



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL REPORT 2017



## ACKNOWLEDGEMENT OF COUNTRY

For the Aboriginal peoples, Country is a word for all the values, places, resources, stories and cultural obligations associated with that area and its features.

The Aboriginal people talk about country the same way that they would talk about a person; they speak to country, sing to country, visit country, worry about country, feel sorry for country and long for country.

The Aboriginal people say that country knows, hears, smells, takes notice, takes care, is sorry or happy.

We acknowledge the Traditional Owners on whose land our Office and Schools stand today. We pay our respect to their Elders past, present and future, and also to all Aboriginal and Torres Strait Islander Peoples.



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# CHAIRMAN'S REPORT

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One of the great and enduring documents of the Second Vatican Council, the Pastoral Constitution on the Church in the Modern World has the Latin title *Gaudium et Spes*, taken from the opening words of the document – literally, Joy and Hope. In 2017 Catholic Education in the Archdiocese formally adopted its Strategic Plan for 2018 – 2020 where our central goal is to have each of our schools, each classroom and each learning experience be an occasion of hope, joy and wonder. Education that is genuinely Catholic is an excellent education and an encounter with Jesus – when this is the core of what we do those students we serve will have great hope for their own futures and those of their communities; they will experience the joy that comes from achieving success against their own goals; and, they will know that the world is a place of wonder to be explored and celebrated.

Over the last decade the Catholic Education Commission (CEC) has faced numerous policy challenges in the provision of leadership in Education and advice to Archbishop Christopher Prowse

but arguably 2017 presented confluence of existential challenges: funding, results, and Catholic identity.

In the 2017 Budget, the Australian Government enacted a new framework for funding schools which effectively enshrined the view that there should be no low-fee non-government schools. Oddly, the Coalition Government removed the idea of parental choice as the guiding principle for schools in Australia – something that had stood since Prime Minister Menzies in the 1960s. The new guidance was that parents could choose between two schooling options: a ‘free’ Government school or a high fee non-Government school.

With a decade of systematic data available from a variety of sources – NAPLAN, Year 12, etc – the Commission recognised that our schools are not consistently reaching the standards of excellence in learning that students and their parents are seeking. Our results are good but they could be excellent. At a point in Australian history where the Catholic Church is under considerable challenge and young people are frequently beset by questions about beliefs, values and practices, it has never been more important that the schools and classrooms of the Archdiocese are centres of prayer, belief and encounter with the person of Jesus.

Meeting these challenges will take time and consistent effort; however, the new Strategic Plan focused on learning communities of hope, joy and wonder provide a solid foundation for our work

over the next three years. Under the leadership of Ross Fox, Catholic Education is meeting head-on the Government’s provocative and ill-considered funding plans that, if implemented, would have the effect of diminishing the availability and mission of Catholic Schools; we are renewing building communities that will name and seek educational excellence as a goal; and, we will increasingly become places of encounter where Jesus can touch the lives of each of our students.

2017 has been a rich year with much progress on our goals and the commencement of a journey beyond new horizons. The CEC continues to commit itself to the service of the Church, the Archbishop and each student, parent and teacher who is a member of our educational ministry.

A handwritten signature in black ink, reading 'Patrick McArdle'. The signature is fluid and cursive, with the first name 'Patrick' being more prominent than the last name 'McArdle'.

Dr Patrick McArdle  
Chair, Catholic Education Commission  
Archdiocese of Canberra & Goulburn





# DIRECTOR'S REVIEW

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As the Director of Catholic Education, Archdiocese of Canberra and Goulburn (CECG), it gives me great pleasure to present the Annual Report for 2017.

2017 saw a new step in our learning journey with the launch of our *Strategic Plan 2018-2020* (the Plan). The Plan sets out the vision and mission of the organisation, with strategic priorities and enablers identifying a path of growth to realise our explicit purpose:

***To be faith filled Catholic learning communities of hope, joy and wonder where all are welcome and inspired to grow to their potential.***

More than 1,000 people across the System had input into the development of the Plan, including Principals, school and office staff, many parents, carers and students. This process delivered clear and consistent messages on what is valued in our schools and services, and a challenge to approach some things differently to better realise the potential of our schools and System.

The School Choice Research Project confirmed that Catholic school parents highly value the Catholic character of our schools with emphasis on creating an orderly and respectful environment with pastoral care, student wellness, social justice and faith based teachings. This will inform how we transform our processes and implement the priorities of the Plan from 2018 through to 2020.

The first initiative arising from the Plan was a review of the services the Catholic Education Office provides to schools, to inform a new office structure better equipped to serve the needs of schools and the System.

The role of the Office has moved from the direct provision of some services to schools to:

- Differentiation of approach for schools and Principals, by brokering and commissioning services specific to the needs of schools.
- Providing specialised support to schools to meet particular challenges including the needs of students with complex learning and emotional needs.
- Managing systems for assuring quality and performance in schools.
- Providing systems and processes that better support Principals to manage schools effectively and efficiently.

This renewal of the Office has resulted in the redesign of our service offer and organisational shape to better support our strategic priorities and serve our school communities.

In Term 1, 2017 St Anthony's Primary School, Wanniasa opened a new purpose designed and built Early Learning Centre (ELC). We now have

eight ELCs across Canberra serving the youngest members of our Catholic communities.

Planning commenced for the move into the new St Christopher's Pastoral Centre in readiness for the start of the 2018 school year. The move will mark a shift in the way we work with an emphasis on collaboration resulting from the agile work environment. The new building will also offer generous professional development spaces for Principals, school and office staff.

2017 has not been without its challenges as we face the Gonski 2.0 school funding model which presents significant financial implications for our school funding structure. Analysts were commissioned to scrutinise the proposed funding model and measure the impact on Systemic schools. This was particularly important for ACT schools who are significantly affected by the SES funding model given the ACT's unique community configuration. Their final report is expected to be completed in early 2018. We are committed to continue campaigning and lobbying the Federal government to work through the complex issues seeking a more workable arrangement for Systemic Catholic schools.

A handwritten signature in black ink that reads "Ross Fox". The signature is stylized with a large, sweeping 'R' and a cursive 'Fox'.

Ross Fox  
Director, Catholic Education  
Archdiocese of Canberra & Goulburn





# ABOUT CATHOLIC EDUCATION CANBERRA GOULBURN



CECG is the approved System Authority for ACT Catholic schools and acts as a Catholic School Board for Catholic schools in the NSW sector of the Archdiocese. The NSW Catholic Education Commission is the approved System Authority for NSW schools. CECG provides services to Catholic schools in the Archdiocese, with oversight from the Catholic Education Commission, Archdiocese Canberra and Goulburn.

CECG serves 56 Schools and eight ELCs extending from Pambula on the south coast, to Crookwell in the north, through to the western point of Lake Cargelligo, traversing 88,000 square kilometres and straddling both the ACT and NSW borders. It is the only Catholic Education System in Australia that operates across two state and territory jurisdictions.

Our ELCs, Primary, Central and Secondary Schools and Colleges throughout NSW and the ACT are integrated at a regional and

Archdiocesan level. This enables cohesive service delivery and strengthens relationships that improve outcomes for students.

## School snapshot

### ACT

- 24 Primary Schools
- 5 Secondary Colleges
- 8 Early Learning Centres

### NSW


- 19 Primary Schools
- 3 Secondary Colleges
- 4 K – 10 Schools (Central Schools)
- 1 K – 12 School

Our school system educates 25,203 students. We have 1,765 teachers and support staff and a CECG Office of 85 staff members who support these schools.

Catholic schools were the first to be established in the Archdiocese with strong support from the

congregations. Just shy of 160 years ago (1858) the Sisters of Mercy opened Parish classrooms in Yass, Boorowa, Cootamundra, Tumut, Murrumburrah, Gundagai, Grenfell, West Wyalong, Waramanga and Crookwell.

CECG provides services in the following areas:

- Spirituality and Pastoral Care
  - Education information and advice
  - Administrative advice and information
  - Human Resource services
  - Financial administration
  - Information, Communications and Technology (IC&LT) Services
  - Planning and Facilities
  - Equipment
  - Reporting
  - Quality Control
  - Advising and reporting to the Catholic Education Commission
  - School Services
  - Communications and marketing advice
- 

## Our locations

The CECG Office is located at 52-54 Franklin Street, Manuka; the site where Archbishop Kelly and Archbishop Mannix laid the foundation stone for St Christopher's School and Convent in 1927 marking the beginning of Catholic Education in Canberra.

## The Commission

The CEC, as a Ministry of the Church of the Archdiocese of Canberra and Goulburn is committed to authentic Catholic education centred in God's love for each person.

The Archbishop is responsible for the oversight of all Catholic schools within the Archdiocese of Canberra and Goulburn.

The CEC was established to support and advise the Archbishop in his responsibilities for Catholic schools in the Archdiocese. The Commission advises and makes recommendation

to the Archbishop but does not make decisions. The Commission is not an incorporated body.

## Membership & Terms of Reference

The Archbishop of Canberra and Goulburn is the President of the CEC. All Commission members are appointed by the Archbishop for a four year term with an option for a further four years on the invitation of the Archbishop. The Archbishop appoints a Chair as an ex-officio member of the Commission.

CEC members are drawn from key stakeholder groups in the Archdiocese including:

- Clergy
- Parents
- Principals
- Catholic Agencies
- Australian Catholic University

The Director of CECG is the Executive Officer of the Commission that meets up to seven times per year.

## 2017 Members

**Dr Patrick McArdle**  
Chair

**Monsignor John Woods**  
Vicar for Education

**Mr Ross Fox**  
Director

**Mrs Vanessa Gibson**  
Community Member

**Mrs Gabrielle Sullivan**  
Community Member

**Mrs Karen Motyka**  
Community Member

**Mr Greg Walker**  
Principal - St Anthony's Primary School, Wanniasa ACT

**Mrs Loretta Wholley**  
Principal - Merici College, Braddon ACT

**Mrs Gaye McManus**  
Principal - Mount Carmel School, Yass NSW

**Mrs Frances Robertson**  
Principal - St Patrick's Parish School, Cooma NSW

**Mr Daniel Lawler**  
Principal - St Edmund's College, Canberra ACT

**Mr Paul Compton**  
Parent Representative

**Mrs Tiffany Wallace**  
CEC Secretariat

***ALL THE CHURCH,  
PROCLAIMS ALL  
THE GOSPEL, TO  
ALL THE PEOPLE,  
ALL THE TIME***

- ARCHBISHOP CHRISTOPHER PROWSE 2014

## OUR BELIEF

To be faith filled learning communities of hope, joy and wonder where all are welcome and are inspired to grow to their potential.

## OUR VISION

Jesus Christ, our greatest teacher, calls us to share and witness to our faith, build inclusive communities and deliver contemporary quality learning opportunities for every person.

