



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



Catholic Education Commission
Archdiocese of Canberra and Goulburn



ANNUAL REPORT
2018

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 Custodians on whose land our office and schools stand today. We pay our respect to their Elders past, present and emerging and also to all Aboriginal and Torres Strait Islander Peoples.

Acknowledgement

Cover Photo: St Thomas More's Primary School, Campbell.
Photo: St Clare of Assisi Primary School, Conder.



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CHAIR'S REPORT

Joy, Hope and Wonder are the themes of our Strategic Plan in Catholic education in the Archdiocese of Canberra and Goulburn.

As the Plan is implemented we increasingly witness in each school, in each classroom and in the learning of each student new experiences of wonder, that are central to education, and joy and hope that are the hallmarks of deep Catholic education.

Members of the Catholic Education Commission regularly visit our schools either due to their connections with schools or in the course of their duties as Commissioners. We have been pleased to see the wonderful efforts made by our teachers, learning assistants and support staff to create engaging learning environments within schools whose infrastructure is increasingly fit for 21st century education. We have been especially conscious of the diligence of staff and our parent community in these times of uncertainty regarding Government support for low-fee Catholic schools.

During 2018 Catholic Education, Archdiocese of Canberra & Goulburn, under the leadership of Archbishop Prowse and Mr Ross Fox, has been at the forefront of efforts to negotiate with Government to achieve recognition of the particular service that Catholic schools provide to children, their families and the wider Australian community. These efforts

have garnered some additional support and a Government commitment to a more equitable provision of funding for Catholic schools generally. The situation for Catholic schools in the ACT is less secure beyond 2027.

Education is the key to ongoing realisation of a child's potential and through them to the growth and development of the Australian community. Accepting this as the core truth of leading an education system and regardless of the funding situation immediately and into the future, the Catholic Education Commission and Archbishop Prowse have recognised that a 'business as usual approach' is not sustainable. We need to provide greater substance to the concepts of joy, hope and wonder.

In 2018 a series of investigations of various aspects of our System in terms of educational achievement, long term finances, provision of early childhood education, Catholic identity in the contemporary context, governance of Catholic education and the provision of education to students with additional and particular needs have been progressing.



In 2019 and 2020 the fruits of these investigations will come together for a combined analysis and refinement to develop a map of our future directions.

2018 has felt like a year of anticipation where we are building momentum toward significant decisions and actions on behalf of those we serve. I have often found that those periods of data gathering, clarification and preparation really determine long term effectiveness.

This is some of the drier work of the Commission in its service to the children in our schools, to the Church of Canberra and Goulburn and to Archbishop Prowse but it is also exciting to contemplate where we are currently in order to shape the future of our ministry in Christ with a sense of joy, hope and wonder.

A handwritten signature in black ink, reading 'Patrick McArdle'.

Dr Patrick McArdle

Chair, Catholic Education Commission,
Archdiocese of Canberra & Goulburn.



DIRECTOR'S REVIEW

As the Director of Catholic Education, Archdiocese of Canberra & Goulburn (CECG), it gives me great pleasure to present the Annual Report for 2018.

This Annual Report is a departure for CECG in that it provides a clear picture of our achievements against the *Strategic Plan 2018-2020* (the Plan) in its inaugural year. 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.

The move to St Christopher's Pastoral Centre's new agile work environment in early 2018 emphasised a collaborative approach to the way we work. The new building has also allowed the Office to host professional development opportunities for Principals, school and office staff.

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

2018 saw a continued focus on the challenges from the Gonski 2.0 school funding model which presents significant financial implications for Catholic schools, in particular in the ACT. Following intensive advocacy, in September, the Federal Government announced changes to the funding model providing a partial reversal to the funding cuts introduced by the Turnbull Government in 2017. This was particularly important for ACT schools who are most affected by the SES funding model given the ACT's unique community configuration.

We remain committed to continue campaigning and lobbying the Federal and State governments to work through the complex issues, seeking a more workable long term solution to the funding challenges faced by our Systemic Catholic schools.

A handwritten signature in black ink that reads 'Ross Fox'.

Ross Fox

Director, Catholic Education,
Archdiocese of Canberra & Goulburn.



OUR PURPOSE

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

OUR VISION

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

FAST FACTS

Catholic Education, Archdiocese of Canberra & Goulburn (CECG) is the approved System Authority for ACT Catholic schools and is the operator of Catholic schools in the NSW sector of the Archdiocese. Catholic Schools NSW is the approved System Authority for NSW schools. CECG provides services to Catholic schools in the Archdiocese, with oversight from the Catholic Education Commission.

CECG serves 56 Schools and eight Early Learning Centres (ELCs) extending from Pambula on the south coast, to Crookwell in the north, through to Lake Cargelligo in the west, traversing 88,000 square kilometres and spanning ACT and NSW borders.

It is the only Catholic Education System in Australia that operates across both a state and territory jurisdiction.

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.

56

SCHOOLS IN
ACT AND NSW

8

EARLY LEARNING
CENTRES

OVER

25000

STUDENTS ENROLLED
(INCLUDING
CONGREGATIONAL
SCHOOLS)

1444

FULL TIME EQUIVALENT
TEACHERS

381

FULL TIME EQUIVALENT
SUPPORT STAFF

696

ABORIGINAL AND
TORRES STRAIT
ISLANDER STUDENTS

4075

STUDENTS WITH
DISABILITIES

Photo: Mother Teresa School, Harrison.



