

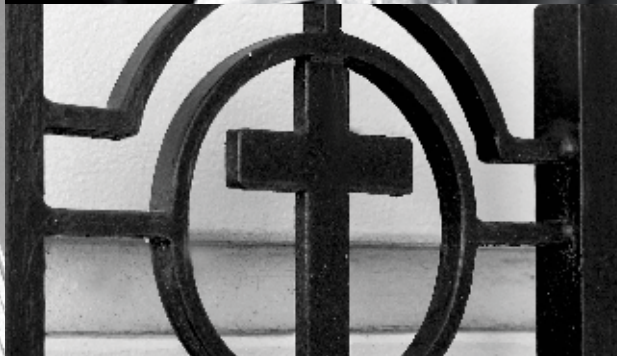
# Annual Report 2012



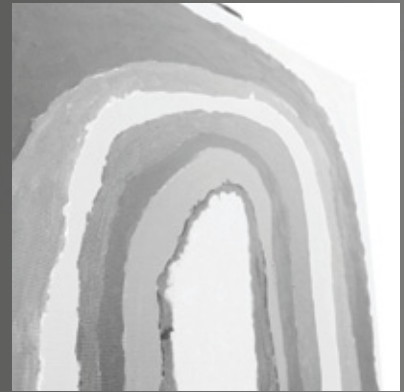
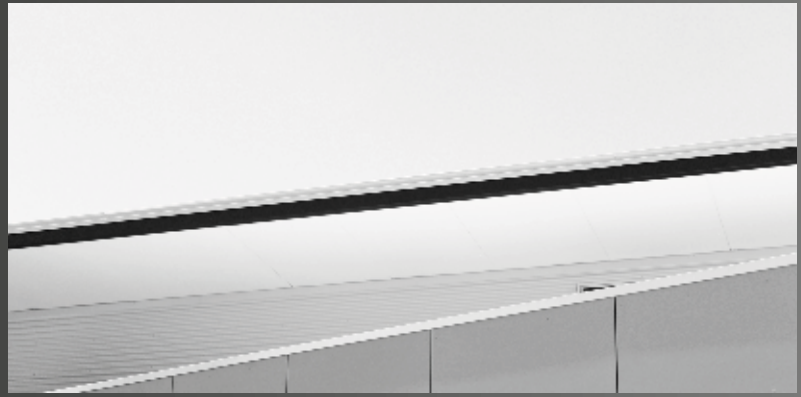
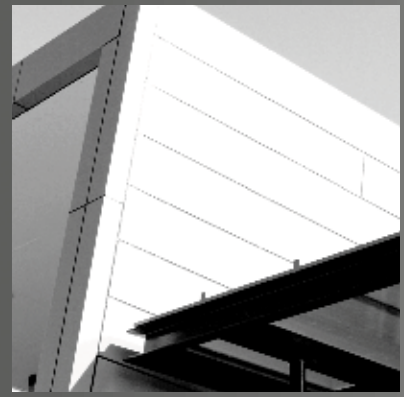
Catholic Education Commission  
Archdiocese of Canberra and Goulburn



Catholic Education Office  
Archdiocese of Canberra & Goulburn







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# CEO MISSION STATEMENT



"As an inclusive and welcoming community the Catholic Education Office gives witness to the values of Jesus Christ through leadership, support and services to Catholic schools in the Archdiocese"



# EVENTS OF 2012

## January

- Six new Principals welcomed and inducted into the Archdiocese
- 2012-2014 Strategic Plan Launched
- 2012 Theme: *We plough the fields and scatter the good seed*

## February

- The new primary section of Lumen Christi Catholic College Pambula commenced
- Principals System Day: *Leading a High Performance School*
- Principals Retreat: *Spirituality For Real Life*
- Official Opening of the Canberra Region Pathways Trades Training Centres
- Presentation of Scholarships to ACU students
- Launch of Centre of Excellence in Science at Trinity College Goulburn

## March

- ACU (Signadou) Graduation
- School Board and Council Induction meetings

## April

- Catholic Schools Week: *Faith in Every Student*
- Catholic Staff and Community Recognition of Excellence Awards
- CASPA Biennial National Conference hosted in Canberra

## May

- Farewell to Archbishop Mark Coleridge
- Review of CEO Human Resources Service Area
- Media Training for System Leaders

## June

- Farewell to Bishop Pat Power

## July

- 50th Anniversary of the Goulburn Strike
- NAIDOC Mass

## August

- Catholic Primary Schools Choir Festival

## September

- Parish Priests, Principals and Religious Education Co-ordinators Day: *Catholic Schools as Centres of the New Evangelisation*
- ACT Election

## October

- Principals System Day: *We Work Together, We Build Cathedrals, We See Green*
- ASQA Audit of the CEO Registered Training Organisation

## November

- Turning of the Sod for Stage One of John Paul College Nicholls
- Six ACT Catholic teachers and leaders received Certificates of Excellence in Educational Leadership from the Australian Council of Educational Leaders
- Celebration of the 150th Anniversary of the Archdiocese of Canberra and Goulburn

## December

- CEC Mass and Dinner
- ACT Board of Secondary Studies Awards

# CATHOLIC EDUCATION COMMISSION



Mr Bob Brady, Mr Brendan Egan, Mr Peter Fullagar  
Mr Shawn van der Linden, Mr Daryl Smeaton (Chair), Dr Patrick McArdle  
Ms Claire Frazer, Mr Mark Hogan  
Mr Greg Walker, Mrs Ann Lovell, Mrs Catherine Rey  
Father Warrick Tonkin, Archbishop Mark Coleridge (President), Mrs Moira Najdecki (Executive Secretary)



# CEO INTERNAL STRUCTURE

Director of Catholic Education					
Deputy Director of Catholic Education					
CEO Heads of Services					
Religious Education and Curriculum Services	Human Resource Services	Information, Communications and Technology Services	Directorate Services	Finance and Planning Services	School Services
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## SYSTEM PRIORITIES 2012

*"We plough the fields and scatter the good seed"*



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Archdiocesan Identity and Vision  
Celebration of Archdiocesan Milestones  
Promotion of Catholic Schools  
Staff Faith Formation  
RE Accreditation

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CATHOLIC IDENTITY and FAITH

TEACHING and LEARNING

LEADERSHIP

PARTNERSHIPS

STEWARDSHIP and RESOURCES

# CATHOLIC IDENTITY and FAITH

## Archdiocesan Identity and Vision

### Goulburn Strike 50th Anniversary & NAIDOC Mass

Dignitaries and official guests from across the nation, former students and teachers from the 1960s, current clergy and school staff, and 700 students from across the Archdiocese gathered at Ss Peter and Paul's Old Cathedral in Goulburn to celebrate the jubilee of the Goulburn school 'strike' and the annual NAIDOC (National Aborigines and Islanders Day Observance Committee) Mass. The Mass saw the return of Emeritus Archbishop Francis Carroll to the Archdiocese to celebrate the special occasion.