## OUR COMMITMENT

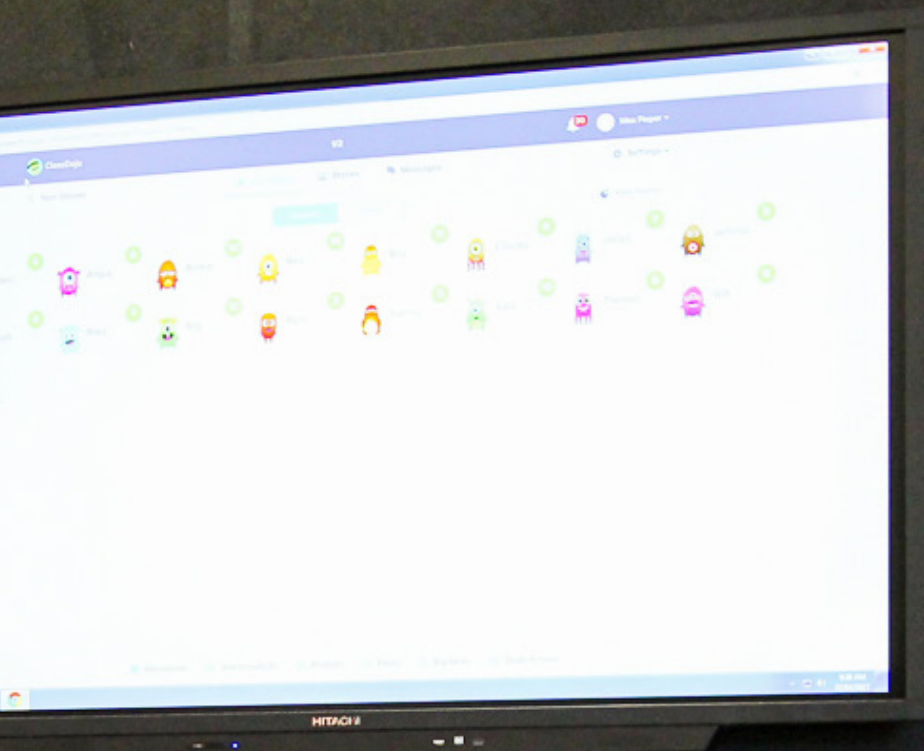
Promote Catholic Identity and Faith. Transform Teaching and Learning. Strengthen Leadership.  
Build Effective and Productive Partnerships.  
Steward Resources.











MAKE A  
NICER  
EVERYDAY

→ THROW →  
Kindness  
around like  
CONFETTI

any	because	cat	each	every
gave	house	last	long	morning
open	small	soon	than	time
use	very	why	year	yes

always	away	bird	dog	for
four	going	hand	keep	let
many	night	people	round	school
take	thing	tree	water	work

call	come	here	make
must	only	some	then
were	what	will	your

big	can	did	get
has	him	new	now
off	old	our	out
see	she	two	who

all	as	are	at	but
for	had	have	he	her
his	not	on	one	said
so	they	we	with	you





# STRATEGIC PLAN

## 2015-2017



## **BUILD AND CELEBRATE CATHOLIC CULTURE**

Place Jesus Christ at the heart of our educational endeavours.

Expand faith formation opportunities.

Continue the call to evangelisation.

Prioritise and invigorate Religious Education.

At all times be guided by Catholic Social Teaching.

Develop and maintain quality facilities.

## **BUILD CAPACITY**

Provide quality education from P-12.

Enable contemporary best practice in teaching and learning.

Encourage innovation and excellence.

Equip staff for the complex and changing world of schools.

Grow leadership capability.

Enhance capability in risk management and accountability.

## **BUILD COMMUNITY**

Build and sustain partnerships with parents, families and parishes.

Build and sustain partnerships with Catholic, Government,

Industry and Community agencies.

Communicate that our schools are open to all and provide for the diversity of students through inclusive practices.

Provide equity of access to System Resources.

# CATHOLIC IDENTITY & GOVERNANCE

## Develop

### A new approach to promotion of Catholic Identity.

#### Response to 2016 CEC Working Party recommendations.

##### Targeted marketing strategy

- Developed Faith Formation programs for leaders, aspiring leaders and middle managers.
- Developed and implemented the Link Listen Learn Lead program.

### New Youth Ministry programs and Catholic Schools Youth Ministry Australia (CSYMA) in secondary schools.

- Implemented the full CSYMA program in all Catholic Secondary Schools of the system.
- Central Schools supported in Secondary Retreat programs.
- Participated in the Northern Territory Immersion Program for three school Ministry coordinators in preparation for 2018.

### Post World Youth Day 2016 Leadership Program follow up with teacher participants.

#### Australian Youth Festival 2017.

Participated in the Catholic Schools Youth Festival in Sydney for over 200 of our Youth. Planning and preparation for the consolidation of our Youth Ministry initiative in 2018.

## Implement

### Registration of NSW Teachers Pre-2004.

#### Existing Teachers registration.

### Working With Children Check (WWCC) for all primary school staff.

- Prepared and supported all NSW teachers, including casual teachers,

to be registered with the NSW Education Standards Authority (NESA) for the beginning of the 2018 school year.

- All NSW teachers obtained their WWCC clearance as required.
- CECG Handbook was developed for the management of NESA processes.
- Managed an audit on the governance procedures required by CECG as a Teacher Accreditation Authority on behalf of NESA.
- Developed a proforma to assist schools in registering their professional learning (PL).
- Conducted PL for Principals in preparation for the new NESA procedures.

### Risk Management Program in schools.

#### Principal training.

#### Risk Management Plans in all schools.

- All Principals have completed risk management training.
- All Schools have risk management plans in place.

### Policy tracking and Governance program Complispace implementation commenced.

#### Selected modules in testing:

- Risk management module.
- Student duty of care module.
- Work health and safety module.

### Parent Engagement Programs.

#### Parent Engagement Forum March 2017.

#### Schools for all initiatives.

Ongoing CECG support for Catholic School Parents Archdiocese of Canberra and Goulburn (CSPACG) Council through new Executive Officer appointment following the CECG restructure.

- Launched Parent Charter at Parent Engagement Forum - Merici College March 2017.
- Supported schools in establishing and supporting Parent Engagement teams.
- Ongoing support for School Boards and Community Councils.
- Worked with ACT Education Directorate in developing resources for schools and families to support Parent Engagement.
- ACT Children's Week 2017 – Saint Francis Xavier College students won ACT Commissioner's Award as well as a Children's Week Award.

## Embed

### Social Media and Communication strategies. Agreed practice in the use of Twitter and Facebook. Ongoing training and familiarisation strategies.

CECG launched and implemented the use of Facebook, Twitter and YouTube. Subsequently, assisting various Diocesan schools with set up and basic operational advice by:

- Direct liaison.
- Provision of resource packs.
- Collaborated with Rowdy Media in hosting specialised social media workshops.

## Review

### School Registration Process. Working party to link the National School Improvement Tool (NSIT). Required compliance into an updated School Registration Process.

Personnel from School Services discussed the implementation of the NSIT.

#### Advantages:

- Use of a common language within school improvement.

- Common standards used across all schools.
- The tool is research based and identifies areas that are crucial for school improvement.
- Schools are utilising the tool to self-assess. The registration process will support or challenge internal review.











# PEDAGOGY & CURRICULUM

## Develop

### **New Student Reporting Format. Processes for rollout of the reporting tool.**

An Academic Reporting Working Group consisting of Principals, teachers and CECG staff reviewed the processes associated with semester reporting of student achievement and progress. The group worked on ways to more accurately report on Kindergarten achievement, make the mandated five point reporting scale more applicable to the junior years, and convey more reliable information about each student's engagement with learning.

This work links closely with each school's student administration system to make information on learning achievement and progress available to students and parents during the learning process.

### **New Religious Education (RE) Curriculum.**

#### **PL program. Integrate the RE validation process with the Internal School Review (ISR) process.**

- 12 twilight sessions in the PL series with an average attendance of 40 teachers at each program.
- RE Portal was designed and prototyped during the second half of the year.
- RE Curriculum resources were adopted from Brisbane. Planning for whole of system processing for the school based development of RE curriculum and pedagogy.
- Validation standards developed.
- Element ten of the NSIT tool developed in draft format.
- Engaged the Director and Educational Consultant at Innovative

Global Education and Foundation Professor of Religious Education at Australian Catholic University (ACU) to support the revision of RE across the system from 2018 and beyond.

- Regional Networks strengthened to support the revision of RE.

### **Diagnostic and Formative Assessment. Guidelines for assessment. Alignment of assessment and instruction.**

An assessment reference group was formed and developed a draft document as a guideline for assessment practices across the Archdiocese.

## Implement

### **STEM.**

#### **Recommendations of the STEM working party.**

#### **Models of STEM curriculum integration K-10.**

#### **Joint ICLT/STEM workshops. STEM competition for schools.**

- STEM working party held an online community meeting in Canberra to share PL in STEM and how STEM was implemented in their schools. Ideas were shared for how STEM could be supported by CECG.
- Selected schools were provided with seed funding to develop school based STEM projects.
- Face to face meetings were held each term to plan and evaluate project progress, supported by CECG Officers.
- STEM projects were presented at the Collaborating on Student Achievement (COSA) Showcase.
- ICLT led STEM camp in October 2017.
- Online collaboration established using Google Hangout and Virtual Courses (VC) technology.

### **Australian Curriculum in NSW.**

#### **Next phase subjects in NSW VC (HSC). Curriculum support through communities of practice.**

- Stage six new syllabus support for History, English, Mathematics, Science syllabus unpacking days and subsequent writing days.
- Secondary Professional Learning Communities (PLCs) for ACT and NSW teachers – English, Mathematics, Science, Humanities (HASS, HSIE), Languages, Health and Physical Education (HPE/PDHPE), Creative and Performing Arts (CAPA), Technology Aided Sciences (TAS).
- Support for NSW Secondary teachers to strengthen their understanding of the learning sequence for literacy and numeracy.
- Developed, promoted and updated CECG Secondary curriculum and pedagogy page on the intranet.









Opening of St Anthony's Early Learning Centre, Wanniasa ACT







# PEDAGOGY & CURRICULUM

## **Approach to Language education. Phase 1 of the Language Plan.**

- Language Teachers Working Party collaborated on developing a system perspective and a rationale for a languages position paper.
- K-12 PLCs. Two network meetings focused on sharing and connecting with resources such as embassy language programs.
- Worked strategically with critical friends in the Australian Curriculum, Assessment and Reporting Authority
- ACT Primary and Secondary schools implemented the Australian Curriculum programs for Italian, Indonesian and French.
- Shared resources and access to PL to assist Languages teachers to improve pedagogy.
- Online learning for Japanese in five Archdiocesan schools throughout 2017.
- Pilot trial of 'My Chinese Teacher' in three Archdiocesan schools.

## **Early intervention strategies Numeracy and Literacy.**

- Worked with Literacy and Numeracy Action Plan (LNAP); Instructional Leaders for Literacy; Early Learning Initiative (ELIN) teachers; Collaborated on Student Achievement (COSA) and; Literacy and Numeracy coordinators to coach, mentor and provide PL. The aim was to improve differentiated point of need, inquiry led literacy and multiple entry and exit numeracy practices.
- PL and regular coaching, including school based coaching and mentoring provided by external literacy and numeracy consultants.

- Created and shared online resources for all ELIN Teachers.
- Provided Literacy focused PL:
  - o Student Centred learning in Literacy (Introductory course), 14 March 2017.
  - o Classroom Literacy Practice for Kindergarten Teachers, 9 March 2017.
  - o Student Centred Learning in Literacy – Linking Data to the Curriculum (Advanced Course), 15 March and 9 August 2017.
  - o Student Centred Learning in Literacy for Teacher Librarians, 11 August 2017.
- Developed and promoted a shared vision for numeracy instruction through the LNAP, ELIN Teachers, Catholic Social Teaching (CST) and COSA Numeracy Contact Teacher.
- Promoted and supported the continued use of effective numeracy practices such as investigations, problem solving, mental computation skills, growth mindset and all aspects of the Learning Cycle.
- Supported schools to adopt the CECG Numeracy Position Paper (based on the Principles of Pedagogy), ensured that they are enacted in all classrooms and linked to the Australian Curriculum and NSW Syllabus – Mathematics.
- Implemented assessment and intervention for students most at risk, including all students who are not achieving to their capacity.