ACT 18394

STUDENTS

905

Full Time Equivalent
Teachers



8

Early Learning
Centres

593

Students

252

Full Time Equivalent
Support Staff



3

Congregational
Schools

3789

Students



24

Primary Schools

8703

Students



5

Secondary
Colleges

5309

Students

332

Aboriginal and Torres
Strait Islander Students

2561

Students with
Disabilities



NSW 6830

STUDENTS



364

Aboriginal and Torres
Strait Islander Students

1514

Students with
Disabilities



539

Full Time Equivalent
Teachers

129

Full Time Equivalent
Support Staff

1

K-12 School

714

Students



4

K-10 Central
Schools

1088

Students



19

Primary Schools

3566

Students



3

Secondary Schools

1462

Students





Archdiocese of Canberra & Goulburn
Catholic Education Commission,
Days of School

Photo: St Francis of Assisi Primary School, Calwell.



Catholic Education Commission, Archdiocese of Canberra & Goulburn

The Catholic Education Commission (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 recommendations to the Archbishop but does not make decisions. The Commission is not an incorporated body.

Membership and 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 by 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, Ross Fox, is the Executive Officer of the Commission that meets up to seven times per year.

2018 Members

Archbishop Christopher Prowse – President

Dr Patrick McArdle – Chair

Monsignor John Woods – Vicar for Education

Mr Ross Fox – Executive Officer

Mrs Vanessa Gibson – Chair of Finance Audit and Risk Committee (Jan-June)

Ms Selina Stanford – Chair of Finance Audit and Risk Committee (July-Dec)

Mrs Gabrielle Sullivan – Community Member

Mrs Karen Motyka – Community Member

Mrs Margaret Cicolini – CE Head of Finance Infrastructure and Structure

Mr Greg Walker
Principal
St Anthony's Primary School
Wanniassa ACT

Mrs Loretta Wholley
Principal
Merici College
Braddon ACT

Mrs Gaye McManus
Principal
Trinity Catholic College
Goulburn NSW

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

Mr Matthew Hutchison
Principal
Marist College Canberra
ACT

Mr Paul Compton
Chair of Catholic School
Parents, Archdiocese of
Canberra & Goulburn

Mrs Tiffany Wallace
CEC Secretariat



Photo: Trinity Catholic Primary School, Murrumburrah.

Mission

Mission and faith formation is part of a lived experience and is an ongoing process. As such, Catholic Education should continue to celebrate and communicate the strengths and opportunities that arise from the distinctive nature of learning and teaching in a Catholic context. Sustained focus on nurturing faith across the System will add to the sense of pride and community shared by all across the System and Archdiocese.

"A sower went out to sow. And as he sowed, some seed fell on the path, and the birds came and ate them up. Other seeds fell on rocky ground, where they did not have much soil and they sprang up quickly, since they had no depth of soil.

But when the sun rose, they were scorched; and since they had no root, they withered away. Other seeds fell among thorns and the thorns grew up and choked them. Other seeds fell on good soil and brought forth grain, some a hundredfold, some sixty, some thirty. Let anyone with ears listen!"

(Matthew 13:4-9)

Strategic Priority 1 Strengthen Catholic identity across the system.

Outcome

A strong and positive Catholic identity is evident in the ethos and culture of schools and early learning centres, religious education teaching and learning, and faith formation programs.

Develop an evidence base on how Catholic identity is expressed across the System.

- The National School Improvement Tool has been augmented to include the tenth element 'Catholic Identity'. The newly designed tool has been through two drafting phases and has been incorporated into the School Renewal and Registration processes.

Create and implement a new religious education curriculum in line with best evidence based practice.

- Engaged a curriculum and pedagogy consultant to work closely with five Pilot schools.
- Developed the Religious Education Portal to enhance resources for teaching and learning.
- Designed and published the 'Lighting the Path' process for schools to navigate in renewing the teaching of religious education.
- Established and monitored the *Electronic Journal* to record each individual journey of each school towards validation.
- Designed and delivered several professional learning opportunities available for all school staff.
- Built a professional learning component into each Religious Education Coordinators' Network Meeting.

Invest purposefully in ongoing, systematic faith formation for Catholic Education staff according to their needs.

- Refined the Early Career Teachers support program 'Travelers on the Way' to include a second year module built around the 'Porta Fidei' retreat.
- Planned 'Siloam 2019' reflecting on the Eucharist and elements of the System's Vision and Mission.
- Schools have been supported in developing school based Spirituality Days.
- 'Salt and Light' for middle managers was offered twice to 60 participants.

Performance

An ongoing priority of the Catholic system is to continually improve student engagement and learning outcomes. A key lever for the System is to build the skills and accountability metrics of teachers and Principals to focus staff efforts on what will make the biggest difference.

"Let the little children come to me and do not stop them; for it is to such as these that the kingdom of heaven belongs."

(Matthew 9:14)

Strategic Priority 2 Intensify the focus on improving student engagement and learning outcomes.

Outcome

Every student achieves an aspirational measurable goal every year.

Identify best practice goal setting in schools and share across the System.

- The Performance and Improvement Leaders (PILs) prioritised the development of Annual Improvement Plans (AIPs) working closely with Principals and their leadership teams to ensure that the process rises above mere compliance. The AIPs were the focus of the first meeting that PILs had with Principals in 2018.

Strengthen the use of Pedagogical Models and Development framework to ensure research and evidence based teaching.

- Within the Literacy and Numeracy Action Plan (LNAP) Project a number of pedagogical frameworks were introduced and/or strengthened in 2018:
 - Student data to inform the teaching of literacy and numeracy
 - ASK educational model
 - Instructional Core (Richard Elmore)
 - Instructional Walkthroughs for Principals and Instructional Leaders
 - Daniel Kim Model
 - Learning Pit (Challenging Learning)
 - Multiple entry and exit points for maths tasks
 - Make Say Write Do (Patrick Griffin)
 - Access to quality literature
 - Every student reading for 20 minutes and writing for 20 minutes every day
 - Students conferenced for reading and writing weekly.

