporting Your Child
WHO IS THIS FOR: Parents and caregivers of children and teens
DESCRIPTION: Want to know how it all fits together? In this final session, a clinical psychologist shares five key evidence-based strategies to support children's emotional wellbeing—covering thoughts, feelings, behaviours, body signals, and the role of family connection.
TUE 2 DEC 2025 (6–7PM)



PARENT COMMENTS

"The examples helped me understand different anxiety provoking situations and the best approach. Roanna kept it simple and insightful, but always easy to comprehend."

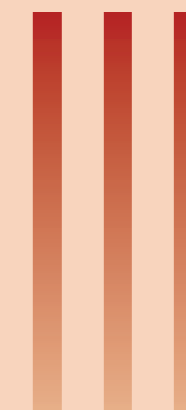
"Useful, practical strategies. Love the presentation of information. Our kids even listened along."

"Everything was so informative, I know I'm going to use the strategies straight away."

FROM A SPEECH THERAPIST

"I'm a speech therapist and work with clients who often report very negative thoughts about themselves. The ACT defusion techniques were incredibly helpful — learning how to put space between yourself and a thought rather than trying to debate it. This workshop added so much to my toolbox!"

Feedback across the program was overwhelmingly positive



GENERAL PSYCHOLOGY CLINIC: IN THE CLINIC WITH PSYCHOLOGIST SEAN ROM

In my work at The Kidman Centre, I often meet families at a point of deep distress, particularly when a young person has stopped attending school. What may begin as the occasional missed day can, without support, quickly escalate into weeks or even months of absence. As I sit with families, it becomes clear that school refusal is rarely about a lack of motivation. More often, it reflects a complex interplay of challenges - anxiety that feels overwhelming, experiences of bullying, learning difficulties that erode confidence, or a painful sense of social isolation.

I see firsthand how upsetting this is for parents. Mornings can become battlegrounds, marked by repeated arguments, tears, and escalating tension. In some cases, the level of anxiety is so overwhelming that young people go to extraordinary lengths to avoid separation. I've heard heartbreaking accounts of students refusing to get out of the car, or even standing in front of it at the school gate, unable to let their parent leave. Alongside this is a constant undercurrent of fear - fear that their child will fall irreparably behind and disengage entirely from education. Many families tell me they feel stuck, exhausted, and unsure of what to do next.



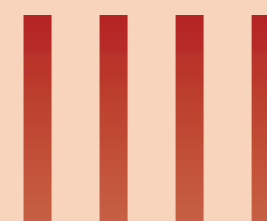
And yet, even in the midst of this distress, I am continually reminded of the many strengths that exist within families. These strengths are not only a great source of inspiration to me as a clinician, but also play a crucial role in addressing the challenges that bring families to the Centre.

In the context of school refusal, I see parents who keep showing up despite repeated setbacks, returning to the school gate each day, holding hope even when progress feels painfully slow. I see fierce advocacy, with parents navigating complex school systems, seeking support, and pushing for their child's needs to be understood. I see deep care and connection, even when relationships are strained by the daily challenges of conflict and distress.

These strengths take many forms and reflect the diverse shapes families take. I have witnessed the powerful bonds shaped by culture, the resilience of single-parent, separated, and blended families, and the ways in which their unique experiences forge deep connection. Across this diversity, what stands out most to me is a shared commitment to supporting the young person and working toward meaningful change - even when families feel overwhelmed or uncertain.

My role is to work alongside families to make sense of what is happening. Rather than viewing school refusal as defiance, I help families understand the underlying drivers - the "why" behind the behaviour. Together, we build a shared understanding and begin to shift the dynamic from conflict to collaboration. Using evidence-based approaches, I support parents and young people to reduce distress, rebuild trust, and take gradual, achievable steps toward re-engagement with learning.

**My role is to work
alongside families
to make sense of
what is happening**



For some, this means a supported return to school; for others, it involves identifying alternative pathways that better meet the young person's needs.

