



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



Catholic Education Commission
Archdiocese of Canberra and Goulburn



ANNUAL REPORT
2019

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 emerging and also to all Aboriginal and Torres Strait Islander Peoples.



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Chair's Report

Hope, Joy and Wonder: the keys to Catholic Education in the Archdiocese of Canberra and Goulburn.

In 2018 I signalled that 2019 and 2020 would be years in which the efforts of Catholic Education in the Archdiocese of Canberra and Goulburn would reach important milestones. 2019 witnessed further implementation of the *Strategic Plan 2018 - 2020* in terms of the development of Our Learning Agenda; initiatives to improve academic attainment and performance, as well as the capacity to meaningfully measure and communicate that performance; and greater clarity around various aspects of governance of the Commission and the Office. These are necessarily dry elements of the work of the Commission. They are, however, also key to ensuring that our schools are places of hope, joy and wonder!

The work of the Archbishop on behalf of Catholic Education, that of the Catholic Education Commission and even the Office so ably lead by Ross Fox, is very much in the background – as it should be. That being noted, the work of these three elements of overarching governance of our Catholic schools does shape how our schools, classrooms, teachers and, most of all, our children encounter hope, joy and wonder. These three capacities are key to understanding how the Catholic tradition of education operates and they are important capacities for our children to experience and develop in terms of their future happiness and opportunities to flourish.

The Catholic Education Commission members visit our schools because of their personal connections, or in more official capacities. Each time we do, we recognise just how apposite the key words of our Strategic Plan really are. We witness students who daily experience joy in learning with each other and through their emerging or deepening relationships; we encounter staff who are such positive agents of hope; and we discover again each time a sense of wonder in what is being achieved.

In 2019 some steps were made to clarify and plan for the implications of the Government's funding changes for low-fee Catholic schools – the work on this will still take us another year or two until we know what the full implications of the many changes are for the System. As the Commission researches and ponders these implications, we strive to keep in mind that to be Christian is to hope and trust in the Lord. Times of uncertainty challenge this, but it is also the time when we most need to model to our children that our hope is real and that our trust in the God of wonder will bring us considerable joy.

In 2019 the Australian Church moved into the second phase of planning for the forthcoming Plenary Council. This event will be a time when the Australian Church will come together to listen to the call of Jesus about our future. Archbishop Prowse reminded me during this year that the Plenary Council of 1869 committed the



Australian Church to develop a Catholic education system – the same system that is now the envy of the Catholic world; the same system which has so profoundly and positively shaped the nation that Australia is today.

Education derives from the Latin term *educare* which, at least in part, means 'to draw out'. It is the recognition that our children are already vessels of wonder and that our part as parents and educators is to assist them to flourish. In Catholic Education we believe that all our efforts are designed to ensure that each person who is part of our System – children, parents and families, educators and leaders, can all meet the goal set by St Irenaeus in the second century that the glory of God is the person fully alive. For us, acquiring knowledge or skills for their own sake is never sufficient, rather they are to enhance the dignity of each person and to promote the common good.

In 2019 the Commission has focused on the variety of ways in which our Vision and our Plan can be best brought to fruition. Many of these are being tested in schools currently, seeking clarity about effectiveness and the capacity to be implemented. The results we are seeing from all parts of our System are being carefully evaluated and refined. As we do so we approach the future with great hope.

Dr Patrick McArdle

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



Director's Review

As the Director of Catholic Education, Archdiocese of Canberra and Goulburn (CECG), it gives me great pleasure to present the Annual Report for 2019.

I hope you will find this Annual Report illustrates some of our achievements against the Strategic Plan 2018-2020. Perhaps most importantly for a Catholic education system our strategic plan sets out the Purpose and Vision of the organisation, with strategic priorities and enablers identifying the priorities that will help us to fulfil our stated purpose:

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

There have been many achievements in Catholic education across the Archdiocese in 2019. Two NSW teachers and seven ACT teachers have achieved Highly Accomplished or Lead Teacher status (known as HALT). This placed Catholic education in Canberra and Goulburn amongst the leading Catholic education systems in Australia for the recognition of quality teaching.