### Australian Enhancing Catholic School Identity Research Project

- Is a research project which explores the Catholic identity of a school.
- aims to assist school leaders to deepen their understanding of how the school's Catholic identity is perceived and expressed within the life of the community
- is designed to help develop strategies to realise the school's potential in this critical dimension of its mission.

Two Colleges (Trinity College, Goulburn and St Mary MacKillop College, Tuggeranong) began this project in 2012.

### Staff Reflection Days

Every school takes one day per year as a staff spirituality day which includes time for prayer, reflection and input on a dimension of the Catholic tradition. Typically these occasions are helpful for developing a sense of the school as a community and the role of the school within the parish faith community. For some schools, these days were led by CEO staff.

### Celebration of Archdiocesan Milestones

2012 was a significant year for the Archdiocese of Canberra and Goulburn and particularly for Catholic education:

- On 26 and 27 July 2012 the 50th Anniversary of the 'Goulburn Strike' was marked with a dinner at Trinity Catholic College and a combined NAIDOC and Anniversary Mass celebrated by Archbishop Francis Carroll at the old Cathedral of Sts Peter and Paul. Representatives of Archdiocesan Catholic schools marched to the old Cathedral in a manner reminiscent of the march by staff, students and community when Goulburn's Catholic schools were closed in 1962.
- 2012 was also the 150th anniversary of the Archdiocese of Canberra and Goulburn. The Goulburn diocese was formally established in November 1862

### Promotion of Catholic Schools

After 10 years of drought and a consequent significant fall in enrolment numbers, particularly in the NSW sector of the Archdiocese, a significant campaign to promote Catholic schooling was launched:

- With the theme *Faith in Every Student*, Catholic Schools Week celebrations were held in every school during the week of 29 April to 5 May.
- Smaller schools were assisted to design and print new advertising material. Regional radio stations and newspapers carried promotion material and good news stories about local Catholic schools.
- The newly established primary section of Lumen Christi Catholic College Pambula was again advertised widely and successfully with the result that 92 students were enrolled in its foundation year.
- Extensive advertising through media, shopping malls and letter box drops took place to promote the opening of John Paul College, Canberra in February 2013.
- Presentations were made to recipients of Archdiocesan Recognition Awards during Catholic Schools Week.

### Staff Faith Formation

#### Link Listen Learn Lead

Link, Listen, Learn, Lead is a spiritual formation program for staff designed to equip participants to be leaders in staff spirituality. The program provides opportunities to deepen the personal spiritual journey of each participant through reflective engagement with Scripture and the Catholic Tradition. Through a prayerful process participants are led to explore and develop their own personal relationship with God and to reflect on the meaning and application of spirituality in relation to authentic leadership in a Catholic School. Twenty-four staff members from secondary and primary schools across the Archdiocese enrolled in the Link, Listen, Learn, Lead Experience for 2012. This spiritual formation is structured around the four content strands of the Archdiocesan Religious Education Guidelines, *Treasures New and Old*: God and God's Creation, Jesus and Discipleship, Church and the World, Prayer and Celebration.



## **The Sowers**

This year Religious Education Coordinators, Assistant Principals and Coordinators eagerly participated in one of three retreats titled *"The Sowers – Planting and Unfolding: The Call to Nurture"*. The Sowers provided an opportunity for participants to attune themselves to the presence of God in their daily life; to contemplate the Face of Christ and to reflect on one's call to a personal relationship with Jesus in the context of our call to ministry and mission in Archdiocesan Schools. The Sowers program is filtered through the lens of the Gospel, Catholic Tradition and the scripture of our daily life. It provided a time apart to slow down for personal renewal, refreshment of body, mind and soul in order to re-energise enthusiasm for life and ministry.

## **RE Accreditation**

### **Religious Education Accreditation**

The Catholic Education Office published the Accreditation Framework for Catholic Education in the Archdiocese of Canberra and Goulburn during 2012. This was written within the context of the pastoral letter of the Bishops of NSW and ACT: *Catholic Schools at a Crossroads* in which they challenged educational leaders and staff to dedicate themselves to ensuring that our schools:

- are truly Catholic in their identity and life
- are centres of the 'new evangelisation'
- enable our students to achieve high levels of Catholic religious literacy
- are led and staffed by people who will contribute to these goals.

### **Accreditation to Work in Catholic Education (Category A)**

Accreditation A is for all who work in Catholic Education in the Archdiocese of Canberra and Goulburn. This level of accreditation was presented at all schools and colleges throughout the year. In most areas the school leadership team facilitated the day. Presentations were also provided for students at ACU, casual teachers in the Archdiocese and for all staff at the CEO.

### **Accreditation to Teach in a Catholic School (Category B)**

Many teachers began gaining this level of accreditation during 2012 with a small group completing both of the required modules.

### **Accreditation for Leadership in Catholic Education (Category C)**

This level of accreditation is undertaken by school leaders as they accept new or updated leadership contracts. There are four modules to be completed in this category, the first two of which were offered in 2012. Some teachers and leaders also chose to undertake an ACU Master unit *Religious Foundations of Catholic Schools* in order to gain this level of accreditation.

# TEACHING and LEARNING

## AUSTRALIAN CURRICULUM

### IMPLEMENTATION OF THE AUSTRALIAN CURRICULUM IN ACT

During 2012 implementation of the Australian Curriculum focused on English and Science in Primary schools. Some schools also began some engagement with Mathematics and History. Secondary schools were engaged in implementation of English, Science, Mathematics in Year 8, History in Year 9, and in Year 10: English, Science and Mathematics.