Entering this work requires courage. I ask families to step into conversations that may have long been avoided and to try new ways of doing things, often at a time when they are already depleted. Time and again, I am struck by their willingness to do this, to be vulnerable, to reflect, and to persist despite significant barriers and stressors.

In particular, I have seen how Collaborative Proactive Solutions (CPS), one of the evidence-based models we use at the Centre, provides a structured framework for families to harness these strengths. By ensuring that all voices are heard, CPS supports families to move from cycles of conflict into working as a team to solve problems.

It is a privilege to witness this process, to see families move from a place of distress and helplessness toward greater understanding, connection, and hope.

Sean

**Sean Rom
Clinical Psychologist**

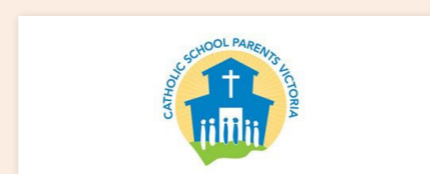
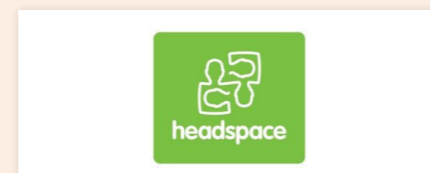


SECTOR PARTNERSHIPS

This year, we have established 14 strategic partnerships to support the dissemination and implementation of the SuperParent Powers program. These partnerships span the mental health, education and community sectors, reflecting a deliberate strategy to embed the program within trusted, high-reach systems that engage directly with families.

At both the state and national level, we have built strong education networks with organisations including:

- Australian Council for Educational Leaders (ACEL)
- Australian Primary Principals Association (APPA)
- Be You
- headspace
- Parents Victoria
- Country Education Partnership
- Northern Territory Council of Government School Organisations
- Council of Catholic School Parents NSW/ACT
- P&C Federation of NSW, and
- The Parenthood (among others)

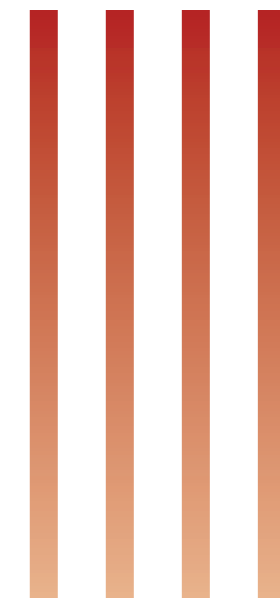


These partnerships have been critical in extending the reach of SuperParent Powers beyond clinical and research settings and into school communities and parent networks, enabling access to evidence-based parenting support at scale.

We further strengthened our partnerships through new collaborations with Independent Schools Association of NSW and St Catherine's School Waverley on anti-bullying projects. Through these partnerships, The Kidman Centre delivered keynote presentations at major conferences and provided targeted education and training to school workforces, with a particular focus on bullying prevention and student wellbeing.

Collectively, these partnerships position The Kidman Centre to scale its impact nationally, driving the translation of research into real-world practice, and improving outcomes for children, young people and families.

These partnerships have been critical in extending the reach of SuperParent Powers





Matt Thistlewaite MP visits The Kidman Centre

BUILDING GOVERNMENT RELATIONS

A key objective for 2025 has been to strengthen The Kidman Centre's engagement with government, with the aim of building meaningful partnerships that align our work with public policy priorities and enable us to leverage government support to expand our impact.

With the assistance of the Antony Kidman Foundation, which engaged a dedicated government liaison on our behalf, we have made significant progress in establishing and deepening these relationships. Over the course of the year, we held approximately 25 meetings including centre visits with Members of Parliament (and shadow members) and senior representatives across key government departments. These conversations have helped position The Kidman Centre as a credible partner in addressing youth mental health and assisting policy development.