Recalibrate Catholic Education's approach to professional learning to ensure that it is differentiated, evidence based and translates best practice into common practice.

This action has been prioritised for consideration under the Coherence Program in 2019.

Develop data literacy to ensure that assessment informs best practice classroom instruction.

- Supported the implementation of the Best Start Kindergarten Assessment (BSKA) in 12 LNAP schools. Worked with K-2 teachers, Literacy and Numeracy Instructional leaders and Principals to use this data to identify strengths, gaps and trends. The data was also used to inform next steps, differentiated teaching and learning connected to the NSW Syllabus.

- Used data exported from Planning Literacy and Numeracy (PLAN2) to work with school based data analysts and leaders in the 12 LNAP schools to moderate, collaborate and identify goals that inform teaching and learning and identify where to from here students.
- Provided professional learning and ongoing support for 12 LNAP schools in understanding and using the Learning Progression sub-elements, Quantifying Numbers and Creating Texts in Terms 2, 3 and 4.
- Provided opportunities for LNAP Literacy and Numeracy Leaders to participate in moderation workshops.
- Provided professional learning and in-school support for five non LNAP schools in understanding Learning Progression sub-elements, Quantifying Numbers and Creating Texts as a tool for amplifying the curriculum and identifying teaching and learning goals.
- Provided professional learning to train all Kindergarten teachers in understanding and implementing Best Start Kindergarten Assessment (BSKA) in readiness for 2019.
- Created an online community with access to BSKA, Learning Progressions and PLAN2 training and support materials for Kindergarten teachers and school leaders.
- Provided *Running Record Training* for schools, on request, to support implementation and data accuracy at school and system level.

Refine approaches to feedback and self reflection at student, teacher, leadership and system level.

Students taking responsibility for their learning will be a priority for 2019. Feedback is likely to be a focus for the schools involved in the *Challenging Learning* program next year.



Photo: St John Paul II College, Nicholls.

Service

Catholic Education is comprised of a range of passionate and devoted staff and stakeholders. To enhance each person's contribution towards strengthening student engagement and learning outcomes and Catholic identity the Catholic system must further clarify and clearly articulate each group's role.

"Then he poured water into a basin and began to wash the disciples' feet and to wipe them with the towel that was tied around him.

After he has washed their feet, had put on his robe and had returned to the table, he said to them,

Do you know what I have done to you?

You call me Teacher and Lord – and you are right, for that is what I am.

So if I, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. For I have set you an example, that you also should do as I have done to you."

(John 13:5, 12-15)

Strategic Priority 3 Clarify how everyone contributes to the success and wellbeing of students.

Outcome

Everyone in the Catholic Education community understands their responsibilities, accountabilities and how they contribute to the success and wellbeing of students.

Redesign the service offering to schools and Early Learning Centres (ELCs) and the corresponding structure of the Catholic Education Office (CEO).

In 2018 an investigation was conducted into the eight ELCs. In response to this investigation the market was approached to seek a provider to conduct a review into the ELCs. The purpose of the review will be to develop an efficient and effective operating model for CECG's ELCs that enhances educational outcomes and aligns to our mission. The review will develop a

supporting scenario modelling tool to inform future expansion decisions. Early Start, University of Wollongong was the successful tenderer and will commence the review in early January 2019.

The Studio Curious project was launched in February to support the *Strategic Plan 2018-2020* and pursue school and education system improvement in the Archdiocese. Catholic Education teachers, leaders and key CEO Staff were invited to join a Mission, Performance or School Experience design team. The teams provided valuable input through a series of workshops focused at strengthening educational performance and creating vibrant ecclesial communities. Knowledge Society facilitators guided each design team through a collaborative design-thinking process. The Mission team discerned how Catholic identity is expressed in our schools, while the Performance team explored which System level supports (i.e. frameworks, professional development and coaching), are required to enable change. The School Experience design teams examined the best models of service to help schools on

their improvement journeys. Between sessions design team members were equipped with the tools and resources to undertake research and ethnography work in schools. This vital transformation work will be continued through the Coherence Program in 2019.

Ensure that Catholic Education's resource allocation and financial management processes are equitable, robust, compliant, transparent and well understood.

In 2018 commitments included:

- \$975,000 to the co-contribution to LNAP
- ACT \$182,165 and NSW \$111,407 school based payment for Languages Education across the Archdiocese
- 32.7 FTE to Student Centred Learning - Literacy and Numeracy
- ACT \$32,000 and NSW \$15,000 payments to schools for English as an additional language or dialect (EALD) for individual student support
- \$137,527 for Literacy
- \$149,160 for Numeracy
- \$35,000 for Learning Technologies and Innovation
- \$128,495 for Curriculum
- \$68,848 for schools for Vocational Education
- \$344,540 for Aboriginal Education ACT
- \$834,755 for Aboriginal Education NSW.

In 2018 the School Support Fund was set aside as an opportunity to address specific needs of schools that would arise throughout 2019. A number of decisions were made to support identified schools based on the particular needs of the school and their students.

The fund allows for targeted support. In total around \$0.53m has been committed from this fund. Examples of the funding provided to date include:

- St Bede's Primary School, Braidwood – provision of an additional teacher for Term 2, 3 and 4, to allow single level Kindergarten and Year 1 classes, rather than combined Kindergarten and Year 1.
- St Patrick's Primary School, Gundagai – increased budget of \$15,000 per year to pay for school insurance and rates that were previously paid by the Parish.
- St Bede's Primary School, Red Hill – provision of additional staffing in the form of an Assistant Principal and an additional 16 hours for clerical support. Provision for upgrading facilities.
- Trinity Catholic College, Goulburn – an allocation of \$50,000 per annum to support a bus route from Yass to Trinity College and an additional 1.0 FTE to support and accommodate Year 7 enrolments.
- St Clare of Assisi Primary School, Conder – provision of an additional teacher for a Year 1 class.
- St Gregory's Primary School, Queanbeyan – an additional allocation for Assistant Principal.
- St John Vianney's Primary School, Waramanga – leadership team coaching.