## **Embed**

**School Improvement Framework Principles of Pedagogy, COSA, ELIN, Wellbeing, NSIT, Literacy and Numeracy, and NSW LNAP strategies.**

- Provided two days of training to Principals and Assistant Principals in understanding each of the domains.
- Managed the School Improvement Projects by linking to the identified strategy indicators.
- Religious Education Coordinators (RECs) and School Principals worked with other Service Areas, particularly School Services, to achieve specific goals and evaluate the school Improvement Project.
- All Archdiocesan NSW Central Primary Schools participated in the COSA Showcase.
- In LNAP schools the School Improvement Plans were specifically linked to the priority of improving literacy and numeracy. Their two secondary goals extended the literacy and numeracy achievement priority.

## **Principles of Pedagogy Students Yearn to Learn Conference January 2017.**

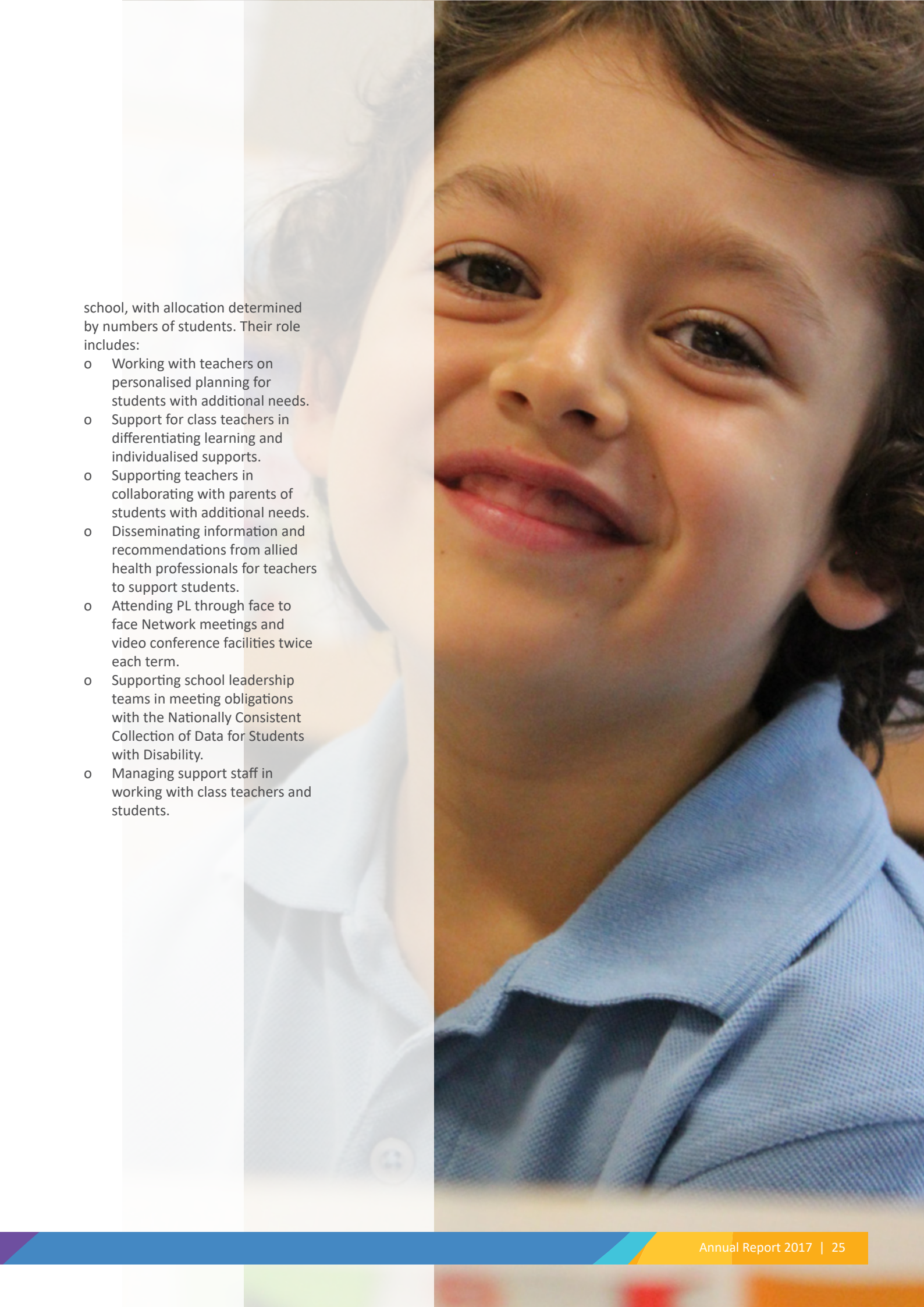
- All CECG teachers, support staff, coordinators, Assistant Principals and Principals participated in the system Conference Yearn to Learn.
- The conference featured internationally recognised speakers including Professor Alfie Kohn, Kath Murdoch, Professor Tom Lowrie and Erin Erceg.

## **Review**

### **Learning Support Teacher Role.**

### **Evaluate skills and resources needed and PL requirements.**

- In 2017 Learning Support teachers were renamed Classroom Support teachers (CST), highlighting the important shift in focus for their role. They are employed in every



school, with allocation determined by numbers of students. Their role includes:

- o Working with teachers on personalised planning for students with additional needs.
- o Support for class teachers in differentiating learning and individualised supports.
- o Supporting teachers in collaborating with parents of students with additional needs.
- o Disseminating information and recommendations from allied health professionals for teachers to support students.
- o Attending PL through face to face Network meetings and video conference facilities twice each term.
- o Supporting school leadership teams in meeting obligations with the Nationally Consistent Collection of Data for Students with Disability.
- o Managing support staff in working with class teachers and students.









# GROWING LEADERS

## Develop

### **NSW Educational Standards Authority (NESA) TAA Training programs to support Growing Leaders initiative.**

- CECG senior officers ensured schools were informed of the rollout of a new online platform for all teachers in NSW for 2018.
- CECG updated WWCC data of all teachers in NSW and recorded this on Empower.
- CECG Senior Officers made school visits and phone contact to support Principals using the Electronic Teacher Accreditation Management tool (E-Tams).
- CECG conducted PL for teachers applying for proficiency and for teachers considering Highly Accomplished and Lead Teachers Accreditation.
- CECG conducted PL for Principals to become assessors for higher level accreditation.

### **Leadership Framework for CEO staff.**

### **Next Round Enterprise Agreements (EA): Post 2017 EAs for Teachers, ELC and School Aged Care (SAC) staff and Principals.**

### **Current EAs ELC/SAC staff changes Principals and CECG Agreements.**

- A new EA for Principals was approved by the Fair Work Commission (FWC) in May 2017. Key changes included a new classification system with a smaller number of enrolment based pay bands and the introduction of 'Foundation' and 'Accomplished' Principals.
- New salary rates were introduced to unify pay rates between schools by removing the different rates that had been paid in Primary, Central

and Secondary schools as well as the different rates that had applied for ACT and NSW Principals.

- Negotiations were completed for the EA for CECG staff. Staff voted in December 2017 to support the proposed EA. The new EA brought together staff previously covered by the Officers and Senior Officers Agreement and General Staff covered by the School Employees Agreement into a single new EA to cover all staff employed by CECG. The new EA introduced a new classification model covering all staff and aligned employment conditions more closely with those applying to school based staff.
- Negotiations continued throughout 2017 for a new EA to replace the NSW and ACT Catholic Systemic Schools Enterprise Agreement 2015. While much of the content of the proposed EA was well received by staff, there were a number of contentious issues, especially relating to the ability of staff to access arbitrations through the FWC.
- Our bargaining agent the Catholic Commission for Employee Relations (representing all Catholic Dioceses in NSW and ACT) and the Independent Education Union (IEU) were unable to reach agreement on the provisions of the proposed EA.
- Staff in a number of our schools participated in a four hour stop work meeting in December 2017 and staff across the Archdiocese voted to reject the proposed EA.

### **Aspiring Leaders Program Professional Development for aspirants.**

- Aspiring Leaders Program ran in 2017 26 participants attended from

ACT and NSW Primary, Central and Secondary Schools.

- Evaluations indicated high engagement and many participants have gone on to achieve a further leadership role.

### **Progression of Highly Accomplished and Lead Teachers (HALT).**

### **Support programs to prepare teachers to apply for HALT status.**

- CECG promoted the benefits of being a HALT through the intranet.
- Two NSW and four ACT teachers expressed interest.
- The application process takes two years.

## Embed

### **New Leadership Framework. Finalise support documents. Link with new Principal EA.**

- The Principal EA was aligned with the Leadership Framework.
- The Principal Support and Development Program and Principal PD Program were revised to support the development of Principals.

## Review

### **Induction programs for staff aligning new onboarding processes and RE accreditation requirements.**

### **School Registration Process.**

- PD for Principals, Assistant Principals and CECG Staff on the use of the tool was organised through the Australian Council for Educational Research (ACER).
- The CECG RE Team developed a tenth domain of the NSIT - Catholic Identity and Faith Formation













# WELLBEING & PASTORAL CARE

## Develop

**A new approach to promotion of the Employee Access Program (EAP).**

**Options for delivery of a more comprehensive EAP to supplement existing staff counselling services.**

A new approach was implemented for the EAP to replace the previous staff counselling services. Under the new EAP model all staff are able to access short term, confidential counselling from CatholicCare directly rather than having to seek approval from the CECG. Information was distributed to all schools to raise awareness of the EAP service and to alert staff to the new model.

## Implement

**Registration of NSW Teachers.**

**Archdiocesan Wellbeing Framework. Online Resources.**

**PL on the ten domains.**

- Conducted PL for Principals in preparation for the new NESA procedures.
- Developed a proforma to assist schools in registering their PL.
- Review of Wellbeing and Diversity teamwork and processes.
- Case management approach to supporting students with complex needs.
- A number of schools participated in:
  - o School Wide Positive Behaviour Support.
  - o Kidsmatter.
  - o MindMatters.
- CECG purchased 12 month subscriptions to SchoolTV for all Archdiocesan schools.
- The Wellbeing and Diversity Intranet tab was established to include online

resources, factsheets and links to outside organisations for schools to access.

- Online training (OLT) was provided in the areas of behaviour and autism.

**Health and Safety Management System.**

**Policy and System Framework to support management of Work Health and Safety (WHS).**

The focus for 2017 was to develop a WHS management system as part of the Complispace implementation. A decision was made that this platform could not meet the needs of CECG and as a result has not been progressed.

**Schools for All Recommendations Phase One Priorities.**

Report of the Expert Panel on Schools for All Children and Young People has guided the work of the Wellbeing and Diversity team since 2015. PL is led by the recommendations of this report and the team have worked towards the recommendations made including:

- Student Voice.
- Safe and Sensory spaces and Calm Classrooms.
- Certificate IV in School Support for support staff in schools.
- Scholarship support for teachers for a ACU unit on Complex Needs and Challenging Behaviours.
- Guidelines for National Disability Insurance Scheme (NDIS) providers in schools.

**Christian Meditation program in Schools**

Schools have been supported in integrating Christian Meditation when

they have requested assistance. Eight schools received training for classroom or staff adoption of this prayer.

## Embed

**Schools have been supported by integrating Christian Meditation when they have requested assistance. Eight schools received training for students and staff.**

- Ongoing work with support and community services to support schools working with students with complex needs.
- Twilight PL with trauma informed psychologist offered to schools to provide input to team and to schools and at COSA Showcase.
- Relationships formed with providers to conduct assessments and provide recommendations for students where CSTs identify need through screening tools including AsOne Therapy, CatholicCare, Shepherd Centre, Autism Consultant, Disability consultant and Online training consultant.