Significant professional learning was provided to support teachers, including:

- Participation in the ACARA Work Sample project (ACT): Mathematics and Science (Secondary); Science (Primary)
- Targeted professional learning days and History Buff Evenings
- School based professional development, with a particular focus on programming
- Opportunities for teachers to be involved in ACARA consultation processes for the development of new curriculum areas and in validation of Achievement Standards

### IMPLEMENTATION OF NEW SYLLABUS (AUSTRALIAN CURRICULUM) IN NSW

Development and implementation of new syllabus incorporating the Australian Curriculum was delayed by the Board of Studies early in 2012. In August the Board advised schools and systems that it anticipated that NSW K–10 syllabuses in English, Mathematics, Science and History for the Australian Curriculum would be ready for publication in September 2012. Support materials to accompany the syllabuses were to be provided from September to December 2012.

## DISABILITY EDUCATION

During 2012 the Catholic Education Office has been fully committed to improving the learning outcomes of all students, by acknowledging and catering for students with disabilities and those with complex needs. In 2012 a key element of this commitment has been an emphasis on improving the learning outcomes of these students, through improved teacher capacity.

Vital components to this commitment have been the projects under the More Support for Student's with Disabilities National Partnerships and Phase One of the Nationally Consistent Collection of Data for School Students with Disability (NCCDSSD). Through these Government projects/initiatives the Catholic Education office has been able to show its commitment to delivering an inclusive education system that meets the access and participation needs of all students with disability and complex needs 'on the same basis' as students without.

In 2012 targeted projects have included:

- Opportunities for teachers to engage in post graduate studies
- Targeted, school based support for teachers in identifying and addressing the individual needs of students with disability.
- Additional professional learning opportunities for learning support assistants
- Further exploration of and participation in on-line learning opportunities around disability education
- Phase one of implementing a new on-line planning tool for students with disability
- Developing teachers' understanding of the Disability Discrimination Act, and
- Improving collaboration with parents/carers

Throughout 2012 the officers from Religious Education and Curriculum Services have utilised these supports and initiatives to assist students with disabilities and their teachers.

## LEARNING TECHNOLOGIES INTEGRATION

The major focus on professional learning for schools in 2012 was the implementation of the Learning Management System (LIFE) in all Primary and Central schools.

Significant work was also undertaken jointly by the ICT & LT Team and the RE & C Learning Technologies team to develop processes to guide schools planning to implement iPad programs.

Other focus areas of professional learning and school based support were

- ethical digital citizenship
- teacher knowledge and pedagogical understanding, skill and capabilities in the use of learning technologies.



## **Numeracy and Literacy**

### **Numeracy**

The development of the Archdiocesan Mathematics Framework was commenced in 2012 with the establishment of a plan by the CEO Numeracy team to coordinate a series of working parties to facilitate the process.

Phase 2 of the professional development program Working Like a Mathematician was offered to teachers.

- This program identifies the need for students to be actively engaged in learning mathematics through investigation, problem solving and communication
- Teachers were supported with a range of resources and strategies to introduce mathematical investigations into their classrooms and to facilitate sharing with their colleagues.

Support was also provided for class teachers through the Mathematical Concepts for Contemporary Teaching professional learning days. These sessions focused on the Number and Algebra, Measurement and Geometry, and Probability and Statistics strands of the curriculum from Kindergarten to Year 6. Teachers explored the essential concepts of these areas and engaged in activities to promote student engagement and effective learning.

### **Literacy**

- Delivery of Tactical Teaching Reading and First Steps Reading and Writing
- Implementation of READ ON
- School based support by CEO Officers on the implementation on the Gradual Release of Responsibility Model
- Building collaborative partnerships between schools and CEO
- Implementation of the English Curriculum in the ACT
- Whole school, leadership and intervention processes implemented in National Partnership Literacy schools

## **EARLY CHILDHOOD**

### **Catholic Early Learning Centres and Early Childhood Education**

In 2012 there were five regional Catholic Early Learning Centres established in Canberra, St Joseph's School O'Connor, St Thomas Aquinas School West Belconnen, Holy Trinity School Curtin, Holy Family Primary School Gowrie and Mother Teresa School Harrison continued to develop themselves as centres of excellence in the provision of early childhood education and care for preschool children. Achievements include:

- Successful implementation of the Early Years Learning Framework
- A more thorough understanding of the new National Quality Framework; associated review and improvement processes and their role in assessment and ratings of the early childhood education services
- Enrolments at capacity in the ELCs resulting in an increase in the number of Kindergarten classes at the schools where the ELCs are located
- Quality professional development in curriculum provided to teachers

### **Video Conferencing**

The CEO has placed a high priority on the use of video conferencing, especially for staff in remote schools, in order to reduce the safety risks and the inefficient use of time when travelling to Canberra or other regions to participate in meetings or professional learning.

To date, progress in meeting this priority has included:

- Installation of video conferencing facilities suitable for groups at the four NSW Secondary Colleges and at our most remote primary School, St Francis Xavier at Lake Cargelligo.
- Purchase and distribution of cam cameras and video software that facilitates video conferencing on a computer for individual users.
- Training for interested users.

There are plans to expand the current facilities and to provide further training to a wider audience, especially in our NSW schools.

# LEADERSHIP

## National Professional Standards

In 2012 the Australian Professional Standards for Teachers (APST) were introduced. Archdiocesan Schools in NSW had already been working with NSW Professional Standards and the introduction of the APST for all teachers enabled consistency across the Archdiocese.

The APST are statements of teachers' everyday work. All teachers in ACT are required to meet the standards at Proficient level and prove they can maintain this level every five years. Teachers in NSW who have been teaching since 2004 are also required to prove they can maintain the Proficient level of the standards every five years. At this stage teachers who have been teaching prior to 2004 in NSW Archdiocesan schools are not required to prove they meet the APST at Proficient level. This will change in future years.

## Development of System Leaders

The Leadership Program was further expanded in 2012 to Assistant Principals, Religious Education Coordinators and Coordinators in schools through:

- Capability Development workshops
- Regional Coordinators Cluster Network
- Introduction of the Coaching Conversation Course
- Direct support of individual Leadership Teams.

## Internal School Review

- Implementation and refinement of the Internal School Review process continued across the Archdiocesan schools. CEO personnel worked with staff in individual schools to further develop understandings of the role Internal School Review played in the program for school review and development. The correlation between Internal School Review, Strategic and Annual Improvement Plans and their role in planning for Registration was further refined through staff meetings and work with School Leadership teams.
- A need for further work was identified and plans were developed for the ongoing program of professional development both in 2012 and the years ahead. In the CEO work was undertaken across Service areas to develop understanding of the process of Internal School Review and its role in the development of all schools.