Develop and implement an accountability framework for System leaders.

A framework has been designed and is scheduled for implementation in 2019.

Further engage parents in student learning and wellbeing.

- Catholic School Parents Archdiocese of Canberra Goulburn (CSPACG) maintained engagement with Catholic School Parents Australia (CSPA) and Council of Catholic School Parents (NSW), meeting with each group four times during the year.
- Through CSPA, CSPACG met with key politicians, including Tanya Plibersek and Dan Tehan, as well as prominent educational and religious speakers, including Ray Collins and Fr Frank Brennan to build relationships around advocacy for all Catholic school parents.
- CSPACG also connected with the NSW Diocesan Aboriginal and Torres Strait Islander (ATSI) parents committee and celebrated NAIDOC week with a smoking ceremony in Hyde Park, Sydney.
- In November, the new CSPACG website was launched at a social function held at the CEO in Canberra. All CECG school board and community council Chairs were invited, with school Principals and CEO staff attending. The *Strategic Plan 2019-2021* was developed with the incoming Chair of CSPACG, Selina Walker, following the end of Paul Compton's three year term.



Photo: St Benedict's Primary School, Narrabundah.



Celebrate

For Catholic Education to attract the best staff and deliver the best outcomes, the System must be seen as a highly desirable destination. Catholic Education should focus on promoting itself as a compelling choice in an authentic and values based manner and further clarify its value proposition to employees. This will strengthen the System's ability to meet its core mission.

Key enabler 1

Promote Catholic Education as a compelling choice for students, families and staff.

Outcome

Catholic Education schools and ELCs are a compelling choice to current and potential students, families and staff.

Promote Catholic Education's strengths and successes to current and potential students, families and staff.

- A major advertising campaign was launched in Term 2 to coincide with Enrolment Month in the ACT. The campaign focussed on the strengths of Catholic Education promoting the option to potential parents.
- Catholic Schools Week with its theme 'Discover New Horizons' and the Recognition Awards 2018 held in Term 3 were supported by a broad local ACT advertising campaign and across social media. These events provided opportunities for our school communities to showcase their value proposition.

- Throughout the year Catholic Education rolled out new Schoolzine hosted websites which provided a new, consistent, parent engagement platform for 46 schools.
- A social media strategy rolled out through 2018 highlighting special events and promoting the everyday activities in Archdiocesan schools.
- Throughout 2018 an ongoing advertising campaign was run to highlight our regional NSW schools.
- Resonate PR was engaged to undertake research into the Catholic Education value proposition. This research highlighted the need for a consistent articulation of what constitutes our value proposition and clear messaging to communicate this to both existing and potential families and employees. Further consideration will form part of the Coherence Program process in 2019.

Refresh Catholic Education's employee value proposition to ensure that high calibre staff see Catholic Education as a compelling option.

- CECG recruitment branding was updated as part of the refresh of our online recruitment system, PageUp. The PageUp refresh will be launched in 2019 and will also streamline the application process for new staff.
- The focus for other work on our employee value proposition will be informed by our Strategic Workforce Plan.

Strengthen the relationship with the Australian Catholic University (ACU) and other educational institutions to ensure that high calibre graduating teachers see Catholic Education schools and early learning centres as a compelling option.

- CECG works closely with ACU to ensure students are aware of the opportunities for work in our schools. We present to students studying teaching, conduct Religious Education Accreditation courses for ACU students and run a targeted recruitment campaign.

- Discussions have commenced with the University of Canberra to build stronger links for their students.

Professional Growth

Catholic Education's people are the engine that drives the System forward. To advance Catholic Education's ambitious agenda, the System requires the right people in the right places with the right skills. An increased focus on talent and leadership is necessary in order to achieve this.

Key enabler 2

Cultivate and extend talent and leadership.

Outcome

Catholic Education's workforce is highly skilled with strong leadership engaged in student learning.

Implement a strategic workforce plan to develop and anticipate the attributes, capabilities and performance expectations of our workforce.

- People and Culture conducted a strategic workforce planning process guided by Mercer consulting in 2018. This included significant analysis of workforce data and has informed future directions for data management and access to better tools for workforce analytics.
- Priorities for the next level of strategic workforce planning are a deeper analysis of our leadership cohort and processes to understand and develop aspiring leaders.



Accountability

Catholic Education is fortunate to obtain a significant amount of data from a wide variety of sources. Used adeptly, this data will help the System to glean insights into the core problems it aims to solve in its quest to improve student outcomes. This requires the System to both develop a systematic plan to leverage data across the System and increase the focus on data literacy.

Key enabler 3

Use data to inform decision making and drive performance.

Outcome

Catholic Education's decision making is informed by data.

Develop a data and analytics strategy that draws the System's various data sets together, improves data access and transparency and informs decision making.

- Catholic Education is developing an Archdiocesan-wide data strategy that will improve access and availability of data from a variety of sources to inform decision-making. The program will define the types of data and how it will be collected, as well as the type of analysis conducted to ensure consistency within a data governance

framework. This strategic approach includes academic outcomes, student engagement and wellbeing, enrolments, financial performance and other key performance measures. It will allow for a more integrated approach to the collection, analysis, reporting and use of data to inform decisions.