## Review

**CatholicCare Counselling effectiveness and delivery of student counselling services in schools.**

A review identified opportunities to improve the delivery of student counselling services and more effectively meet student needs.

CECG continued to work in partnership with CatholicCare to achieve these goals.















# STRATEGIC RESOURCE PLANNING & PARTNERSHIPS

## Develop

**Online Professional Learning PL infrastructure, a common platform for delivery of English as an Additional Language or Dialect (EAL/D) identification system.**

The Canvas Learning Management System (CLMS) was implemented during 2017. The CLMS supported making teaching and learning easier. 2018 will see the consolidation of content onto the canvas platform and investigation of integration with other PL infrastructure such as Mypad.

**Further partnerships with the Archbishop's Office of Evangelisation.**

**Options for shared service delivery.**

**Partnership with ACU for Graduate Certificate in the New Evangelisation.**

The CECG successfully co-sponsored the two initial units in Leading the New Evangelisation. Twenty teachers were supported financially to undertake the program.

## Implement

**Registration of NSW Teachers Corporate Data Integration.**

**Alignment of data driven decision making and Catholic Education Data Driven Decision Making (CeD3).**

- Prepared and supported all NSW teachers to register with NSW Education Standards Authority (NESA) and included on Empower for the beginning of the 2018 school year.
- All NSW teachers obtained their WWCC clearance as required. This was recorded in Empower.
- 2017 saw the data services area of IC&LT consolidate its collection

of datasets. Initial exploration into data warehouse blending and visualisation utilising CEnet's centralised data consolidation system.

- Initial thinking and research around the strategy of data driven decision making was also conducted in Term 4 2017. 2018 will see this research developed into a three year roadmap that will stabilise CECG's core IC&LT foundations and enhance service delivery methodologies.

**Student Information System (SIS) Rollout of pilot SIS sites and first general deployment to schools.**

SIS, Compass, was piloted in two system schools. A limited subset of the functionality of the application was piloted.

**Aboriginal and Torres Strait Islander (ATSI) Strategy Targets identified in the Archdiocesan Action Plan.**

- The ATSI Education priority area of Culture and Identity was identified for implementation by all schools. This ensures that all students and staff will have the opportunity to develop understanding of and respect for ATSI histories and cultures. This identified priority from the Archdiocesan ATSI Education Strategy will be actioned until the end of 2019.

Expectations for schools include:

- Schools develop a Welcome Acknowledgement of Country Agreement.
- Schools display Aboriginal and Torres Strait Islander Flags.
- Schools develop a Reconciliation Action Plan (RAP).
- Students Year 1 - 10 have

Personalised Learning Plans that include a practical and achievable goal for Cultural Identity.

- Significant dates for Aboriginal and Torres Strait Islander peoples are identified, acknowledged, celebrated and included in school calendars.
- Schools review communication methods to ensure that all reading and technology abilities are catered for.
- Schools submit Semester Reports to CECG.

**Recruitment process.**

**New approaches to advertising, appointments and onboarding including an e-recruitment platform.**

- Human Resources procured and implemented an online recruitment system, PageUp. The system provides an end-to-end automated recruitment process, reducing the administrative burden for schools, the CECG and applicants by removing manual paper based processes. The system enables CECG to effortlessly post digital advertisements on social media, broadening reach to perspective applicants.
- New advertisement templates and applicant packs were created to provide prospective applicants with engaging information about working in the CECG System and respective schools. Successful applicants can now digitally accept their offer of employment and complete a series of online new starter forms, significantly reducing time between contract offer and contract acceptance.





# STRATEGIC RESOURCE PLANNING & PARTNERSHIPS

## **Recommendations from ACT Secondary Colleges Study Timeframes, resources and communication plan.**

- The study into the Provision of Catholic Secondary Education in the ACT was commissioned by the CEC in 2016 to determine optimal provision of Secondary education services to students and families in the region.
- The review reinforced that parents value respect, strong leadership, competent teachers and the nurturing environments that Catholic schools provide. There was general openness to change, with particular support for improving professional development and a stronger focus on faith and spirituality within the curriculum.

## **Upgrades for Existing Schools NSW Schools facilities parity Program.**

A number of capital works were undertaken in NSW and ACT schools in 2017 with substantial System support. (See page 50 for more details)

## **Embed**

### **Social Media and Consolidation of Information Technology Infrastructure Microsoft and Adobe Licencing.**

- 2017 was very busy and successful for IC&LT in regards to core infrastructure. A 'simplify the complexity while stabilising our foundations' strategy was followed.
- A new hyper-converged virtualisation environment was implemented that provides CECG high available server infrastructure to increase the capacity, performance and speed of implementation of services on the platform. This simplifies and

consolidates the many different virtualisation platforms that are deployed across the Archdiocese.

- The Bring Your Own Device (BYOD) environment was enhanced during 2017 with the implementation of a device agnostic printing solution to enable any BYOD to use school print services. An enhanced mobile device management system was also deployed to allow better support of system owned and 'Bring Your Own' devices. CECG leveraged the Adobe licencing program negotiated by CEnet to provide the Creative Cloud solution to students and staff.
- A new mail filtering solution had an immediate impact, reducing spam by over 60%. The solution also provided better protection from URL phishing and other electronic issues transmitted by the email system.

### **Video Conferencing across the System. Staff capacity to engage in forums, meetings, PL and training.**

#### **Virtual excursions in classrooms.**

- 2017 saw the consolidation of the system-wide video conferencing environment. New mobile video conferencing devices were initiated in a select number of schools, enabling video conferences in any room. The rollout of devices will continue throughout 2018.
- The use of large scale video conferencing, personal instant messaging and video systems increased throughout 2017 as teachers and staff utilised the environment for PL, minimising the need to drive long distances.

## **Review**

### **Current IC&LT business delivery.**

#### **Examined processes to transform the Model.**

- During the second half of 2017 a review into process, service and business delivery was undertaken by an external consulting firm. It examined many of the existing processes and looked at how CECG could leverage other services, support and learning from similar sized Dioceses.
- The outcome of the review recommended the development of a specific IC&LT strategy focused on increasing service management and delivery, consolidation of infrastructure to continue and strengthen CECG application and business management systems. 2018 will see the development of this strategy.

### **New Schools Planning.**

#### **Future needs and sites identified in Molonglo and Gungahlin.**

CECG desires a presence in the Molonglo region and new regions of the ACT. Changes to the way sites for non-government schools will be allocated may reduce opportunities to locate and or develop schools in these districts. CECG is preparing a submission to the anticipated Expression of Interest by ACT Government for a non- government school site in the Molonglo region. CECG has invested in expansion of existing school sites in our Gungahlin schools to meet demand.

### **Vocational Education and Training (VET)**

- The provision of VET across the













# STRATEGIC RESOURCE PLANNING & PARTNERSHIPS

Archdiocese of Canberra and Goulburn is delivered by seven independent Registered Training Organisations (RTOs); each of which have had their Australian Skills Quality Authority (ASQA) registration renewed until 2025. This reflects the quality outcomes achieved across 31 different qualifications delivered to over 2,000 students in 2017.

- Collaborative VET practiced across the Archdiocese has contributed to significant enhancement of student engagement with corresponding improvement in student outcomes and transitions from school to further education, employment, and community engagement.
- Reviewed Vocational Courses offered by a RTO to senior Secondary students for sustainability and succession planning. This may include expansion of VET subjects where student need is identified.
- Integrated External VET programs for NSW students.
- Developed the student accessible learning progress data (AXcelerate).
- Implemented assessment validation with industry and responded with revised systems and practices where needed.
- Addressed and responded to student unit evaluations and Employer and Student Satisfaction Surveys, with appropriate changes in delivery, systems and/or practices.

## Early Learning Centre (ELC).

- St Anthony's ELC opened in Term 1 2017. The brand new purpose built ELC has one full time class and two part time classes. The ELC also provides before school, after school and holiday care for the preschool

children.

- Holy Spirit ELC opened in 2016 and was partly funded by the Block Grant Authority (BGA). Building work commenced to double the classrooms.
- Supported Playgroups in Catholic Education (SPICE) was a great success in 2017. CECG provided a grant to help support six schools in implementing and running a supported playgroup. The playgroups were successful in supporting the school community and engaging with new families. The schools will continue SPICE in 2018.
- Provided support for planning, delivering, resourcing and evaluating early learning curriculum initiatives. This was both in relation to education and quality care components for each ELC.
- Used an Action Research support model to assist ELC staff in the implementation of the outcomes from the Early Years Learning Framework (EYLF) and the National Quality Framework (NQF), especially Quality Area 1 (QA1) – Educational Program and Practice.
- Worked collaboratively with Principals, ELC Directors and ELC staff in each of the eight ELCs to develop a coherent vision for teaching and commitment to learning. In this way pedagogy and procedures align EYLF, NQF, School Improvement Plan and evidenced based, data driven planning and intentional teaching.
- Supported the knowledge, skills and attitudes development of staff to use technologies creatively to facilitate, support, assess, document and share learning through PL and regular network meetings.

- Prepared and delivered PL to support the effective implementation of the EYLF and NQF for ELC staff.
- Liaised and worked within the RE team to promote quality teaching of RE in the early years through an inquiry approach.
- Worked collaboratively with ELC staff and school communities to identify and deliver effective teaching and learning strategies through play based and inquiry learning. This ensured program and practice was stimulating and engaging, and enhances children's learning and development (QA1).
- Supported ELC educators in their curriculum decision making, planning, implementing and evaluating of quality in early childhood settings.
- Engaged in collaborative support and action research to enable ELC staff to adopt CECG Principles of Pedagogy and implement specific curriculum relevant to their local community and ELC setting.













# ACT ENROLMENTS AUGUST CENSUS 2017

	School	Principal	Year	ELC	Prim	Sec
AMAROO	Good Shepherd	Mr David Austen	K-6		635	
ARANDA	St Vincent's	Mrs Lina Vigliotta	K-6		186	746
BRADDON	Merici College	Mrs Loretta Wholley	7-12			
CALWELL	St Francis of Assisi	Mrs Kate Markcrow (Acting)	K-6		472	
CAMPBELL	St Thomas More's	Mrs Julie Wiley	K-6		150	
CHARNWOOD	St Thomas Aquinas	Mr Cameron Johns	P-6	54	334	
CONDER	St Clare of Assisi	Mr Matthew Egan-Richards (Acting)	K-6		575	
CURTIN	Holy Trinity	Mrs Judy Spence/Mrs Philippa Brearley	P-6	55	306	
EVATT	St Monica's	Ms Carmel Maguire	K-6		455	
FLOREY	St John the Apostle	Mr Matthew Garton (Acting)	K-6		368	1153
FLOREY	St Francis Xavier College	Mr Angus Tulley	7-12			
GARRAN	Ss Peter & Paul	Mrs Margaret Pollard	K-6		258	
GOWRIE	Holy Family	Mrs Anne-Marie Marek	P-6	78	654	944
GRIFFITH	St Clare's College	Mr Brad Cooney	7-12			
HARRISON	Mother Teresa	Mr Peter Hughes	P-6	110	667	
HOLDER	St Jude's	Mr Peter Galvin	P-6	56	375	1774
ISABELLA PLAINS	St MaryMacKillop College	Mr Michael Lee	7-12			
WANNIASSA	St MaryMacKillop College	Mr Michael Lee	7-12			
KALEEN	St Michael's	Mrs Judy Walsh	K-6		185	
KAMBAH	St Thomas Apostle	Mrs Ursula Jamieson	K-6		291	
NARRABUNDAH	St Benedict's	Ms Rachel Smith (Acting)	K-6	86	152	
NICHOLLS	Holy Spirit	Mr Brad Gaynor (Acting)	P-6		642	630
NICHOLLS	St John Paul 11 College	Mrs Catherine Rey	7-8	56		
O'CONNOR	St Joseph's	Mrs Sue Dempsey	P-6		237	
PAGE	St Matthew's	Ms Brenda Foley	K-6		335	
PEARCE	Sacred Heart	Mrs Anne Staines	K-6		297	
RED HILL	St Bede's	Mrs Julie Douglas	K-6	65	136	
WANNIASSA	St Anthony's	Mr Greg Walker	P-6		430	
WARAMANGA	St John Vianney's	Mr Peter Rodda	K-6		185	
WATSON	Rosary	Mrs Vicky Van der Sanden	K-6		310	
Total – Archdiocesan Schools				560	8635	5247
<b>Congregational Schools</b>						
DICKSON	Daramalan College	Ms Rita Daniels	7-12			1405
GRIFFITH	St Edmund's College	Mr Daniel Lawler	7-12		206	676
		Mr David Kelly	4-6			
PEARCE	Marist College	Mr Richard Sidorko	7-12		411	1194
		Mr Eamonn Moore	4-6			
		(Assistant Head of School – Head of Primary)				
Total - Congregational Schools					617	3275