## Curriculum Leadership

In 2012 a new course in curriculum leadership was written and presented in partnership with the Australian Catholic University. The purpose of the course was to develop knowledge and expertise for current and aspiring school leaders.

The Curriculum Leadership Program provides opportunities to:

- develop understanding of contemporary curriculum
- investigate dynamic pedagogy
- share learning with other curriculum leaders
- become a system leader in curriculum and pedagogy

For suitably qualified participants, this initiative was offered as a pathway with credit into post graduate study at the Australian Catholic University. All schools will be expected to have at least one teacher leading curriculum change and development who has completed this course by the end of 2015.

## School Governance

The Catholic Education Office supported all School Boards and Community Councils in 2012 through:

- Eight Regional training programs with a focus on organisation and meeting protocols
- Individual support provided to Councils and Boards
- Assistance for Executive members through telephone contact
- Ongoing development of Administrative Guidelines and Resource booklets



## **RE Key Personnel**

The Religious Education Key Personnel day was held early September. This very important day gathers the Parish Priests, Principals and Religious Education Coordinators from across the Archdiocese. This year's theme was 'Catholic Schools as Centres of the New Evangelisation'. The keynote addresses were presented by Dr Dan White in which he briefly encapsulated the nature and role of New Evangelisation within the context of Catholic education.

## **ACU and Other Agencies**

### **Early Childhood**

The ACU offered a Graduate Certificate in Early Childhood Education course for primary teachers wishing to gain a qualification to be eligible to teach in the ACT Catholic Early Learning Centres. A small number of teachers enrolled and/or completed the course in 2012.

### **Inclusive Education**

During 2012 the Catholic Education Office and ACU worked in partnership to provide a Course in Inclusive education offered to staff in the Archdiocese. Approximately twenty staff members across the Archdiocese participated in the course throughout the year.

### **Equity Strategy**

Throughout 2012, ACU provided funding to the Catholic Education Office to provide opportunities for rural and regional schools in the Archdiocese to access courses being provided by the University. A number of schools benefitted from this initiative.

### **Communication Strategy**

In 2012 Mr Luke Roberts (media and communications Consultant) undertook a health check of the CEO electronic communications including the CEO/CEC website. He sought feedback from various focus groups including CEO Staff, Principals and Assistant Principals.

### **ACT Teacher Quality Institute**

By the beginning of the 2012 school year and in line with the Education Act it became mandatory that all teachers in ACT be registered to teach with the ACT Teacher Quality Institute. This required all teachers to have evidence of their identity, teaching qualifications and experience.

In 2012 beginning teachers started with "Provisional" Registration. These teachers worked towards proving Proficiency with the purpose of gaining "Full" registration. All other teachers were deemed as fully registered at Proficient level which enabled them to teach in an ACT school for 2012. Renewal is due in March 2013 with a payment of \$100.

### **Election Strategy**

The ACT Legislative Assembly election was held on 20 October. The result of the election to form the 17 seats of the Legislative Assembly was 8 Liberal members, 8 Labor members and 1 Greens member. The Greens member formed government with the Labor party.

The CEC undertook a 'grass roots' election strategy seeking a commitment from the major parties to increase funding to the non-government sector to the national average State/Territory support by 2016 and to increase recurrent funding to 25% of the average cost of educating a student in an ACT government school by 2020.

During the election campaign ACT Labor committed to invest \$18.5 million in targeted, needs-based funding through a grants process to support non-government students over the next four years. They also committed to provide a number of shared government services.

The Canberra Liberals committed to increase funding to the non-government sector to the national average State/Territory support by 2016 and to increase recurrent funding to 25% of the average cost of educating a student in an ACT government school by 2020.

# STEWARDSHIP and RESOURCES

## School Funding Review Implications

The Review Committee chaired by Mr David Gonski released the final report on its Review of Funding for Schooling in December 2011. The Commonwealth Government responded by incorporating many of the review findings and principles within an overall education reform agenda. The proposed funding model included within the reform agenda has significant implications for the future funding of schooling and particularly for ACT Catholic schools. Throughout the year, the Catholic Education Office worked closely with the NCEC and State/Territory CEC colleagues in:

- analysing the preliminary data and modelling released by the Review Panel Task Force;
- identifying issues arising from the data review outcomes and negotiating necessary changes with the Task Force or Minister as required;
- preparing detailed submissions to Government on both the model outcomes and the content of proposed legislation to enact the education reform package.
- keeping principals, staff, students and parents abreast of progress and issues in the development of the reform package.

## New Schools

### John Paul College - Gungahlin

Negotiations for a Catholic secondary college site in the new Gungahlin suburb of Throsby failed due to environmental issues and resultant unacceptable delays with the land release. A new site was proposed and agreed at Nicholls and planning continued in earnest for the construction of John Paul College at its new and permanent home. Construction of Stage 1 will take place through 2013 and will open to students in Years 7 and 8 for Term 1 2014. The extension to Mother Teresa Primary School, Harrison was brought forward by one year to accommodate Year 7 students for John Paul College in 2013. The new stage at Harrison was successfully completed during 2012 in time for the foundation students of John Paul College to commence in Term 1 2013. The new college will be developed in stages to cater for students in Years 7 to 12 by 2018.

### Lumen Christ Catholic College – Pambula Beach

As a result of declining enrolments, St Joseph's Primary School, Eden closed at the end of 2011 after serving the Catholic primary education needs of the local area for 120 years. A primary campus was opened at Lumen Christi Catholic College, Pambula Beach in 2012 with an initial enrolment of 90 students. Almost all existing Eden students re-located to Lumen Christi Catholic College.