Increase the data analytics capability of System Leaders and school staff.

- As part of the Catholic Education Data Strategy, the Business Information Capability program will be launched. It will aim at developing a performance reporting framework using business intelligence tools and incorporating levels of access at the school and System level to inform educational performance.

Integrate data and analytics into each school's planning and reporting mechanisms.

- Catholic Education will develop an enrolment growth strategy which will include a framework for forecasting enrolments, based on the demographic changes. This will enable the development of a proactive capital investment strategy. Further, as part of the Online Enrolment project, insights will be obtained from parents/guardians on School Choice, which will help to define the value proposition for each school.

Use data and analytics to report against a System dashboard.

- As part of the Business Information Capability program and the overarching data strategy, Catholic Education will develop a data-driven analytics platform (DDAP) to capture relevant information areas into a central repository. There are also plans to develop a self-service analytics platform and business intelligence tool for reporting across Catholic Education Service Areas by school and student. The information will be reported against defined performance metrics.





ACT SCHOOLS

2018 August Census Data and 2018 February Census for ELC Data

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT SCHOOLS						
Amaroo	Good Shepherd Primary School	David Austin	K- 6		707	
Aranda	St Vincent's Primary School	Lina Vigliotta	K- 6		197	
Braddon	Merici College	Loretty Wholley	7- 12			678
Calwell	St Francis of Assisi Primary School	Kate Markcrow	K- 6		445	
Campbell	St Thomas More's Primary School	Julie Wiley	K- 6		157	
Conder	St Clare of Assisi Primary School	Matthew Egan-Richards	K- 6		600	
Curtin	Holy Trinity Primary School	Philippa Brearley	P- 6	56	329	
Evatt	St Monica's Primary School	Carmel Maguire	K- 6		419	
Florey	St John the Apostle Primary School	Matthew Garton	K- 6		354	
Florey	St Francis Xavier College	Colleen Rowe	7- 12			1175
Garran	Sts Peter and Paul Primary School	Margaret Pollard	K- 6		245	
Gowrie	Holy Family Parish Primary School	Anne-Marie Marek	P- 6	98	626	
Griffith	St Clare's College	Brad Cooney	7- 12			956
Harrison	Mother Teresa Primary School	Peter Hughes	P- 6	109	698	
Holder	St Jude's Primary School	Peter Galvin	P- 6	61	384	
Isabella Plains	St Mary MacKillop College	Michael Lee	7- 12			1734
Kaleen	St Michael's Primary School	Patrick Ellis	K- 6		198	
Kambah	St Thomas the Apostle Primary School	Ursula Jamieson	K- 6		291	
Narrabundah	St Benedict's Primary School	Rachel Smith	K- 6		156	
Nicholls	Holy Spirit Primary School	Brad Gaynor	P- 6	108	639	
Nicholls	St John Paul II College	Catherine Rey	7- 12			766
O'Connor	St Joseph's Primary School	Cameron Tarrant	P- 6	48	272	
Page	St Matthew's Primary School	Graham Pollard	K- 6		320	
Pearce	Sacred Heart Primary School	Anne Staines	K- 6		293	

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT SCHOOLS						
Red Hill	St Bede's Primary School	Julie Douglas	K- 6		129	
Wanniassa	St Anthony's Parish Primary School	Greg Walker	P- 6	57	439	
Waramanga	St John Vianney's Primary School	Peter Rodda	K- 6		177	
Watson	Rosary Primary School	Vicky Van der Sanden	K- 6		293	
West Belconnen	St Thomas Aquinas Primary School	Cameron Johns	P- 6	56	335	
Total ACT Archdiocesan Schools					593	8703 5309

CONGREGATIONAL SCHOOLS

Dickson	Daramalan College	Rita Daniels	7- 12		1399	
Griffith	St Edmund's College	Joe Zavone	4- 12		165	631
Pearce	Marist College	Matthew Hutchison	4- 12		424	1170
Total Congregational Schools					589	3200

18394
ACT STUDENTS
ENROLLED IN
2018

NSW SCHOOLS

August 2018 Census Data

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW SCHOOLS						
Adelong	St Joseph's Primary School	Kirsty Beavan	K- 6		37	
Batemans Bay	St Bernard's Primary School	Jacqueline Heffernan	K- 6		358	
Batlow	St Mary's Primary School	Christine Baron	K- 6		56	
Bega	St Patrick's Primary School	Jo Scott-Pegum	K- 6		197	
Bombala	St Joseph's Primary School	Noeleen O'Neill	K- 6		65	
Boorowa	St Joseph's Primary School	Brendan Maynard	K- 6		68	
Braidwood	St Bede's Primary School	Trish Ferlitsch	K- 6		134	
Broulee	Carroll College	Nathan Mansfield	7- 12			504
Cooma	St Patrick's Parish School	Frances Robertson	K- 10		159	80
Cootamundra	Sacred Heart Central School	Janet Cartwright	K- 10		176	120
Crookwell	St Mary's Primary School	Sarah Lowe	K- 6		132	
Goulburn	Sts Peter and Paul Parish Primary School	Kathy Neely	K- 6		232	
Goulburn	Trinity Catholic College	Gaye McManus	7- 12			479
Goulburn North	St Joseph's Primary School	Sue-Ellen Nell	K- 6		329	
Grenfell	St Joseph's Primary School	Therese Clancy	K- 6		48	
Gundagai	St Patrick's Primary School	Vincent Powell	K- 6		79	
Lake Cargelligo	St Francis Xavier Primary School	Jacinta Elwin	K- 6		41	
Moruya	St Mary's Primary School	Michael Lowe	K- 6		259	
Murrumburrah	Trinity Catholic Primary School	Marylou Gorham	K- 6		74	