# NSW ENROLMENTS AUGUST CENSUS 2017

	School	Principal	Year	Prim	Sec
ADELONG	St Joseph's	Mrs Kirsty Beavan	K-6	38	
BATEMANS BAY	St Bernard's	Mrs Jacqueline Heffernan	K-6	381	
BATLOW	St Mary's	Ms Chris Baron	K-6	51	
BEGA	St Patrick's	MRs Jo Scott-Pegum	K-6	195	
BOMBALA	St Joseph's	MrsNoeleen O'Neill	K-6	68	
BOOROWA	St Joseph's	Mr Brendan Maynard	K-6	61	
BRAIDWOOD	St Bede's	Mrs Patricia Ferlitsch	K-6	139	
BROULEE	Carroll College	Mr Steve Bath	7-12		538
COOMA	St Patrick's Central	Mrs Frances Robertson	K-10	185	88
COOTAMUNDRA	Sacred Heart Central	Mrs Janet Cartwright	K-10	182	104
CROOKWELL	St Mary's	Mrs Sarah Lowe (Acting)	K-6	106	
GOULBURN	Ss Peter & Paul	Mrs Kathy Neely	K-6	242	
GOULBURN	Trinity Catholic College	Mrs Tanya Appleby (Acting)	7-12		506
GOULBURN NTH	St Joseph's	Mrs Sue-Ellen Nell	K-6	329	
GRENFELL	St Joseph's	Mrs There Clancy	K-6	49	
GUNDAGAI	St Patrick's	Mr Vincent Powell	K-6	79	
LAKE CARGELLIGO	St Francis Xavier	Mrs Jacinta Elwin	K-6	39	
MORUYA	St Mary's	Mr Michael Lowe	K-6	248	
MURRUMBURRAH	Trinity Primary	Mrs Marylou Gorham	K-6	70	
PAMBULA	Lumen Christi Catholic College	Mr Steven Centra	K-12	177	511
QUEANBEYAN	St Gregory's	Ms Claire Frazer	K-6	644	
TEMORA	St Anne's Central	Mrs Kathy Holding	K-10	160	62
TUMUT	McAuley Central	Mr Rodney Little	K-10	205	132
WEST WYALONG	St Mary's Central	Mrs Robyn Akehurst	K-6	129	
YASS	Mt Carmel Central	Mrs Gaye McManus	K-6	293	
YOUNG	St Mary's Primary	Mrs Louise Grant	K-6	376	
YOUNG	Hennessy Catholic College	Mrs Trazel Scott	7-12		482
<b>Total – Archdiocesan Schools</b>				<b>4446</b>	<b>2423</b>

Total NSW Enrolments 2017

6869

# STATISTICAL INFORMATION

Catholic Schools – Archdiocese of Canberra/Goulburn (Taken from August 2017 Census)

## ACT Number of Catholic Schools

Archdiocesan Schools			Congregational Schools			Total Schools			
Prim	Sec	Total	Sec	Prim Sec	Total	Prim	Sec	Prim Sec	Total
24	5	29	1	2	3	24	6	2	32

## NSW Number of Catholic Schools

	Prim	Central (K-10)	Prim/Sec (K-12)	Sec (7-12)	Total
	24	5	29	3	27

## Number of Students

	ACT			NSW	Total
	Archdiocesan	Congregational	Total	Archdiocesan	All Schools
Pre School	560	0	560	0	560
Primary	8635	617	9252	4446	13698
Secondary	5247	3275	8522	2423	10945
Total	14442	3892	18334	6869	25203

## Total Students by Classes (Archdiocesan Schools Only)

ACT	Primary	Class	P	K	1	2	3	4	5	6	
		Total	560	1194	1256	1364	1298	1215	1200	1108	
	Secondary	Class	7	8	9	10	11	12			
		Total	1043	1001	973	907	716	607			
NSW	Primary	Class	K	1	2	3	4	5	6		
		Total	669	636	633	661	635	619	593		
	Secondary	Class	7	8	9	10	11	12			
		Total	457	471	456	439	321	321			



# STATISTICAL INFORMATION

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

Primary	Secondary	Total
396	237	633

## Students with Disabilities (Archdiocesan Schools Only)

Primary	Secondary	Total
496	298	794

## Teachers employed in ACT (Archdiocesan Schools Only) Full Time Equivalents (August 2017)

	Lay Teachers	Religious Teachers	Total
Primary	499	0	499
Secondary	383	0	383
Total	882	0	882

## Teachers employed in NSW (Archdiocesan Schools Only) Full Time Equivalents (August 2017)

	Lay Teachers	Religious Teachers	Total
Primary	239	0	239
Secondary	134	0	134
Central	144	0	144
Total	517	0	517

## Total ACT and NSW Teaching Staff

Lay Teachers	Religious Teachers	Total
1399	0	1399

## Support Staff employed in ACT (Archdiocesan Schools Only) Full Time Equivalents (August 2017)

	Lay	Religious	Total
Primary	100	0	100
Secondary	142	0	142
Total	242	0	242

## Support Staff employed in NSW (Archdiocesan Schools Only) Full Time Equivalents (August 2017)

	Lay	Religious	Total
Primary	51	0	51
Secondary	38	0	38
Central	35	0	35
Total	124	0	124

## Total ACT and NSW Support Staff

Lay Teachers	Religious Teachers	Total
366	0	366

## Number of non-Catholic Students in ACT Archdiocesan Schools

Primary	Secondary	Total	% non- Catholic
2850	1995	4845	35%

## Number of non-Catholic Students in NSW Schools

Primary	Secondary	Total	% non- Catholic
1883	1035	2918	42%

These figures include FTE's for teachers and support staff in special programs as well as those funded from general recurrent funds.

# FINANCE REPORTS AND FINANCIAL STATEMENT

## Block Grant Authority

The following project applications were successful with construction commencing in 2018.

ACT	Australian Government Grant	Local/System Contributions	Total Project Cost
<b>Amaroo, Good Shepherd Primary.</b> Stage 2 - convert to a full 4 stream school	\$1,000,000	\$1,332,000	\$2,332,000
<b>O'Connor, St Joseph's Primary.</b> Refurbish 5 classrooms, build 4 new classrooms to upgrade to 2 stream school	\$1,000,000	\$1,419,000	\$2,419,000
NSW	Australian Government Grant	Local/System Contributions	Total Project Cost
<b>Temora, St Anne's Central School.</b> Refurbish K-6 Junior school classrooms and create breakout spaces	\$870,000	\$500,000	\$1,370,00
<b>West Wyalong, St Mary's War Memorial School.</b> Refurbish K-6 Junior school classrooms, upgrade administration building and provide disabled access	\$1,240,000	\$800,000	\$2,040,00

A number of capital works were undertaken in NSW and ACT schools in 2017 with substantial System support:

### ACT

Amaroo - convert to 4 stream (BGA Grant also provided)  
O'Connor - refurbishment and upgrade to 2 stream (BGA Grant also provided)  
Calwell - refurbishment of school buildings  
Harrison - convert to 4 stream and upgrade of staff and administration areas  
Nicholls - Early Learning Centre

### NSW

Braidwood - staff and administration upgrade  
Bombala - administration and staff block  
Broulee - General Learning Activity classroom and staff room upgrade  
Young - refurbishment of classroom  
Gundagai - staff and administration upgrade  
Temora - refurbishment of junior general classrooms (BGA Grant also provided)  
West Wyalong - upgrade of school buildings under masterplan (BGA Grant also provided)



# Catholic Schools System

## Income Statement for the Year Ended 31 December 2017

### OPERATING INCOME

Government Grants	Note	2017		2016	
		ACT \$	NSW \$	ACT \$	NSW \$
Australian Government Recurrent		110,809,001	69,808,769	103,060,865	64,875,140
State / Territory Recurrent		33,869,102	20,622,222	32,061,408	19,317,682
Other Grant Income		324,938	93,301	324,938	93,403
School Fees	(1)	7,010,635	4,445,622	6,775,683	4,404,368
Capital Income	(2a)	3,113,126	2,564,879	4,423,379	2,508,952
Other Income		12,559,520	1,790,020	10,744,539	1,540,377
<b>TOTAL OPERATING INCOME</b>		<b>167,686,321</b>	<b>99,324,813</b>	<b>157,390,812</b>	<b>92,739,922</b>

### OPERATING EXPENDITURE

Salaries and Related Costs		131,965,190	73,336,754	123,074,393	71,888,464
Administration and Program Expenditure		17,300,561	15,550,620	13,712,968	12,974,135
'Special' Projects		0	101,332	0	192,899
Depreciation of School Buildings	(2b)	14,022,391	6,840,744	15,793,279	7,100,581
<b>TOTAL OPERATING EXPENDITURE</b>		<b>163,288,142</b>	<b>95,829,450</b>	<b>152,580,630</b>	<b>92,156,080</b>
Excess of Income Over Operating Expenditure for the Year Carried Forward to School System Equity		<b>4,398,180</b>	<b>3,495,363</b>	<b>4,810,172</b>	<b>583,842</b>

#### NOTES:

- 'School Fees' does not include local levies and charges collected by all schools or Tuition Fees collected by ACT Catholic System Colleges. The total additional fee in 2017 is \$10.1 million (2016: \$8.6 million) in the ACT.
- School buildings are recognised as assets on the basis of 'beneficial ownership'. Consistent with the recognition of school building assets, the CECG also recognises long term loan liabilities and loan receivable assets related to capital building projects in its financial report.
  - Capital income consists of capital grants from the Government, school contributions, and CCSBF contribution; and
  - Depreciation of School Buildings is a non-cash expense and does not affect the System's cash flow.