Allegra Spender MP

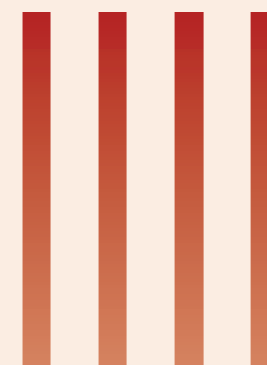


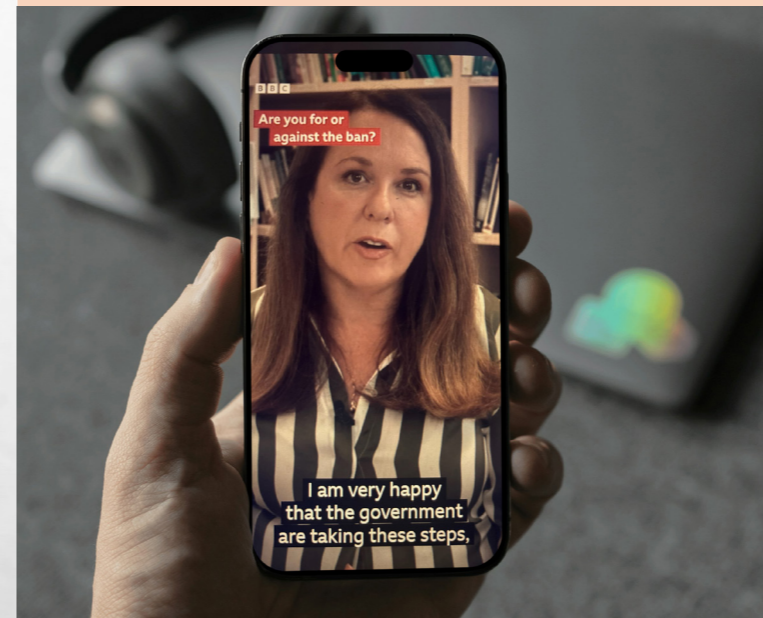
The Hon Rose Jackson (NSW Minister for Mental Health)

This year we also took important first steps in formal government engagement processes. We submitted The Kidman Centre's first pre-budget submission, outlining opportunities for investment in early intervention and prevention.

In addition, we lodged our first government tender, focused on anti-bullying initiatives in schools, an area closely aligned with our core programs and research. These efforts reflect a broader strategic goal: **to develop a sustainable government revenue stream while working in partnership with government to maximise the reach and effectiveness of nationwide preventative programs.**

We lodged our first government tender, focused on anti-bullying initiatives in schools





Rachael Murrphy engaged extensively across various media platforms, including Channel 9 News, Channel 7 Sunrise, SMH, BBC & ABC Radio

ABC RADIO DRIVE SYDNEY

In December 2025, Dr Murrphy joined Chris Bath to discuss the new social media ban and its impact on teenagers. She provided practical advice for parents on how to “validate before problem-solving” and expect a transition period of up to two weeks as teens adjust to the change.

PUBLICATIONS

This year, The Kidman Centre published the final study from our randomised controlled trial investigating a new treatment for children with behavioural problems.

The study was published in Behavior Therapy, a high-quality scientific journal, ensuring that our research will be disseminated internationally and contribute to the global evidence base in child and adolescent mental health.



MEDIA COMMUNICATIONS AND PUBLICATION

With the support of the Antony Kidman Foundation, which engaged external media consultants on our behalf, we have significantly strengthened the public profile of The Kidman Centre as part of a clear strategy to drive increased philanthropic support and long-term, sustainable funding. Increased visibility has enabled us to reach new audiences, deepen engagement with existing supporters, and ultimately generate greater opportunities for donations.

This year included a major feature on Kidman Centre ambassador Antonia Marran (Prof. Tony Kidman's daughter) in the Good Weekend lift-out of The Sydney Morning Herald, highlighting the Centre's work and legacy.

Our Director, Rachael Murrphy, also engaged extensively across leading media platforms, including Channel 7 Sunrise, Channel 9 News, ABC Radio, The Sydney Morning Herald, and the BBC, providing expert commentary and raising awareness of key issues affecting children, young people and families, particularly in relation to anti-bullying initiatives and the proposed social media ban.