In 2019, a Child Safety advocate role was created in our Archdiocesan Catholic schools. This commitment reflects our ongoing commitment to provide a safe learning environment for all students and staff.

In 2019 we also continued to address the ongoing challenges of school funding changes. Catholic education will continue to advocate for fair funding for all families, particularly those choosing a Catholic education. This remains a real challenge for Catholic Education now and in the coming years.

I take this opportunity to thank the thousands of dedicated staff in schools, particularly our teachers and school leaders. We are indeed fortunate to have a gifted group of principals across the Archdiocese. I also thank parents and students for their continuing support for the wonderful enterprise that is Catholic education. Thank you also to the parish leaders, particularly our parish priests, administrators and pastoral associates who work so closely with Catholic schools.

There are many challenges ahead for Catholic schools and our communities. I am confident that we can face these challenges together.

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

Ross Fox
Director, Catholic Education,
Archdiocese of Canberra & Goulburn.

From the Chairman & Director



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 and 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.

OVER
25000

STUDENTS ENROLLED
(INCLUDING
CONGREGATIONAL
SCHOOLS)

56

SCHOOLS IN
ACT AND NSW

8

EARLY LEARNING
CENTRES

1439

FULL TIME EQUIVALENT
TEACHERS

406

FULL TIME EQUIVALENT
SUPPORT STAFF

733

ABORIGINAL AND
TORRES STRAIT ISLANDER
STUDENTS

3974

STUDENTS WITH DISABILITIES



Photo: St John Vianney's Primary School, Waramanga.

ACT 18376

STUDENTS

920

Full Time Equivalent
Teachers

8

Early Learning
Centres

590

Students

266

Full Time Equivalent
Support Staff

3

Congregational
Schools

3753

Students

24

Primary Schools

8673

Students

5

Secondary
Colleges

5396

Students

344

Aboriginal and Torres
Strait Islander Students

2577

Students with
Disabilities



NSW 6754
STUDENTS



389

Aboriginal and Torres
Strait Islander Students

1397

Students with
Disabilities



519

Full Time Equivalent
Teachers

140

Full Time Equivalent
Support Staff

1

K-12 School

746
Students



4

K-10 Central
Schools

1088
Students



19

Primary Schools

3487
Students



3

Secondary Schools

1433
Students





Photo: St Thomas More's Primary School, Campbell.



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

2019 Members

Archbishop Christopher Prowse – President

Dr Patrick McArdle – Chair

Monsignor John Woods – Clergy Representative

Mr Ross Fox – Executive Officer

Ms Selina Stanford – Chair Finance Audit and Risk Committee

Mr Greg Walker – ACT Primary
Principal Representative

Mrs Loretta Wholley – ACT Secondary
Principal Representative

Mrs Frances Robertson – NSW Primary/
Central Principals Representative

Mrs Gaye McManus – NSW Secondary
Principal Representative

Mr Matthew Hutchison – Congregational Schools
Representative

Mrs Selina Walker – Chair of Catholic School
Parents Archdiocese Canberra Goulburn

Mrs Karen Motyka

Parent | Community Representative

Mrs Gabrielle Sullivan

Parent | Community Representative

Mrs Vanessa Gibson

Parent | Community Representative

Mrs Margaret Cicolini

Catholic Education Head of
Finance, Infrastructure
and Strategy

Mrs Tiffany Wallace

Executive Secretary



Photo: Mother Teresa Early Learning Centre, Harrison.

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 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.

- Planned for 2020 professional learning for Religious Education coordinators and Mission and Ministry coordinators which focuses on Catholic identity and embedding Catholic perspectives across the curriculum and Religious Life of the School.
- Developed awareness of Catholic Perspectives across the curriculum and support documentation of the new Religious Education Curriculum.
- Established Youth Ministry across secondary schools within the Archdiocese. Implementation of the second phase of the Catholic Schools Youth Ministry Australia (CYSMA) junior pilot extended to eight primary schools within the Canberra and Goulburn Archdiocese.
- Youth Ministry Equipping School took place with 130 participants from the Oceania region, including Cardinal Mafi. The Equipping School saw training of Youth Ministers and over 30 senior student leaders. This provides a great platform for deepening the Youth Ministry program across primary and secondary schools.
- The SHINE Youth Ministry event continued to grow with the largest event held with over 500 students from Years 9 and 10 in attendance. These students have all chosen to be involved in the Youth Ministry stream within their Religious Education Course.
- The Illuminate Primary Youth Ministry gathering had over 300 students attend the event. These students have chosen to be a part of the Youth Ministry program in their schools.