# FINANCE REPORTS AND FINANCIAL STATEMENTS

## Catholic Schools System Government Funded Specific Programs Income Statement for the Year Ended 31 December 2017

Income	2017		2016	
	ACT \$	NSW \$	ACT \$	NSW \$
Grants	220,000	1,217,469	295,379	606,839
Other Income	(2,295)	2,500	35,726	0
Funds Brought Forward	1,395,908	1,596,859	1,650,478	1,698,268
<b>Total Income</b>	<b>1,613,613</b>	<b>2,816,828</b>	<b>1,981,583</b>	<b>2,305,107</b>

Expenditure	2017		2016	
	ACT \$	NSW \$	ACT \$	NSW \$
Salaries and Related Costs	346,801	1,971,136	210,364	491,345
Other	192,496	321,624	375,311	216,903
Funds Carried Forward	1,074,316	524,068	1,395,908	1,596,859
<b>Total Income</b>	<b>1,613,613</b>	<b>2,816,828</b>	<b>1,981,583</b>	<b>2,305,107</b>



## Catholic Schools System Building Fund Trust

### Income Statement for the Year Ended 31 December 2017

#### Operating Activities

Operating Income	Note	2017 \$	2016 \$
Government Interest Subsidies		407	5,175
Parish and Parent Donations		4,241,534	4,245,368
Other Income		43,628	67,171
<b>Total Operating Income</b>		<b>4,285,569</b>	<b>4,317,714</b>

Operating Expenditure	Note	2017 \$	2016 \$
Interest on Loans		13,126	22,548
Building Maintenance		1,146,610	1,689,282
Other Expenditure		1,226,089	1,260,873
Contribution to Catholic Schools System Capital	(1)	157,512	758,662
<b>Total Operating Expenditure</b>		<b>2,543,337</b>	<b>3,731,365</b>

<b>Income for the Year Carried Forward to School System Equity</b>	<b>1,742,232</b>	<b>586,349</b>
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#### NOTES:

1. 'Contribution to Catholic Schools System Capital Projects' represents the contribution made by the Trust to the Catholic Schools System for capital projects relating to school buildings.







**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2017**

As detailed in Note 1 to the financial statements, the Archdiocese of Canberra and Goulburn Catholic Schools System (the "System") is not a reporting entity because in the opinion of the officers there are unlikely to exist users of the financial statements who are unable to command the preparation of reports tailored so as to satisfy specifically all of their information needs.

Accordingly, these "Special Purpose Financial Statements" have been prepared to satisfy the officers' reporting requirements to the Catholic Education Commission ("the Commission"), the Trustees of the Archdiocese of Canberra and Goulburn and the Australian Charities and Not-for-profits Commission ("ACNC").

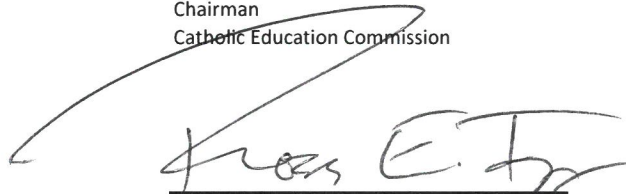
The officers declare that:

- a. in the officers' opinion, the attached financial statements and notes thereto present fairly the financial position and performance of the System; and
- b. in the officers' opinion there are reasonable grounds to believe that the System will be able to pay its debts as and when they become due and payable.

On behalf of the Officers



Dr. Patrick McArdle  
Chairman  
Catholic Education Commission



Mr. Ross Fox  
Director  
Catholic Education, Canberra and Goulburn



Ms. Margaret Cicolini  
Finance & Infrastructure & Strategy Leader  
Catholic Education, Canberra and Goulburn

Dated: 21/5/2018  
Location: Canberra



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2017**

	Notes	31 December 2017	31 December 2016
		\$	\$
<b>CURRENT ASSETS</b>			
Cash and Cash Equivalents	2.	80,325,538	59,483,155
Trade and Other Receivables	3.	14,019,996	8,616,941
Inventories	4.	-	1,346
Prepayments		2,151,579	1,590,445
Loan Receivable - Current	5.	122,500	122,500
<b>Total Current Assets</b>		<b>96,619,613</b>	<b>69,814,387</b>
<b>NON-CURRENT ASSETS</b>			
Property, Plant & Equipment	6.	372,560,290	383,672,289
Other Non-current Assets	7.	1,726,872	2,074,790
Capital Work-In-Progress		4,653,171	3,406,697
Loan Receivable - Non-Current	8.	712,000	834,500
<b>Total Non-Current Assets</b>		<b>379,652,333</b>	<b>389,988,276</b>
<b>TOTAL ASSETS</b>		<b>476,271,946</b>	<b>459,802,663</b>
<b>CURRENT LIABILITIES</b>			
Trade and Other Payables	9.	25,449,199	16,956,504
Provisions	10.	20,772,602	17,390,563
Loan Payable - Current	11.	279,258	398,825
Other Liabilities	12.	2,088,114	3,865,345
<b>Total Current Liabilities</b>		<b>48,589,173</b>	<b>38,611,237</b>
<b>NON-CURRENT LIABILITIES</b>			
Provisions	13.	11,915,053	13,037,990
Loan Payable - Non-Current	14.	1,610,080	1,889,338
<b>Total Non-Current Liabilities</b>		<b>13,525,133</b>	<b>14,927,328</b>
<b>TOTAL LIABILITIES</b>		<b>62,114,306</b>	<b>53,538,565</b>
<b>NET ASSETS</b>		<b>414,157,640</b>	<b>406,264,098</b>
<b>SCHOOL SYSTEM EQUITY</b>			
Retained Earnings		370,307,640	362,414,098
Reserves		43,850,000	43,850,000
<b>Total School System Equity</b>		<b>414,157,640</b>	<b>406,264,098</b>

The accompanying notes form part of these financial statements, as set out on pages 7 to 16

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

	Notes	31 December 2017 \$	31 December 2016 \$
<b>NORMAL OPERATIONS</b>			
Government Grants	15.	235,109,094	219,315,095
Other Government Grants		418,239	418,341
Capital Income	16.	5,678,005	6,932,330
School Tuition Fees		11,456,257	11,180,051
Other Income	17.	14,349,539	12,284,916
Salaries and Related Costs	18.	(205,301,944)	(194,962,856)
Administration and Program Expenses	19.	(53,574,157)	(49,444,365)
Other Expenditure	20.	(140,159)	(136,598)
Maintenance/ Refurbishment Projects	21.	(101,332)	(192,899)
<b>Surplus For The Year From Normal Operations</b>		<b>7,893,542</b>	<b>5,394,014</b>
Other Comprehensive Income		-	-
<b>Total Comprehensive Income</b>		<b>7,893,542</b>	<b>5,394,014</b>
<b>Surplus Attributable To Schools System Equity</b>		<b>7,893,542</b>	<b>5,394,014</b>

The accompanying notes form part of these financial statements, as set out on pages 7 to 16



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT OF COMPREHENSIVE INCOME - SPECIAL PURPOSE AND OTHER GRANTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

	Notes	31 December 2017 \$	31 December 2016 \$
<b>SPECIFIC PURPOSE AND OTHER GRANTS</b>			
Grants	22.	1,437,469	902,218
Funds Brought Forward		2,992,767	3,348,746
Other Income		205	35,726
Salaries and Related Costs	23.	(2,317,937)	(701,709)
Payments To Schools		(84,013)	(130,850)
Other Expenditure		(430,107)	(461,364)
Funds Carried Forward - Unexpended Grants	24.	(1,598,384)	(2,992,767)
Funds Transferred to Recurrent Income	25.	-	-
<b>Surplus For The Year From Normal Operations</b>		-	-
<b>Total Comprehensive Income For The Year</b>		-	-
<b>Surplus Attributable To Schools System Supplementation</b>		-	-

The accompanying notes form part of these financial statements, as set out on pages 7 to 16

**ARC DIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT OF CHANGES IN EQUITY AS AT 31 DECEMBER 2017**

	Retained Earnings	Recurrent Funding Shortfall	Recurrent Funding Shortfall (ACT)	Recurrent Funding Shortfall (NSW)	General Operations	Gungahlin New School Development	NSW School Development Reserve	ACT School Development Reserve	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Opening Balance</b>									
Balance at 1 January 2016	371,651,872	7,450,000	4,635,000	1,650,000	500,000	12,633,212	2,350,000	-	400,870,084
Operating Surplus for the year	5,394,014	-	-	-	-	-	-	-	5,394,014
Transfer from Retained Earnings to Reserves	(27,265,000)	-	1,572,500	1,692,500	-	-	8,000,000	16,000,000	-
Transfer from Reserve to Retained Earnings	12,633,212	-	-	-	-	(12,633,212)	-	-	-
<b>Closing Balance</b>									
Balance at 31 December 2016	362,414,098	7,450,000	6,207,500	3,342,500	500,000	-	10,350,000	16,000,000	406,264,098
Operating Surplus for the year	7,893,542	-	-	-	-	-	-	-	7,893,542
<b>Closing Balance</b>									
Balance at 31 December 2017	370,307,640	7,450,000	6,207,500	3,342,500	500,000	-	10,350,000	16,000,000	414,157,640

The accompanying notes form part of these financial statements, as set out on pages 7 to 16



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**CASH FLOW STATEMENT**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

	31 December 2017 \$	31 December 2016 \$
<b>Cash Flows From Operating Activities</b>		
Surplus For The Year From Normal Operations	7,893,542	5,394,014
Adjustments for:		
Depreciation	22,057,730	23,982,634
Gain on disposal of assets	(408,084)	(43,461)
Capital Income	(5,678,005)	(6,932,330)
Capital Project expenditure	(101,332)	192,899
Interest Income	(1,283,836)	(1,347,276)
Interest Subsidies	(93,769)	(118,042)
Interest Expense	93,769	118,926
Decrease in Trade and Other Receivables	(5,616,270)	2,045,305
Decrease in Inventories	1,346	-
Decrease in Trade and Other Payables	8,974,566	2,052,076
<b>Net Cash From Operating Activities</b>	<b>25,839,658</b>	<b>25,344,746</b>
<b>Cash Flows From Investing Activities</b>		
Purchase of Property, plant and equipment	(12,505,460)	(13,651,094)
Proceeds from Sale of Property, plant and equipment	721,338	178,628
Capital Income	5,678,005	6,932,330
Capital Project Expenditure	101,332	(192,899)
Interest Received	1,283,836	1,347,276
<b>Net Cash From Investing Activities</b>	<b>(4,720,950)</b>	<b>(5,385,759)</b>
<b>Cash Flows From Financing Activities</b>		
Repayment of loan liabilities	(398,825)	(398,824)
Receipts from school share of loan financing	122,500	122,500
Interest Subsidies	93,769	118,042
Interest expense	(93,769)	(118,926)
<b>Net Cash From Financing Activities</b>	<b>(276,325)</b>	<b>(277,208)</b>
<b>Net Increase in Cash and Cash Equivalents</b>	<b>20,842,383</b>	<b>19,681,778</b>
<b>Cash and Cash Equivalents at beginning of year</b>	<b>59,483,155</b>	<b>39,801,377</b>
<b>Cash and Cash Equivalents at end of year</b>	<b>80,325,538</b>	<b>59,483,155</b>

The accompanying notes form part of these financial statements, as set out on pages 7 to 16

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

**1. ACCOUNTING POLICIES**

**1.1 Special Purpose Financial Statements**

These special purpose financial statements have been prepared for the information of the Commission ("the Commission, the Trustees of the Archdiocese of Canberra and Goulburn and the ACNC. The accounting policies used in the preparation of these financial statements are, in the opinion of management, appropriate to meet the needs of the Commission, the Trustees and the ACNC.

These special purpose financial statements have also been prepared for the purposes of complying with the Australian Charities and Not-for-profits Commission Act 2012.

The System is a division of the Archdiocese of Canberra and Goulburn and is not a separate legal entity. The System financial statements does not include schools' local income and expenditure.

The Commission is of the opinion that the System is a non-reporting entity. These financial statements have been prepared in accordance with the recognition and measurement requirements specified by the Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ("AASB") and the disclosure requirements of:

- AASB 101 Presentation of Financial Statements;
  - AASB 107 Statement of Cash Flows;
  - AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors;
  - AASB 1048 Interpretation of Standards; and
  - AASB 1054 Australian Additional Disclosures
- as appropriate for not-for-profit oriented entities.