## Shared Services Strategy

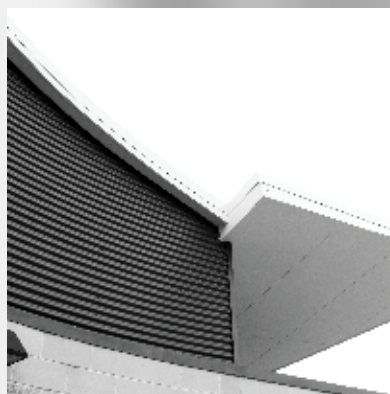
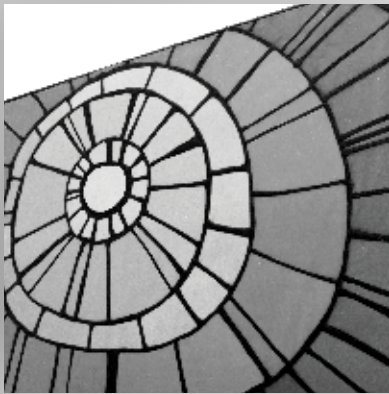
- The Catholic Education Office has been an active supporter, particularly through the Conference of NSW Diocesan Directors, Catholic Network Australia and CENet NSW of the emerging Shared Services dialogue, planning and provisioning. Particular highlights for 2012 were the acquisition and rollout of:
- The ZScaler filtering system for web traffic
- Gmail for all students in all schools throughout the Archdiocese
- Purchase of Microsoft Volume Licensing

## Audit of CEO Expenditure (see attachments)

## Corporate Documentation

- Throughout 2012 Catholic Education Office Service Areas continued to promote the CEO Intranet as a repository for school related Forms, Policies, Information Documentation and 'How To' Manuals.
- CEO Publications used a distinctive and consistent green and gold corporate template
  - Religious Education Accreditation to work, teach and lead in Catholic Education in the Archdiocese of Canberra and Goulburn
  - 2012 Principal Induction Folder
  - 2012 Staffing Folders
  - System Priorities 2012
  - Curriculum Leadership Program: Transforming Teaching and Learning
- Regular audits of and training in the use of TRIM took place to ensure that all CEO staff were using TRIM to store and save corporate documentation.







# Student Achievement 2012

## NAPLAN Testing

NAPLAN tests are administered to students in Years 3, 5, 7 and 9 across Australia to ascertain levels of achievement in several aspects of literacy and numeracy. Since the introduction of NAPLAN in 2008, general underachievement of NSW students in Year 3 and Year 5 has occurred over the last five years in Writing, Spelling, Grammar & Punctuation and Numeracy. This trend continued in 2012.

The following points are important in understanding these results:

- Such general under-achievement is not related to particular cohorts, and indicates our students are not reaching their potential in the Primary years.
- Since the comparison is with the relevant state/territory Mean scores, the results also imply there are many schools in other jurisdictions that are performing above these averages.
- CEO schools have achieved notable growth between Years 5 and 7 and between Years 7 and 9 in most aspects of literacy and numeracy. This is especially the case for NSW students. However, as in previous years, student growth between Years 3 and 5 in NSW was well below that for all of NSW.

There may be implications for current (and historical) approaches to curriculum delivery and pedagogy across Years 1 to 6 in many of our NSW schools. The five-year pattern of the distribution of student achievement in the top Bands of literacy and numeracy strongly suggests the need for a focus on classroom pedagogy to differentiate curriculum delivery and student learning, and to challenge students in the middle and upper levels of achievement. In this, it is important that teachers and principals are made aware of this strong trend in the first place, and then are challenged and supported to focus on classroom differentiation.

## School-based Assessment and Reporting

### Kindergarten Assessment

Data on performance of Kindergarten students are obtained through a series of instruments centred on literacy and numeracy. These provide the basis on which to make decisions about student achievement before formal national testing through NAPLAN from Year 3.

The following information represents data received from Primary and Central schools across the ACT and NSW.

- Literacy: The results for 2012 are similar to those in 2011. Here, 57% of Kindergarten students were at or above the Archdiocesan benchmark for Reading (Level 8 or above in Running Records) as tested by teachers, and 20% of students were at or below Level 4 at the end of the year. With these students now in Year 1, there is a need for support and challenge for students in both categories.
- Numeracy: In most aspects of Numeracy, a large proportion of students have achieved the Archdiocesan benchmarks, although some follow-up work is indicated for Backward Number Sequencing and Subitising.

### Semester Reporting (Years 1 to 10)

Students from Years 1 to 10 receive semester reports based on the curriculum taught and assessed in the classroom. A five-point grading scale (A-E) is used across both sectors of the Archdiocese to report student achievement against the reporting standards, as defined by the Common Grade Scale originally developed by the NSW Board of Studies. Teachers design appropriate assessment tasks to provide valid, reliable and defensible information on which to base these judgements.

Schools have the ability to analyse their semester reporting results using the CEO Intranet. Principals at each ACT and NSW Primary, Central and Secondary school, have access to this and other information through the 'School at a Glance' portal. Also, all schools have ready access to their own data without the need to compile, compute or manipulate any statistics. This is an important element in the provision of accurate and timely information on which to base decisions at both the school and System levels.

Analysis of A-E grade distributions in various schools demonstrates the following issues have persisted, particularly in the Primary area:

- There is a general under-representation of 'A' grades
- Semester 2 has more 'A' grades awarded compared with Semester 1
- In some cases there is a greater proportion of 'D' grades awarded for English and Mathematics than in other subjects/KLAs. This implies that these subjects are treated differently in assessment
- There are more 'A' grades awarded in the second year of a 'Stage' (e.g. Years 2, 4, 6) and in Years 4, 5, 6 compared with Years 1, 2, 3
- The proportion of 'A' grades awarded by teachers increases from Year 1 to Year 6 in the Primary area. This is at odds with the

intent of the Schools Assistance Act, which stipulates that grades are awarded, based on standards, on the work covered to date.

Registration reports frequently call for the development of a whole-school agreed practice for assessment and reporting.

- In many cases, the Registration process has highlighted the need for a cohesive, school-wide approach to the design and implementation of assessment tasks, and the relationship between these and the standards for curriculum achievement and reporting (using the Common Grade Scale).
- In a number of circumstances, teachers are relying on the addition of marks from tasks and the use of pre-determined 'cut-offs' to award grades to students. This 'norm-referenced' approach, which effectively ranks students, is at odds with the principles of standards-based assessment and reporting, which judges the quality of student work solely against the reporting standard.
- Different approaches to assessment are also occurring across 'stages' within the same school. This implies a lack of consistency in approach to assessment and reporting within the school.

As a System, greater consistency of teacher judgement is suggested by the data to align teacher expectations of the reporting standards with approaches to the design and implementation of assessment programs that allow students to demonstrate their abilities against these standards.