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW SCHOOLS						
Pambula	Lumen Christi Catholic College	Steven Centra	K- 12		181	533
Queanbeyan	St Gregory's Primary School	Claire Frazer	K- 6		679	
Temora	St Anne's Central School	Kathy Holding	K- 10		155	61
Tumut	McAuley Catholic Central School	Rodney Little	K- 10		202	135
West Wyalong	St Mary's War Memorial School	Robyn Akehurst	K- 6		121	
Yass	Mt Carmel Central School	Michael Green	K- 6		313	
Young	St Mary's Primary School	Louise Grant (Term 1) Mark Birks (Acting)	K- 6		344	
Young	Hennessy Catholic College	Trazel Scott	7- 12			479
Total NSW Schools				0	4439	2391

6830
NSW STUDENTS
ENROLLED IN
2018

NUMBER OF SCHOOLS

ACT

ARCHDIOCESAN			CONGREGATIONAL		
PRIMARY	SECONDARY	TOTAL	SECONDARY	PRIMARY / SECONDARY (4 - 12)	TOTAL
24	5	29	1	2	3

NSW

ARCHDIOCESAN				
PRIMARY	CENTRAL (K - 10)	CENTRAL (K - 12)	SECONDARY	TOTAL
19	4	1	3	27

TOTAL STUDENTS BY CLASSES

August 2018 Census and February 2018 Census for ELC (Archdiocesan schools only)

ACT

Primary Class	P (ELC)	K	1	2	3	4	5	6	Total
Total	593	1155	1245	1306	1373	1207	1197	1220	9296
Secondary Class	7	8	9	10	11	12	Total		
Total	1069	1021	979	920	663	657	5309		

NSW

Primary Class	K	1	2	3	4	5	6	Total
Total	624	672	644	604	654	621	620	4439
Secondary Class	7	8	9	10	11	12	Total	
Total	498	452	438	414	318	271	2391	

NUMBER OF STUDENTS

August 2018 Census and February 2018 Census for ELC

ACT

	ARCHDIOCESAN	CONGREGATIONAL
ELC	593	0
Primary	8703	589
Secondary	5309	3200
Total	14605	3789

NSW

	ARCHDIOCESAN	TOTAL
	0	593
	4439	13731
	2391	10900
	6830	25224

STUDENT BREAKDOWN

(Archdiocesan schools only)

STUDENTS OF ABORIGINAL / TORRES STRAIT ISLANDER DESCENT

PRIMARY	SECONDARY	TOTAL
439	257	696

STUDENTS WITH DISABILITIES

PRIMARY	SECONDARY	TOTAL
2773	1302	4075

Photo: St Christopher's Pastoral Centre, Canberra.

TEACHER EMPLOYMENT

(Archdiocesan schools only)

TEACHERS EMPLOYED IN ACT – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
499	406	905

TEACHERS EMPLOYED IN NSW – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
299	240	539

TOTAL OF
1444
TEACHING
STAFF IN
ACT / NSW

SUPPORT STAFF

(Archdiocesan schools only)

SUPPORT STAFF EMPLOYED IN ACT – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
106	146	252

SUPPORT STAFF EMPLOYED IN NSW – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
67	62	129

TOTAL OF
381
SUPPORT
STAFF IN
ACT / NSW





Photo: St John Paul II College, Nicholls



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INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEE OF

THE ARCHDIOCESE OF CANBERRA AND GOULBURN NSW CATHOLIC SCHOOLS SYSTEM AND THE CATHOLIC EDUCATION COMMISSION

Opinion

We have audited the financial report of the Archdiocese of Canberra and Goulburn NSW Catholic Schools System (the 'System'), which comprises the statement of comprehensive income for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the statement by officers.

In our opinion, the accompanying financial report presents fairly, in all material respects, its performance and cash flows for the year then ended 31 December 2018 in accordance with the accounting policies described in Note 1 to the financial statements.

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 NSW Catholic Schools System in accordance with the auditor independence 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.

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 NSW Catholic Schools System to meet the requirements of its financial reporting. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

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

The Officers are responsible for the preparation and fair presentation of the financial report in accordance with the financial reporting requirements of the applicable legislation and for such internal control as management determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

6

THE POWER OF BEING UNDERSTOOD
AUDIT | TAX | CONSULTING

RSM Australia Pty Ltd is a member of the RSM network and trades as RSM. RSM is the trading name used by the members of the RSM network. Each member of the RSM network is an independent accounting and consulting firm which practices in its own right. The RSM network is not itself a separate legal entity in any jurisdiction.

RSM Australia Pty Ltd ACN 009 321 377 and Birdcage Practice Trust ABN 65 319 382 479 trading as RSM
Liability limited by a scheme approved under Professional Standards Legislation



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

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

Auditor's Responsibilities for the Audit of the Financial Report

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

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

RSM Australia Pty Ltd

Rodney Miller
Director

Canberra, Australian Capital Territory
Date: 2 May 2019

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2018

The Archdiocese of Canberra and Goulburn ACT 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.

In our opinion the attached Statement of Comprehensive Income - Normal Operations, Statement of Comprehensive Income - Special Purpose and Other Grants and Notes thereto of the System are drawn up to present fairly the surplus of the System for the financial year ended 31 December 2018.