**1.2 Basis of Preparation**

The financial statements have been prepared on the basis of historical cost. Cost is based on the fair values of the consideration given in exchange for assets. Unless otherwise indicated, all amounts are presented in Australian dollars.

In the application of the System's accounting policies, management is required to make judgements, estimates and assumptions about carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstance, the results of which form the basis of making judgments. Actual results may differ from these estimates. The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period of the revision and future periods if the revision affects both current and future periods.

**1.3 Cash and cash equivalents**

Cash and cash equivalents includes cash on hand, deposits held with financial institutions.

**1.4 School Buildings**

*(i) Recognition and measurement*

Existing school buildings that were not capitalised prior to 1 January 2014 is measured at "deemed cost" as at 1 January 2014, less any subsequent accumulated depreciation and subsequent accumulated impairment loss (if any). Cost of construction of new school buildings and expenditure incurred to upgrade the capability, extend the useful life or restore existing school buildings from 1 January 2014 is measured at cost, less any subsequent accumulated depreciation and subsequent accumulated impairment loss (if any).

*(ii) Estimation of deemed cost*

Deemed cost is estimated as: replacement value of the asset as at 1 January 2014, adjusted for depreciation to reflect the physical obsolescence of the asset. Replacement value is the insured value of the school buildings and contents.

Depreciation for the purpose of estimating deemed cost is calculated on a straight line basis from a start date. The start date is the weighted average of establishment year of the relevant schools and the years in which capital expenditure were incurred to upgrade, enhance or restore the existing school buildings.



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

**1. ACCOUNTING POLICIES (CONTINUED)**

**1.4 School Buildings**

*(iii) Depreciation*

Depreciation is provided on school buildings. Depreciation is calculated on a straight line basis so as to write off the net cost, deemed cost or other revalued amount of each asset over its expected useful life. Depreciation rates and methods are reviewed at least annually. The following estimated useful lives are used in the calculation of depreciation:

- |                          |          |
|--------------------------|----------|
| • School Building        | 40 years |
| • Furniture and fittings | 10 years |

**1.5 Property, Plant and Equipment**

*(i) Recognition and measurement*

Property, plant and equipment is measured at cost less any subsequent accumulated depreciation and subsequent accumulated impairment loss (if any).

Cost of construction of new school buildings and expenditure incurred to upgrade the capability, extend the useful life or restore school buildings are recognised as expenditure in the financial report.

From the year ended 31 December 2010, cost of construction of new school buildings for new operations is capitalised as part of a staged approach to fully capitalise all school buildings in the financial report.

*(ii) Depreciation*

Depreciation is provided on property, plant and equipment, including freehold buildings. Depreciation is calculated on a straight line basis so as to write off the net cost or other revalued amount of each asset over its expected useful life. Depreciation rates and methods are reviewed at least annually. The following estimated useful lives are used in the calculation of depreciation:

- |                                    |               |
|------------------------------------|---------------|
| • Non-school Building & Residences | 20 – 40 years |
| • Motor Vehicles                   | 4 years       |
| • Other Vehicles (vans, buses)     | 10 years      |
| • Plant & Equipment                | 5 years       |
| • Computer Hardware                | 3 years       |

**1.6 Intangible Assets - Software Licences**

Intangible assets include acquired software used by the System that qualify for recognition as an intangible asset. Intangible assets are measured at cost less any subsequent accumulated amortisation and subsequent accumulated impairment loss (if any).

Amortisation is provided on intangible assets. Amortisation is calculated on a straight line basis so as to write off the net cost or other revalued amount of each asset over its expected useful life. Amortisation rates and methods are reviewed at least annually. The following estimated useful lives are used in the calculation of amortisation:

- |                     |         |
|---------------------|---------|
| • Software licences | 3 years |
|---------------------|---------|

**1.7 Provisions**

Provisions are made for benefits accruing to employees in respect of wages and salaries, annual leave and long service leave when it is probable that settlement will be required and are capable of being measured reliably. Provisions made in respect of wages and salaries, annual leave and long service leave expected to be settled within 12 months, are measured at their nominal values. Provisions made in respect of long service leave which are not expected to be settled within 12 months are measured as the present value of the estimated future cash outflows in respect of services provided by the employees up to the reporting date.

Annual Leave and Long Service Leave provisions of the System does not include that for ACT Secondary Schools. ACT Secondary Schools are required to establish their own provisions for Long Service Leave and Annual Leave.

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

**1. ACCOUNTING POLICIES (CONTINUED)**

**1.8 Financial Assets - Loans and Receivables**

Trade receivables, loans and other receivables are recorded at amortised cost less any impairment.

**1.9 Financial Instruments Issued By The Entity - Other Financial Liabilities**

Other financial liabilities are initially measured at fair value, net of transaction costs. Other financial liabilities are subsequently recorded at amortised cost using the effective interest method, with expense recognised on an effective yield basis. Other financial liabilities and other accounts payable interest are recognised when the System becomes obliged to make future payments resulting from the purchase of goods and services.

**1.10 Catholic Development Fund**

A reference to the CDF is to be taken as a reference to the Catholic Development Fund, Archdiocese of Canberra and Goulburn.

**1.11 Exemption from Income Tax**

The System is exempt from income tax under S50-5 of the Income Tax Assessment Act 1997.

**1.12 Statement of Comprehensive Income**

The special purpose financial statements include two Statements of Comprehensive Income. The first discloses the excess of operating income over expenditure for the year for the normal operations of the System. The second, which is a subset of information from the first statement, discloses the income and expenditure associated with the operations of specific purpose grants received by the ACT Catholic Schools System.

**1.13 Goods and Services Tax**

Revenues, expenses and assets are recognised net of the amount of goods and services tax (GST), except:

- where the amount of GST incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- for receivables and payables which are recognised inclusive of GST.

**1.14 Impairment of Assets**

At each reporting date, the System reviews the carrying amounts of its assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any). Where the asset does not generate cash flows that are independent from other assets, the System estimates the recoverable amount of the cash-generating unit to which the asset belongs.

If the recoverable amount of an asset (or cash-generating unit) is estimated to be less than its carrying amount, the carrying amount of the asset (cash-generating unit) is reduced to its recoverable amount. The recoverable amount is the higher of fair value less costs to sell and value in use. An impairment loss is recognised in profit or loss immediately, unless the relevant asset is carried at fair value in which case the impairment loss is treated as a revaluation decrease.

Where an impairment loss subsequently reverses, the carrying amount of the asset (cash-generating unit) is increased to the revised estimate of its recoverable amount, but only to the extent that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset (cash-generating unit) in prior years.

A reversal of an impairment loss is recognised in profit or loss immediately, unless the relevant asset is carried at fair value, in which case the reversal of the impairment loss is treated as a revaluation increase.



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

**1. ACCOUNTING POLICIES (CONTINUED)**

**1.15 Recognition of Revenue**

Revenue is recognised when it is probable that the economic benefit will flow to the incorporated association and the revenue can be reliably measured. Revenue is measured at the fair value of the consideration received or receivable.

*Grants*

Revenue from government grants is recognised on an accruals basis when the conditions specified under each agreement have been met. Grants received in advance are recognised as a liability until the grant revenue has been earned, and the conditions under the grant agreement have been met.

*School Fees*

School fees revenue is recognised when it is received or when the right to receive payment is established.

*Interest*

Interest revenue is recognised as interest accrues using the effective interest method. This is a method of calculating the amortised cost of a financial asset and allocating the interest income over the relevant period using the effective interest rate, which is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset to the net carrying amount of the financial asset.

*Other revenue*

Other revenue is recognised when it is received or when the right to receive payment is established.

**1.16 Critical accounting judgements, estimates and assumptions**

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the reported amounts in the financial statements. Management continually evaluates its judgements and estimates in relation to assets, liabilities, contingent liabilities, revenue and expenses. Management bases its judgements, estimates and assumptions on historical experience and on other various factors, including expectations of future events, management believes to be reasonable under the circumstances. The resulting accounting judgements and estimates will seldom equal the related actual results. The judgements, estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities (refer to the respective notes) within the next financial year are discussed below.

*Estimation of useful lives of assets*

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

*Employee benefits provision*

As discussed in Note 1.7, the liability for employee benefits expected to be settled more than 12 months from the reporting date are recognised and measured at the present value of the estimated future cash flows to be made in respect of all employees at the reporting date. In determining the present value of the liability, estimates of attrition rates and pay increases through promotion and inflation have been taken into account.

**1.17 Adoption of new and revised Accounting Standards**

Any new Accounting Standards that have been issued but are not yet effective at balance date have not been applied in the preparation of this financial report. For the purposes of this financial report, the possible impacts of the initial application of these Accounting Standards have not been assessed.

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

	31 December 2017	31 December 2016
	\$	\$
<b>2. CASH</b>		
Cash at Bank and on Hand	505	609
Cash on Deposit with Catholic Development Fund	80,325,033	59,482,546
	<u>80,325,538</u>	<u>59,483,155</u>
<b>3. TRADE AND OTHER RECEIVABLES</b>		
Debtors Control Account	3,479,781	7,830,939
Sundry Debtors	9,866,597	55,079
GST Control Account	265,552	243,950
Advances to Canberra Catholic Schools Building Fund Trust - Current	298,973	298,973
Advances to School - Current	109,093	188,000
	<u>14,019,996</u>	<u>8,616,941</u>
<b>4. INVENTORIES</b>		
Class Rolls	-	1,346
	<u>-</u>	<u>1,346</u>
<b>5. LOAN RECEIVABLE - CURRENT</b>		
Schools share of System Loans - Current	122,500	122,500
	<u>122,500</u>	<u>122,500</u>



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

**6. PROPERTY, PLANT AND EQUIPMENT**

	Non-School Buildings	School Buildings	Residences	Land	Building Improvements	Motor Vehicles	Plant & Equipment	Computer Hardware	Intangible Assets Software	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Gross Carrying Amount</b>										
Balance at 1 January 2017	345,063	447,904,639	195,690	-	-	867,821	337,077	5,132,108	440,540	455,222,938
Additions	-	6,891,090	518,242	222,825	2,190,413	-	8,276	1,428,141	-	11,258,986
Disposals/ Write-Off	-	-	(195,690)	-	-	(402,957)	(55,151)	(7,441)	-	(661,239)
Balance at 31 December 2017	345,063	454,795,729	518,242	222,825	2,190,413	464,864	290,202	6,552,808	440,540	465,820,685
<b>Accumulated Depreciation</b>										
Balance at 1 January 2017	(345,063)	(66,818,116)	(76,625)	-	-	(305,160)	(278,535)	(3,366,190)	(360,960)	(71,550,649)
Additions	-	(20,863,135)	(13,947)	-	-	(149,223)	(28,056)	(957,073)	(46,297)	(22,057,730)
Disposals	-	-	76,625	-	-	216,106	55,151	102	-	347,984
Balance at 31 December 2017	(345,063)	(87,681,251)	(13,947)	-	-	(238,277)	(251,440)	(4,323,161)	(407,257)	(93,260,395)
<b>Net Book Value</b>										
As At 1 January 2017	-	381,086,523	119,065	-	-	562,661	58,542	1,765,918	79,580	383,672,289
As At 31 December 2017	-	367,114,478	504,295	222,825	2,190,413	226,587	38,762	2,229,647	33,283	372,560,290

The accompanying notes form part of these financial statements, as set out on pages 7 to 16