# ACT Enrolments - August Census 2012

	School	Principal	Year Level	ELC	Prim	Sec
AMAROO ARANDA BRADDON	Good Shepherd St Vincent's Merici College	Mr Brad Gaynor (Acting) Ms Margaret Koenen Mrs Catherine Rey (Terms 1&2) Dr Ann Cleary (Terms 3 & 4)	K-6 K-6 7-12		621 175	1108
CALWELL CAMPBELL CHARWOOD CONDER CURTIN EVATT FLOREY	St Francis of Assisi St Thomas More's St Thomas Aquinas St Clare of Assisi Holy Trinity St Monica's St John the Apostle St Francis Xavier College	Mr David Austin Mrs Margaret Pollard Mr John Bourke Mr Greg Walker Mrs Judy Spence Ms Carmel Maguire Ms Helen Currie Mr Angus Tulley	K-6 K-6 P-6 K-6 P-6 K-6 K-6 7-12	39 60	473 157 226 688 254 449 373	1209
GARRAN GOWRIE GRIFFITH HARRISON HOLDER ISABELLA PLAINS } WANNIASSA }	Ss Peter & Paul Holy Family St Clare's College Mother Teresa St Jude's St MaryMacKillop College	Mr John Vance Mrs Anne-Marie Marek Mrs Alison Jeffries Mr Michael Lowe Mr Peter Galvin Mr Michael Lee	K-6 P-6 7-12 P-4 K-6 7-12	75 109	344 619 283 291	1181 1716
KALEEN KAMBAH NARRABUNDAH	St Michael's St Thomas Apostle St Benedict's	Mrs Judy Walsh Mr David Thiele Mr Matthew Garton (Acting)	K-6 K-6 K-6		222 293 163	
NICHOLLS O'CONNOR PAGE PEARCE RED HILL WANNIASSA WARAMANGA WATSON	Holy Spirit St Joseph's St Matthew's Sacred Heart St Bede's St Anthony's St John Vianney's Rosary	Mr Paul Russell Mrs Sue Dempsey Ms Brenda Foley Mrs Anne Staines (Acting) Mr Doug Hodgson Mr Tim Elliott Mrs Vicky van der Sanden Mrs Maureen Doszpot	K-6 P-6 K-6 K-6 K-6 K-6 K-6 K-6	56	474 183 337 365 184 432 236 368	
<b>Total – Archdiocesan Schools</b>				<b>339</b>	<b>8210</b>	<b>5114</b>
<b>CONGREGATIONAL SCHOOLS</b>						
DICKSON GRIFFITH	Daramalan College St Edmund's College	Ms Rita Daniels Mr Peter Fullagar Ms Patricia Doyle	7-12 7-12 4-6		236	1462 876
PEARCE	Marist College	Mr Richard Sidorko Mr Matthew Egan- Richards (Assistant Head of School – Head of Primary)	7-12 4-6		389	1197
<b>Total - Congregational Schools</b>					<b>6250</b>	<b>3535</b>
<b>TOTAL ACT ENROLMENTS 2012</b>			<b>17,823</b>			



# NSW Enrolments - August Census 2012

	School	Principal	Year Level	Prim	Sec
ADELONG	St Joseph's	Mr Mark Birks	K-6	23	
BATEMANS BAY	St Bernard's	Mr David Casey	K-6	360	
BATLOW	St Mary's	Ms Chris Baron	K-6	35	
BEGA	St Patrick's	Mr Gerard Hergenhan	K-6	175	
BOMBALA	St Joseph's	Ms Kim Crannis	K-6	19	
BOOROWA	St Joseph's	Mr Peter Hughes	K-6	53	
BRAIDWOOD	St Bede's	Mr Gerard Galvin	K-6	100	
BROULEE	Carroll College	Mrs Ann Lovell	7-12		484
COOMA	St Patrick's Central	Mr Phillip Stubbs	K-10	215	162
COOTAMUNDRA	Sacred Heart Central	Mr Wayne Smith	K-10	204	128
CROOKWELL	St Mary's	Ms Kathy Neely	K-6	140	
GOULBURN	Ss Peter & Paul	Mrs Maree Wilsmore	K-6	277	
GOULBURN	Trinity Catholic College	Mrs Mary-Jane Carroll-Fajarda	7-12		638
GOULBURN NTH	St Joseph's	Mrs Sue-Ellen Nell	K-6	290	
GRENFELL	St Joseph's	Mr Peter Stephens	K-6	66	
GUNDAGAI	St Patrick's	Ms Mary Quinane	K-6	125	
LAKE CARGELLIGO	St Francis Xavier	Mrs Jacinta Elwin	K-6	47	
MORUYA	St Mary's	Mrs Jacqueline Heffernan	K-6	199	
MURRUMBURRAH	Trinity Primary	Mrs Katrina McGrath	K-6	100	
PAMBULA	Lumen Christi Catholic College	Mr Paul Carroll	K-12	92	519
QUEANBEYAN	St Gregory's	Ms Claire Frazer	K-6	632	
TEMORA	St Anne's Central	Mr David Keenan	K-10	158	101
TUMUT	McAuley Central	Mr Rodney Little	K-10	156	117
WEST WYALONG	St Mary's Central	Mrs Robyn Akehurst	K-6	91	
YASS	Mt Carmel Central	Mrs Gaye McManus	K-10	312	70
YOUNG	St Mary's Primary	Mr Michael Philpot	K-6	333	
YOUNG	Hennessy Catholic College	Dr Peter Webster	7-12		531
<b>Total – Archdiocesan Schools</b>				<b>4202</b>	<b>2750</b>
<b>TOTAL NSW ENROLMENTS 2012</b>				<b>6952</b>	

# NSW CATHOLIC BLOCK GRANT AUTHORITY APPLICATIONS

In 2012 the Archdiocese submitted one application on behalf of its NSW Schools with an estimated total cost of \$3,651,348. The amount of funding sought by Australian Government Grants through the NSW Catholic Block Grant Authority was \$2,555,944.

## 2012 Funding Round Approved Projects

School	Australian Government Grants	Local/System/ Contributions	Total Project Costs
Young – Hennessy Catholic College – Construction of Multi purpose Hall, refurbishment of specialist spaces. Construction of Hospitality & Horticulture areas	\$2,555,944	\$1,095,404	\$3,651,348

# ACT BLOCK GRANT AUTHORITY APPLICATIONS

## 2012 Funding Round Approved Projects

In 2012 the Archdiocese submitted three applications on behalf of its ACT Schools with an estimated total cost of \$ 6,960,526 The amount of funding sought by Australian Government Grants through the ACT Block Grant Authority was \$2,767,506.