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: 30/4/2019
Location: Canberra

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS
FOR THE YEAR ENDED 31 DECEMBER 2018

	Notes	31 December 2018 \$	31 December 2017 \$
NORMAL OPERATIONS			
Government Grants	2.	164,030,402	144,678,103
Other Government Grants		-	324,938
Capital Income	3.	3,914,572	3,113,126
School Tuition Fees		7,441,044	7,010,635
Other Income	4.	13,070,642	12,546,681
Salaries and Related Costs	5.	(130,561,400)	(131,246,404)
Administration and Program Expenses	6.	(37,971,078)	(32,044,337)
Surplus/(Deficit) For The Year From Normal Operations		19,924,182	4,382,742
Other Comprehensive Income		-	-
Total Comprehensive Income		19,924,182	4,382,742
Surplus/(Deficit) Attributable To ACT Schools System Schools System Equity		19,924,182	4,382,742

The accompanying notes form part of these financial statements, as set out on pages 3 to 5

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

1. ACCOUNTING POLICIES

1.1 Special Purpose Financial Statements

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

The ACT Catholic Schools System is a division of the Archdiocese of Canberra and Goulburn and is not a separate legal entity.

The Commission is of the opinion that the System is a non-reporting entity. The financial statements have been prepared in accordance with the recognition, measurement, but not the disclosure requirements specified by Accounting Standards and interpretations with the exception of the recognition and measurement of, *Accounting Policies, Changes in Accounting Estimates and Errors* (AASB108).

The Statements of Comprehensive Income have been prepared based on income and expenditure directly attributable to the Australian Capital Territory (ACT) schools, plus a portion of income and expenditure relating to activities of the Catholic Education, Canberra and Goulburn (CE) that benefit both ACT and New South Wales (NSW) schools. With the exception of interest revenue, apportionment of CE activities is based number of schools in each jurisdiction, this equates to ACT: 52% and NSW: 48% in the current financial year.

Interest Revenue is apportioned based on grant income received. That is, ACT 62%, NSW 38% (2017 : ACT 62%, NSW 38%).

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.

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

The accounting policies set out below have been applied in preparing the financial statements for the year ended 31 December 2018 and the comparative information presented in these financial statements for the period ended 31 December 2017.

1.3 Exemption from Income Tax

The System is exempt from income tax under S.50-5 of the Income Tax Assessment Act 1997.

1.4 Statement of Comprehensive Income

The special purpose financial statements include two Statements of Comprehensive Income. The first discloses the surplus/deficit of operating income over expenditure for the year for the normal operations of the ACT Catholic Schools 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.

1.5 Goods and Services Tax

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

- i. 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
- ii. for receivables and payables which are recognised inclusive of GST.

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

1. ACCOUNTING POLICIES

1.6 Recognition of Revenue

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.

Revenue received for school fees and other income recorded is recognised on an accruals basis.

	31 December 2018	31 December 2017
	\$	\$
2. GOVERNMENT GRANTS		
Australian Government Recurrent Grants	129,145,227	110,809,001
ACT Territorial Recurrent Grants	34,885,175	33,869,102
	<u>164,030,402</u>	<u>144,678,103</u>

ACT Government Schooling Resource Standard grant received for 2018 was \$38,373,692.13 (inclusive of GST).
The Interest Subsidy Scheme grant received for 2017 was \$447.93 (inclusive of GST).

3. CAPITAL INCOME

Capital Grants from Government	859,100	2,645,614
Capital Contributions from Schools	75,052	310,000
Other Capital Income	100,000	-
Capital Contributions from Canberra Catholic Schools Building Fund	2,880,420	157,512
	<u>3,914,572</u>	<u>3,113,126</u>

4. OTHER INCOME

ACT Secondary Schools:		
- Contribution to Recurrent Expenses	5,966,796	6,211,229
- Contribution to System Operations	4,026,663	3,867,714
Interest, Commissions, etc	3,077,183	2,467,738
	<u>13,070,642</u>	<u>12,546,681</u>

5. SALARIES AND RELATED COSTS

Salaries	111,819,106	111,909,633
Long Service Leave	5,055,114	4,331,807
Superannuation	11,781,670	12,640,477
Workers Compensation Insurance	1,905,510	2,364,487
	<u>130,561,400</u>	<u>131,246,404</u>

6. ADMINISTRATION AND PROGRAM EXPENSES

Administration Salaries and Related Expenses	6,785,184	6,960,903
Administrative Expenditure	31,185,894	25,074,434
	<u>37,971,078</u>	<u>32,044,337</u>

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

7. SPECIFIC PURPOSE AND OTHER GRANTS

	31 December 2018	31 December 2017
	\$	\$
Grants	737,948	220,000
Funds Brought Forward	1,074,316	1,395,908
Other Income	-	(2,295)
Salaries and Related Costs	(508,326)	(346,801)
Payments to Schools	(88,848)	(75,911)
Other Expenditure	(296,904)	(116,585)
Funds Carried Forward - Unexpended Grants	<u>(918,186)</u>	<u>(1,074,316)</u>

A balance of unexpended grants for specific educational purposes of \$918,186 (2017: \$1,074,316 has been carried forward to be used in the 2019 school year.

8. The ACT Catholic Schools System of the Archdiocese of Canberra and Goulburn continues to rely on Government funding for the continuation of its school education activity.



Photo: Hennessy Catholic College, Young

**ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2018**

The Archdiocese of Canberra and Goulburn NSW 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.

In our opinion the attached Statement of Comprehensive Income - Normal Operations, Statement of Comprehensive Income - Special Purpose and Other Grants and Notes thereto of the System are drawn up to present fairly the surplus of the System for the financial year ended 31 December 2018.