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

	31 December 2017	31 December 2016
	\$	\$
<b>7. OTHER NON-CURRENT ASSETS</b>		
Advances to Canberra Catholic Schools Building Fund Trust - Non-Current	426,177	725,150
Advances to School - Non-Current	1,240,547	1,349,640
Asset Purchase	60,148	-
	<u>1,726,872</u>	<u>2,074,790</u>
<b>8. LOAN RECEIVABLE - NON-CURRENT</b>		
Schools share of System Loans - Non-Current	712,000	834,500
	<u>712,000</u>	<u>834,500</u>
<b>9. TRADE AND OTHER PAYABLES</b>		
Accruals	23,660,998	16,480,535
Canberra Catholic Schools Building Fund Trust	1,788,201	475,969
	<u>25,449,199</u>	<u>16,956,504</u>
<b>10. CURRENT PROVISIONS</b>		
Long Service Leave - Current	19,367,237	16,206,271
Annual Leave	1,405,365	1,184,292
	<u>20,772,602</u>	<u>17,390,563</u>
<b>11. LOAN PAYABLE - CURRENT</b>		
Loan from Catholic Development Fund - Current	254,166	309,983
CE share of School Loans - Current	25,092	88,842
	<u>279,258</u>	<u>398,825</u>
<b>12. OTHER CURRENT LIABILITIES</b>		
Grants in Advance	1,598,384	3,392,642
Income in Advance	-	5,694
Fringe Benefits Tax	478,140	432,010
Project Retention	-	1,897
Sundry Payables	11,590	33,102
	<u>2,088,114</u>	<u>3,865,345</u>
<b>13. NON-CURRENT PROVISIONS</b>		
Long Service Leave - Non-Current	11,915,053	10,571,216
Long Service Leave ACT Secondaries - Non-Current	-	2,466,774
	<u>11,915,053</u>	<u>13,037,990</u>
<b>14. LOAN PAYABLE - NON-CURRENT</b>		
Loan from Catholic Development Fund - Non-Current	1,428,582	1,682,748
CE share of School Loans - Non-Current	181,498	206,590
	<u>1,610,080</u>	<u>1,889,338</u>



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2017**

	31 December 2017	31 December 2016
	\$	\$
<b>15. GOVERNMENT GRANTS</b>		
Australian Government Recurrent Grants	180,617,770	167,936,005
NSW State Per Capita Grants	20,622,222	19,317,682
ACT Territorial Recurrent Grants	33,869,102	32,061,408
	<u>235,109,094</u>	<u>219,315,095</u>
<b>16. CAPITAL INCOME</b>		
Capital Grants from Government	4,945,588	4,028,191
Capital Contributions from Schools	574,905	2,048,335
Other Capital Income	-	97,143
Capital Contributions from Canberra Catholic Schools Building Fund	157,512	758,662
	<u>5,678,005</u>	<u>6,932,330</u>
<b>17. OTHER INCOME</b>		
ACT Secondary Schools:		
- Contribution to Recurrent Expenses	6,211,229	4,861,830
- Contribution to System Operations	3,867,714	3,738,236
Interest, Commissions, etc	4,270,596	3,684,850
	<u>14,349,539</u>	<u>12,284,916</u>
<b>18. SALARIES AND RELATED COSTS</b>		
Salaries	174,980,994	168,391,704
Long Service Leave	7,722,033	5,783,174
Superannuation	19,542,003	18,292,390
Workers Compensation Insurance	3,056,915	2,495,589
	<u>205,301,944</u>	<u>194,962,856</u>
<b>19. ADMINISTRATION AND PROGRAM EXPENSES</b>		
Administration Salaries and Related Expenses	11,006,367	10,600,723
Administrative Expenditure	42,567,790	38,843,642
	<u>53,574,157</u>	<u>49,444,365</u>
<b>20. OTHER EXPENDITURE</b>		
Catholic Education Commission	140,159	136,598
	<u>140,159</u>	<u>136,598</u>
<b>21. MAINTENANCE/ REFURBISHMENT PROJECTS</b>		
System Schools Maintenance/ Refurbishment Projects	101,332	192,899
	<u>101,332</u>	<u>192,899</u>
<b>22. SPECIFIC PURPOSE PROGRAM GRANT INCOME</b>		
Specific Purpose Grants:		
- Government Grants - ACT	220,000	295,379
- Government Grants - NSW	1,217,469	606,839
	<u>1,437,469</u>	<u>902,218</u>

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**CATHOLIC SCHOOLS SYSTEM**  
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	31 December 2017	31 December 2016
	\$	\$
<b>23. SPECIFIC PURPOSE PROGRAM EXPENDITURE</b>		
Specific Purpose Grants - Salaries & Related Costs:		
- Government Grants - ACT	346,801	210,364
- Government Grants - NSW	1,971,136	491,345
	<u>2,317,937</u>	<u>701,709</u>
<b>24. FUNDS CARRIED FORWARD</b>		
A balance of unexpended grants for specific educational purposes of \$1,598,384 (2016: \$2,992,767) has been carried forward to be used in the 2018 school year. The balance forms part of trade and other payables. It does not form part of the Schools System surplus.		
<b>25. ECONOMIC DEPENDENCY</b>		
The Catholic Schools System of the Archdiocese of Canberra and Goulburn continues to rely on Government funding for the continuation of its school education activity.		
<b>26. REMUNERATION OF AUDITORS</b>		
Audit of financial report	50,000	50,000
Audit of grant acquittals	5,000	5,000
	<u>55,000</u>	<u>55,000</u>

The Auditor of the Archdiocese of Canberra & Goulburn Catholic Schools System is RSM.

**27. FINANCIAL INSTRUMENTS**

**27.1 Significant Accounting Policies**

Details of the significant accounting policies and methods adopted, including the criteria for recognition, the basis of measurement and the basis on which revenues and expenses are recognised, in respect of each class of financial asset, financial liability and equity instrument are disclosed in Note 1 to the financial statements.

**27.2 Interest Rate Risk**

*(i) Cash Deposits and Advances*

The System's exposure to interest rate risk as at the reporting date are:

- cash at Catholic Development Fund (CDF) of \$80,325,538 (2016: \$59,483,155); and
  - advance to the Catholic Church School Building Fund Trust (CCSBF) of \$725,150 (2016: \$1,024,123).
- which attract a variable interest rate of 1.25% (2016: 1.25%).

Based on the average daily bank balance held by the System in 2017, fluctuations in interest rates on invested funds equates to approximately \$1,057,422 (2016: \$668,715) for every 1.0% rate movement.

*(ii) CDF Loans taken out by the System*

The System is also exposed to interest risk in the form of CDF loans of 1,682,748 (2016: \$1,992,731), which attract a variable interest rate of 4.90% (2016: 4.90%). Prior to 1 January 2014, these loan liabilities were not recognised in the financial report because these loans were offset against Loan Funded Asset accounts. From 1 January 2014, these loans liabilities are recognised in the financial report.

*(iii) CEO share of CDF Loans taken out by Schools*

The System partly services principal repayments on loans taken out by some schools. The outstanding balance is \$206,590 (2016: \$295,432). Prior to 1 January 2014, these loan liabilities were not recognised in the financial report because these loans were offset against Loan Funded Asset accounts. From 1 January 2014, these loans liabilities are recognised in the



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**27. FINANCIAL INSTRUMENTS (CONTINUED)**

**27.2 Interest Rate Risk (Continued)**

*(iv) School share of CDF Loans taken out by the System*

Three CDF loans are partly serviced by schools. The loan receivable asset balance equivalent to the outstanding amount owing by the schools is \$834,500 (2016: 957,000). Prior to 1 January 2014, these loan receivable assets were not recognised in the financial report because these loan receivable assets were offset against School Loan Liabilities. From 1 January 2014, these loan receivable assets are recognised in the financial report.

All other financial assets and liabilities are non interest bearing.

**27.3 Interest Rate Risk**

Credit risk refers to the risk that a counterparty will default on its contractual obligations resulting in financial loss to the System. The System has adopted the policy of only dealing with creditworthy counterparties and obtaining sufficient collateral or other security where appropriate, as a means of mitigating the risk of financial loss from defaults. The System measures credit risk on a fair value basis.

**27.4 Net Fair Value**

The carrying amount of financial assets and financial liabilities recorded in the financial statements represents their respective net fair values, determined in accordance with the accounting policies disclosed in Note 1 to the financial statements.

**28. RECONCILIATION OF SURPLUS AFTER INCOME TAX TO NET CASH FROM OPERATING ACTIVITIES**

	<b>31 December 2017</b>	<b>31 December 2016</b>
	\$	\$
Surplus For The Year From Normal Operations	7,893,542	5,394,014
Adjustments for:		
Depreciation	22,057,730	23,982,634
Gain on disposal of assets	(408,084)	(43,461)
Capital Income	(5,678,005)	(6,932,330)
Capital Project expenditure	(101,332)	192,899
Interest Income	(1,283,836)	(1,347,276)
Interest Subsidies	(93,769)	(118,042)
Interest Expense	93,769	118,926
Decrease in Trade and Other Receivables	(5,616,270)	2,045,305
Decrease in Inventories	1,346	-
Decrease in Trade and Other Payables	8,974,566	2,052,076
Net Cash From Operating Activities	<u>25,839,658</u>	<u>25,344,746</u>

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**INDEPENDENT AUDITOR'S REPORT****TO THE MEMBERS OF****THE ARCHDIOCESE OF CANBERRA AND GOULBURN CATHOLIC SCHOOLS SYSTEM AND THE  
CATHOLIC EDUCATION COMMISSION****Opinion**

We have audited the 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 2017, the statement of comprehensive income – Normal Operation, the statement of comprehensive income – Special Purpose and Other Grants, the statement of changes in equity and the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the statements by Officers.

In our opinion, the financial report of the Archdiocese of Canberra and Goulburn Catholic Schools System (the 'System') and the Catholic Education Commission has been prepared in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (a) giving a true and fair view of the registered entity's financial position as at 31 December 2017 and of its financial performance and cash flows for the year ended on that date; and
- (b) complying with Australian Accounting Standards to the extent described in Note 1 and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

**Basis for Opinion**

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the Archdiocese of Canberra and Goulburn Catholic Schools System (the 'System') and the Catholic Education Commission in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

**Emphasis of Matter – Basis of Accounting**

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 (the 'System') and the Catholic Education Commission to meet the requirements of Division 60 of the Australian Charities and Not-for-profits Commission Act 2012. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.



**Other Information**

Management is responsible for the other information. The other information comprises the information included in the Archdiocese of Canberra and Goulburn Catholic Schools System (the 'System') and the Catholic Education Commission's management report for the year ended 31 December 2017, but does not include the financial report and the auditor's report thereon.

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

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

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

**Responsibilities of Management and Those Charged with Governance for the Financial Report**

The Officers are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards and the *Australian Charities and Not-for-profits Commission Act 2012* (ACNC Act) and for such internal control as the Officers determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, Officers are responsible for assessing the Archdiocese of Canberra and Goulburn Catholic Schools System (the 'System') and the Catholic Education Commission's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Archdiocese of Canberra and Goulburn Catholic Schools System (the 'System') and the Catholic Education Commission or to cease operations, or has no realistic alternative but to do so.

**Auditor's Responsibilities for the Audit of the Financial Report**

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

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: [http://www.auasb.gov.au/auditors\\_responsibilities/ar4.pdf](http://www.auasb.gov.au/auditors_responsibilities/ar4.pdf). This description forms part of our auditor's report.

**RSM Australia Pty Ltd**



Canberra, Australian Capital Territory  
Dated: 24 May 2018

**G M STENHOUSE**  
Director



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

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