The following project applications were successful and will be constructed during 2013:

School	Australian Government Grants	Local/System/ CCSBF Contributions	Total Project Costs
Calwell- St Francis of Assisi Primary – Refurbishment of classroom Block	\$522,000	\$713,455	\$1,235,455
Nicholls – John Paul College – Stage 2 of new school	\$900,000	\$4,300,071	\$5,200,071
Waramanga – St John Vianney's Primary – Refurbishment of Adminsitration and staff facilities	\$350,000	\$175,000	\$525,000

## ACT School Projects commenced or completed during 2012

School	Australian Government Grants	Local Contribution	CCSBF/System Contribution	Total Project Costs
St Clare of Assisi Primary, Conder – Extension and refurbishment of Administration and Staff facilities and refurbishment of Library		\$1,145,043		\$1,145,043
St Francis Xavier College, Florey – Fitout of canteen, classrooms, offices, cafeteria and student services hub	\$532,061	\$95,384	\$5,934	\$633,379
St Francis Xavier College, Florey – Extension of Student Services Hub	\$700,000	\$2,129,062	\$172,194	\$3,001,256
Mother Teresa Primary, Harrison – Construction of classroom block and associated spaces	\$900,000		\$3,233,482	\$4,133,482

## NSW School Projects commenced or completed during 2012

School	Australian Government Grants	School/System Contribution	Total Project Costs
Broulee –Construction of Multi Purpose Hall	\$1,437,588	\$616,189	\$2,053,777
Pambula Beach –Lumen Christi Catholic College – Construction of Stage 1 of Primary School	\$781,924	\$933,793	\$1,715,717



## Statistical Information

Catholic Schools – Archdiocese of Canberra/Goulburn  
(Taken from August 2012 Census)

### ACT Number of Catholic Schools

Archdiocesan Schools			Congregational Schools			Total Schools			
Prim.	Sec.	Total	Sec.	Prim. Sec.	Total	Prim.	Sec.	Prim. Sec.	Total
23	4	27	1	2	3	23	5	2	30

### NSW Number of Catholic Schools

Primary	Central (K-10)	Prim/Sec. (K-12)	Sec. (7-12)	Total
18	5	1	3	27

### Number of Students

	ACT			NSW	Total (All schools)
	Archdiocesan	Congregational	Total		
Pre School	339	0	339	0	339
Primary	8210	625	8835	4202	13037
Secondary	5114	3535	8649	2750	11399
Total	13663	4160	17823	6952	24775

## Total Students by Classes (Archdiocesan Schools Only)

### ACT Schools

#### Primary (2012)

Class	P	K	1	2	3	4	5	6
<b>Total</b>	339	1325	1234	1195	1276	1117	1017	1046

#### Secondary (2012)

Year	7	8	9	10	11	12
<b>Total</b>	948	960	929	897	706	674

## Total Students by Classes (Archdiocesan Schools Only)

### NSW Schools

#### Primary (2012)

Class	K	1	2	3	4	5	6
<b>Total</b>	659	584	601	562	585	612	599

#### Secondary (2012)

Year	7	8	9	10	11	12
<b>Total</b>	557	601	483	471	349	289

Students of Aboriginal/Torres Strait Islander Descent  
(Archdiocesan Schools Only)

Primary	Secondary	Total
259	153	412

Students with Disabilities  
(Archdiocesan Schools Only)

Primary	Secondary	Total
346	198	544

Teachers employed in ACT (Archdiocesan Schools Only)  
Full Time Equivalents (August 2012)

	Lay Teachers	Religious Teachers	Total
Primary	445.4		445.4
Secondary	355.1		355.1
<b>Total</b>	<b>800.5</b>		<b>800.5</b>

Teachers employed in NSW (Archdiocesan Schools Only)  
Full Time Equivalents (August 2012)

	Lay Teachers	Religious Teachers	Total
Primary	260.3	0.5	260.8
Secondary	231.1		231.1
<b>Total</b>	<b>491.4</b>	<b>0.5</b>	<b>491.9</b>

## Total ACT and NSW Teaching Staff

	<b>1291.9</b>	<b>0.5</b>	<b>1292.4</b>
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Support Staff employed in ACT (Archdiocesan Schools Only)  
Full Time Equivalents (August 2012)

	Lay	Religious	Total
Primary	89.0	0.8	89.8
Secondary	136.8	1.0	137.8
<b>Total</b>	<b>225.8</b>	<b>1.8</b>	<b>227.6</b>

Support Staff employed in NSW (Archdiocesan Schools Only)  
Full Time Equivalents (August 2012)

	Lay	Religious	Total
Primary	61.2		61.2
Secondary	56.3		56.3
<b>Total</b>	<b>117.5</b>		<b>117.5</b>

## Total ACT and NSW Support Staff

	<b>343.3</b>	<b>1.8</b>	<b>345.1</b>
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These figures include FTE's for teachers and support staff in special programs as well as those funded from general recurrent funds.



## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE TRUSTEE OF**

### **THE ARCHDIOCESE OF CANBERRA AND GOULBURN CATHOLIC SCHOOLS SYSTEM AND THE CATHOLIC EDUCATION COMMISSION**

We have audited the accompanying financial report, being a special purpose financial report, of the Archdiocese of Canberra and Goulburn Catholic Schools System (the 'System') and the Catholic Education Commission, which comprises the statement of financial position as at 31 December 2012, the statement of comprehensive income - normal operations, statement of comprehensive income - special purpose and other grants, and statement of changes in equity for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by Officers.

#### *The Officers' Responsibility for the Financial Report*

The Officers are responsible for the preparation of the financial report, and have determined that the basis of preparation described in Note 1, is appropriate to meet the requirements and needs of the trustee of the Archdiocese of Canberra and Goulburn Catholic Schools System and the Catholic Education Commission. The Officers' responsibility also includes such internal control as the Officers determine is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management of the System, as well as evaluating the overall presentation of the financial report.

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

*Independence*

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

*Opinion*

In our opinion, the financial report presents fairly, in all material respects, the financial position of the Archdiocese of Canberra and Goulburn Catholic Schools System as of 31 December 2012 and its financial performance for the year then ended in accordance with the accounting policies as described in Note 1 to the financial statements.

*Basis of accounting*

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Archdiocese of Canberra and Goulburn Catholic Schools System to meet its financial reporting requirements. As a result, the financial report may not be suitable for another purpose.