On behalf of the Officers

Dr. Patrick McArdle
Chairman
Catholic Education Commission

Mr. Ross Fox
Director
Catholic Education, Canberra and Goulburn

Ms. Margaret Cicolini
Head of Finance, Infrastructure and Strategy
Catholic Education, Canberra and Goulburn

Dated: 30/4/2019
Location: Canberra

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS
FOR THE YEAR ENDED 31 DECEMBER 2018

	Notes	31 December 2018 \$	31 December 2017 \$
NORMAL OPERATIONS			
Government Grants	2.	98,569,334	90,430,991
Other Government Grants		71,018	93,301
Capital Income	3.	2,187,196	2,564,879
School Tuition Fees		4,550,821	4,445,622
Other Income	4.	2,206,072	1,802,858
Salaries and Related Costs	5.	(76,991,251)	(73,062,741)
Administration and Program Expenses	6.	(26,776,327)	(22,662,777)
Maintenance/ Refurbishment Projects	7.	-	(101,332)
System Contribution to total expenditure on external programs	8.	(1,177,109)	-
Surplus/(Deficit) For The Year From Normal Operations		2,639,753	3,510,801
Total Comprehensive Income		2,639,753	3,510,801
Surplus/(Deficit) Attributable To NSW Schools System		2,639,753	3,510,801
Schools System Equity		2,639,753	3,510,801

The accompanying notes form part of these financial statements, as set out on pages 4 to 6

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

1. ACCOUNTING POLICIES

1.1 Special Purpose Financial Statements

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

The NSW Catholic Schools System is a division of the Archdiocese of Canberra and Goulburn and is not a separate legal entity.

The Commission is of the opinion that the System is a non-reporting entity. The financial statements have been prepared in accordance with the recognition, measurement, but not the disclosure requirements specified by Accounting Standards and interpretations with the exception of the recognition and measurement of, *Accounting Policies, Changes in Accounting Estimates and Errors (AASB108)*.

The Statements of Comprehensive Income have been prepared based on income and expenditure directly attributable to New South Wales (NSW) schools, plus a portion of income and expenditure relating to activities of the Catholic Education, Canberra and Goulburn (CE) that benefit both Australian Capital Territory (ACT) and NSW schools. With the exception of interest revenue, apportionment of CE activities is based number of schools in each jurisdiction, this equates to ACT: 52% and NSW: 48% in the current financial year.

Interest Revenue is apportioned based on grant income received. That is, ACT 62%, NSW 38% (2017: ACT 63%, NSW 37%).

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.

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

The accounting policies set out below have been applied in preparing the financial statements for the year ended 31 December 2018 and the comparative information presented in these financial statements for the period ended 31 December 2017.

1.3 Exemption from Income Tax

The System is exempt from income tax under 5.50-5 of the Income Tax Assessment Act 1997.

1.4 Statement of Comprehensive Income

The special purpose financial statements include two Statements of Comprehensive Income. The first discloses the surplus/deficit of operating income over expenditure for the year for the normal operations of the NSW Catholic Schools 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 NSW Catholic Schools System.

1.5 Goods and Services Tax

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

- i. 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
- ii. for receivables and payables which are recognised inclusive of GST.

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

1. ACCOUNTING POLICIES (CONTINUED)

1.6 Recognition of Revenue

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.

Revenue received for school fees and other income recorded is recognised on an accruals basis.

	31 December 2018	31 December 2017
	\$	\$
2. GOVERNMENT GRANTS		
Australian Government Recurrent Grants	76,276,334	69,808,769
NSW State Per Capita Grants	22,293,000	20,622,722
	<u>98,569,334</u>	<u>90,430,991</u>
3. CAPITAL INCOME		
Capital Grants from Government	1,708,207	2,299,974
Capital Contributions from Schools	478,989	264,905
	<u>2,187,196</u>	<u>2,564,879</u>
4. OTHER INCOME		
Interest, Commissions, etc	2,206,072	1,802,858
	<u>2,206,072</u>	<u>1,802,858</u>
5. SALARIES AND RELATED COSTS		
Salaries	62,120,964	62,078,563
Long Service Leave	2,709,107	3,390,225
Superannuation	10,402,248	6,901,525
Workers Compensation Insurance	1,758,932	692,428
	<u>76,991,251</u>	<u>73,062,741</u>
6. ADMINISTRATION AND PROGRAM EXPENSES		
Administration Salaries and Related Expenses	6,416,106	6,034,622
Administrative Expenditure	20,360,221	16,628,155
	<u>26,776,327</u>	<u>22,662,777</u>
7. MAINTENANCE/ REFURBISHMENT PROJECTS		
System Schools Maintenance/ Refurbishment Projects	-	101,332
	<u>-</u>	<u>101,332</u>

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

8. SPECIFIC PURPOSE AND OTHER GRANTS

	31 December 2018	31 December 2017
	\$	\$
Grants	1,191,648	1,217,469
Funds Brought Forward	524,068	1,596,859
Other Income	-	2,500
Total Income	<u>1,715,716</u>	<u>2,816,828</u>
Grant Fundend Salaries and Related Costs	(599,300)	(1,971,136)
Payments To Schools	(11,962)	(8,102)
Other Expenditure	(425,990)	(313,522)
Total Expenditure	<u>(1,037,252)</u>	<u>(2,292,760)</u>
Funds Carried Forward - (Unexpended) Grants	678,464	524,068
System Contribution to total expenditure on external programs	<u>(1,177,109)</u>	<u>-</u>
Total salaries and related costs - external programs	<u>(1,776,409)</u>	<u>-</u>

A balance of unexpended grants for specific educational purposes of \$678,465 (2017 Unexpended Grant: \$524,521) has been carried forward to 2018 school year.

ECONOMIC DEPENDENCY

9. The NSW Catholic Schools System of the Archdiocese of Canberra and Goulburn continues to rely on Government funding for the continuation of its school education activity.

GOD'S CREATION



Photo: Mother Teresa school, Harrison.



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



Catholic Education Commission
Archdiocese of Canberra and Goulburn

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Catholic Education Office

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