Clinical psychologist Simone Hain also contributed to this media engagement, undertaking interviews on SuperParent Powers for SBS Radio, further extending the Centre's reach and impact.



SCAN THE QR TO VIEW
OUR DONATIONS PAGE



YOU MAKE OUR WORK POSSIBLE

As always, we want to thank our generous supporters who make our work possible.

We are able to do our work and conduct our research day in and day out because your contributions make it possible.

Donations to The Kidman Centre go directly to making sure our vision remains a reality, that no child falls through the cracks of the mental health system here in Australia.

If you would like to make a gift or would like more information on how to leave a bequest in your will, please visit our website at www.tkc.uts.edu.au.

Alternatively, you can also make a direct bank transfer to support our work:

ACCOUNT NAME

University of Technology Sydney

BANK

Commonwealth Bank of Australia

BSB

06-20-06

ACCOUNT

107 459 38

SWIFT CODE

CTBAU25 (international donations)

YOUR REFERENCE

Your Name - The Kidman Centre



FUTURE DIRECTIONS FOR THE KIDMAN CENTRE

I hope you have enjoyed reading about all that we achieved together in 2025. It was a productive year for The Kidman Centre, with our team, the UTS Faculty of Science Executive, and the Antony Kidman Foundation working collaboratively to deliver services that truly support our community. We are deeply grateful to the donors whose generosity makes this work possible.

Looking ahead, we are expanding our efforts in bullying prevention. PhD students will be joining the Centre, contributing new research that will guide practical strategies for preventing and managing bullying in real-world settings.

Moreover, after a successful first year, Teacher Toolkit, our professional development program for teachers supporting students with mental health and behavioural issues, will be expanded to provide even greater support across the school community.

As we close the year, we thank everyone who contributed to The Kidman Centre and its impact in the community. Our commitment remains clear: to offer young people and their families a trusted, high-quality service for support and guidance. We look forward to continuing to make a meaningful difference in our community in the years ahead.

Dr Rachael Murrphy
Director, The Kidman Centre

BEQUESTS

Dear Supporters,

The best part of our work is engaging with supporters like you, learning about why you support our mission, and sharing the impact your generosity has had on the lives of young people. Our work is made possible by your generous donations. Over the years, we've often been asked how supporters can ensure their impact continues well into the future. Australians are a remarkably generous group, and each year, thousands of men and women leave gifts in their wills to support their favourite charities.

Through your will, you have the power to help The Kidman Centre continue its work of understanding, preventing, and reducing mental health problems in young people, enabling them to thrive during their formative years. After ensuring your family and friends are cared for, you may want to consider leaving a bequest to The Kidman Centre.

If you choose to remember us in your estate plans, you can trust that your gift will be used wisely. It will help fund evidence-based research, support our clinical practice, and enable our community programs that assist children aged five to twenty-five across the country. If you would like more information or prefer to speak confidentially with someone about this, please don't hesitate to contact us on **02 9514 4077** or email kidmancentre@uts.edu.au.

You can also visit our website at www.tkc.edu.au and find the 'Leaving a Gift in Your Will' section. We are deeply grateful for your ongoing support, advocacy, and dedication to our mission. Together, we continue to make a meaningful difference in the lives of young people.

Warmest regards,
The Kidman Centre Team



OUR TEAM

Dr Rachael Murrphy
Director, Clinical Psychologist

Dr Anna Dedousis-Wallace
Senior Clinical Psychologist

Dr Sophia Drysdale
Clinical Psychologist

Roanna Chan
Clinical Psychologist

Simone Hain
Program Manager & Clinical Psychologist

Alix Ringbauer
Clinical Psychologist

Sean Rom
Clinical Psychologist Registrar

Jessica Whelan
Clinic Manager

Gopalan Nair
Financial Officer

SOCIAL MEDIA

The Kidman Centre's social media presence on Instagram, Facebook and Twitter has continued to grow. We frequently provide parents with valuable information on a variety of topics through regular posts on Facebook and Instagram pages, covering areas such as:

- Managing kids and technology
- Nurturing your child's mental health
- School holidays and boredom
- Supporting a child undergoing the HSC
- Free upcoming workshops for parents and children run by the Kidman Centre

Follow us on:

-  [@TheKidmanCentre](https://twitter.com/TheKidmanCentre)
-  [@thekidmancentretuts](https://www.facebook.com/thekidmancentretuts)
-  [@thekidmancentre](https://www.instagram.com/thekidmancentre)



MAJOR DONORS 2025

ANTONY KIDMAN FOUNDATION

Professor Antony Kidman established the Antony Kidman Foundation as a separate entity to the The Kidman Centre UTS. This Foundation exists solely to support the operations of The Kidman Centre UTS.

\$100,000 - \$200,000

Nicole Kidman

\$50,000 - \$99,999

Vernon Foundation
Philip Walker

\$3 - \$3,000

Anthony Carroll
Bob Crampton
Christine Woodruff
David Bulgeries
Graham Ragg (Beauvale Investments)
John and Christine Woodruff
Phil Bachman
Ragg Family
Scott Germann
Stuart Garratt

THE KIDMAN CENTRE UTS

\$100,000 - \$200,000

Antony Kidman Foundation
Charles Warman Foundation Pty Ltd
Mary Alice Foundation

\$50,000 - \$99,999

Dick and Pip Smith Foundation
Susan Maple-Brown
The Barbara Alice Fund
The Hunt Family Foundation
The Profield Foundation
Tieck Foundation Pty Ltd

\$10,000 - \$24,999

Coronet Trust
Thriving Enterprises Pty Ltd

\$5,000 - \$9,999

Brett Matthews
Edwina Jones
Finlease (Australia) Pty Ltd
Liane Maree Moriarty
Michael Rich
Stephen Renkert
Sue Jane Edwards

\$2,000 - \$4,999

David J Bulgeries
JG Mullan Constructions
Joan Walker
John F Kell
Pamela Sleeman

\$1,000 - \$1,999

Alan Paul
APN Compounding Pty Ltd
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Guy Wilkinson
Ian Cairns
John Kelly
Kevin Huvane
Ross Ellice-Flint

\$500 - \$999

Alan George Yuille
Colin and Christine Burns
Michael Mant
Rachael Anne Rogers
Ralph Pliner
Trevin R Love
WPT Advisory

\$200 - \$499

Amelia Rogers
Chris Brougham
Joseph A Lombardo Pty Ltd
Kathryn Greenthal
Lucinda Brogden
Mark Cooney
Neville Matthews
Sentien Electronics Pty Ltd (Koimanis)
Simon Thorp
Speak Easy Inc (Thomas Jones)

\$100 - \$199

Andrew Stevenson
Charlotte and John Overton
Edward Mcvey
Elisabeth Wolffenbuttel
George Pantahos
John Corsham
Karen Maree Gair
Melanie Le Van
Patricia Ireland
Tony Meusi

\$5 - \$99

Jessica Whelan
Kristine Best
Louis Allain

STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2025

INCOME	\$
Donations	808,349
Clinical and consulting fees	48,573
Other income	2,625
TOTAL INCOME	859,547
EXPENDITURE	
<i>Salary and staff expenses</i>	
Salaries	780,298
	780,298
<i>Non-salary expenses</i>	
Consultants fees	35,190
Printing and photocopying	6,482
Travel expenses	14,494
Staff recruitment	435
Staff travel and amenities	2,397
Staff development	576
Marketing and supporters event	9,268
Postage	2,654
Telecommunications	1,502
Office maintenance/workshop supplies and stationery	6,644
	79,642
TOTAL EXPENDITURE	859,940
NET SURPLUS/(DEFICIT) - CURRENT YEAR	(\$393)





The Kidman Centre UTS

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