**RSM Bird Cameron**



**G M STENHOUSE**  
Director

Canberra, Australian Capital Territory

Dated: 22 April 2013

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE TRUSTEES OF**

### **THE ARCHDIOCESE OF CANBERRA AND GOULBURN CANBERRA CATHOLIC SCHOOLS BUILDING FUND TRUST AND THE CATHOLIC EDUCATION COMMISSION**

We have audited the accompanying financial report, being a special purpose financial report, of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust (the 'Trust'), which comprises the statement of financial position as at 31 December 2012, the statement of comprehensive income - normal operations for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by officers.

#### *The Officers' Responsibility for the Financial Report*

The Officers are responsible for the preparation of the financial report, and have determined that the basis of preparation described in Note 1, is appropriate to meet the financial reporting requirements and needs of the trustees of the Archdiocese of Canberra and Goulburn Catholic Schools Building Fund Trust and the Catholic Education Commission. The Officers' responsibility also includes such internal control as the Officers determine is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management of the System, as well as evaluating the overall presentation of the financial report.

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

#### *Independence*

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.



*Opinion*

In our opinion, the financial report presents fairly, in all material respects, the financial position of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust as of 31 December 2012 and its financial performance for the year then ended in accordance with the accounting policies as described in Note 1 to the financial statements.

*Basis of accounting*

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust to meet its financial reporting requirements. As a result, the financial report may not be suitable for another purpose.

**RSM Bird Cameron**

**G M STENHOUSE**  
Director

Canberra, Australian Capital Territory

Dated: 22 April 2013

**CATHOLIC SCHOOLS SYSTEM**

**INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2012**

**CATHOLIC SCHOOLS SYSTEM BUILDING FUND TRUST  
INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2012**

	2012		2011	
	ACT	NSW	ACT	NSW
	\$	\$	\$	\$
<b>OPERATING INCOME</b>				
Government Grants				
Australian Government Recurrent	74,646,440	46,538,384	70,745,528	44,707,382
State / Territory Recurrent	23,984,050	15,489,763	22,851,425	15,220,116
School Fees	5,713,205	4,157,335	5,618,315	4,341,786
Other Income	8,732,708	1,654,661	7,854,885	1,846,063
Transfer From Reserves	5,170,657	0	5,126,987	0
<b>TOTAL OPERATING INCOME</b>	<b>118,247,060</b>	<b>67,840,143</b>	<b>112,197,139</b>	<b>66,115,346</b>
<b>OPERATING EXPENDITURE</b>				
Salaries and Related Costs	99,470,513	59,001,891	92,100,040	57,504,868
Administration & Program Expenditure	11,422,052	6,802,380	9,835,396	6,244,964
"Special" Projects	5,178,666	328,196	5,128,210	273,680
Transfer To Reserves	2,085,000	1,000,000	5,000,000	0
<b>TOTAL OPERATING EXPENDITURE</b>	<b>118,156,231</b>	<b>67,132,467</b>	<b>112,063,645</b>	<b>64,023,513</b>
<b>EXCESS OF INCOME OVER OPERATING EXPENDITURE FOR THE YEAR CARRIED FORWARD TO SCHOOL SYSTEM EQUITY</b>	<b>90,829</b>	<b>707,676</b>	<b>133,494</b>	<b>2,091,834</b>

**NOTES:**

"School Tuition Fees" does not include local levies and charges collected by all schools or Tuition Fees collected by ACT Catholic System Colleges. The total additional fees in 2012 is \$30.9 million (2011: \$28.1 million) in the ACT and \$8.0 million (2011: \$7.6 million) in the NSW.

**CATHOLIC SCHOOLS SYSTEM GOVERNMENT FUNDED SPECIFIC PROGRAMS  
INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2012**

	2012		2011	
	ACT	NSW	ACT	NSW
	\$	\$	\$	\$
<b>INCOME</b>				
Grants	7,181,852	4,958,867	3,490,843	3,178,161
Other Income	40,989	0	41,316	0
Funds Brought Forward	1,746,055	909,448	2,738,832	1,342,508
<b>TOTAL INCOME</b>	<b>8,968,896</b>	<b>5,868,315</b>	<b>6,270,991</b>	<b>4,520,669</b>
<b>EXPENDITURE</b>				
Salaries and Related Costs	2,426,808	3,209,330	1,956,349	2,629,172
Other	2,035,593	1,286,244	2,568,586	982,050
Funds Carried Forward	4,506,495	1,372,741	1,746,056	909,447
<b>TOTAL EXPENDITURE</b>	<b>8,968,896</b>	<b>5,868,315</b>	<b>6,270,991</b>	<b>4,520,669</b>

**NOTES:**

(1) This \$634,535 in 2012 represents the internal transfer within the CCSBF accounts from the operational section to the capital section to offset the excess of capital expenditure over capital income.

(2) This \$312,155 in 2012 represents the excess of income over expenditure for the year carried forward into equity.

	2012	2011
	\$	\$
<b>OPERATING ACTIVITIES</b>		
<b>OPERATING INCOME</b>		
Government Interest Subsidies	94,161	139,605
Upgrading Grants / Local Contributions	116,247	335,901
Parish and Parent Donations	3,788,082	3,591,295
Other Income	40,438	103,662
<b>TOTAL OPERATING INCOME</b>	<b>4,038,928</b>	<b>4,170,463</b>
<b>OPERATING EXPENDITURE</b>		
Interest on Loans	173,946	263,973
Building Maintenance	1,865,897	1,675,202
Other Expenditure	1,052,395	830,170
Transfer to Capital Account	634,535	457,220
<b>TOTAL OPERATING EXPENDITURE</b>	<b>3,726,773</b>	<b>3,226,565</b>
<b>CAPITAL ACTIVITIES</b>		
<b>CAPITAL INCOME</b>		
Australian Government Capital Grants	1,435,837	1,978,390
Loan Drawings	251,928	251,928
School Loan Reimbursements	7,405,380	1,196,828
School Contribution	634,535	457,220
Transfer from Operating Account	9,727,680	3,884,365
<b>TOTAL CAPITAL INCOME</b>	<b>1,435,837</b>	<b>1,978,390</b>
<b>CAPITAL EXPENDITURE</b>		
Loan Payments - Principal	764,921	765,163
Building Projects	8,962,759	3,119,202
<b>TOTAL CAPITAL EXPENDITURE</b>	<b>9,727,680</b>	<b>3,884,365</b>
<b>EXCESS OF INCOME OVER OPERATING EXPENDITURE FOR THE YEAR CARRIED FORWARD TO BUILDING FUND TRUST EQUITY</b>	<b>312,155</b>	<b>943,897</b>



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