Create and implement a new Religious Education Curriculum in line with best evidence based practice.

- A curriculum and pedagogy consultant was engaged to work closely with five pilot schools.
- Consultants were engaged to provide professional learning opportunities for all staff to support understanding and delivery of the Religious Education Curriculum.
- The Electronic Journal in the Religious Education portal was monitored to record each individual journey of each school towards validation.
- Professional learning opportunities were provided for all school staff.
- Each Religious Education Coordinators' meeting included a professional learning component developed to support the delivery and implementation of the Religious Education Curriculum.
- Additional support for the implementation of the new Religious Education Curriculum via Zoom was provided to Religious Education Coordinators on a weekly or fortnightly basis.

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

- The Archbishop, Priests, Catholic Education Office Staff, Teachers and Youth Ministers from CE and schools across the Archdiocese attended World Youth Day in Panama.
- Principals, Religious Education Coordinators and Catholic Education Office Staff participated in Leading the New Evangelisation at St Mary's University, Twickenham and Australian Catholic University - Rome Campus, culminating in a retreat in Assisi.
- Salt and Light Faith Formation was developed for a combination of Assistant Principals, Religious Education Coordinators, Coordinators and Catholic Education Office staff. Themed 'Embrace: Faith, Hope and Love', it was offered three times across the year.
- Siloam 2020 was planned to focus on 'Beacons of Hope – Leading Learning and Mission'.
- Early Career Teachers support programs 'Travellers on the Way', 'Porta Fidei' and 'Signum Fidei' were refined.
- 'The Emmaus Journey' Faith Formation opportunity for teachers aspiring to become leaders in Catholic Education was developed.
- Religious Education Coordinators were supported to develop school based staff Spirituality Days.

Photo: St Francis Xavier College, Florey.

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. And he laid his hands on them and went on his way.”

(Matthew 9.13)

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.

- A nine step process was introduced to support schools in developing their three year strategic plans and their annual improvement plans. Using a cluster model, all Principals were provided with professional learning through interactive workshops.

As schools developed the initial drafts of their strategic and annual improvement plans, leadership teams from schools met with Catholic Education staff to share their thinking and to explore opportunities to support each other's work.

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

- Challenging Learning was introduced and supported in 12 NSW Literacy and Numeracy Action Plan Schools. Visits to schools resulted in baseline data reports that informed professional learning for schools. The focus pedagogical areas for 2019 were, questioning and dialogue and philosophy for children.
- Evidence Forums were held in Perth and Melbourne for Principals and Leaders to investigate several different pedagogical models to inform the Coherence project and identify evidence based practice.

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

- Catholic Education's approach to professional learning was considered in 2019 with a proposal approved for 2020 to refresh Catholic Education's Leadership Framework and implement a series of improved leadership programs including the Aspiring Leaders, Instructional Leadership and Performance Coaching.
- Provide professional learning and explicit in-school support for schools to develop Aboriginal and Torres Strait Islander students Personal Learning Pathways in Literacy, Numeracy and Culture.
- Enhance the cultural capability of all school staff through professional learning and explicit in-school support to understand Aboriginal and Torres Strait Islander histories.

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

- Best Start Kindergarten Assessment and Planning Literacy and Numeracy (PLAN2) online tracking application was rolled out in 49 Catholic Education Canberra and Goulburn schools. Professional Learning and in-school support was provided to facilitate the implementation and use of the ACARA Learning Progressions and the Australian Curriculum for teaching and learning.

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

- The introduction of Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT) Assessments in 2019, across all 56 schools, has enabled timely and targeted feedback on student learning progress from Year 2 to Year 10 to classroom teachers and school leadership teams. This information is also supported by teacher engagement with the PAT Teaching Resources Centre to enable engagement with 'where to next' for each student in their learning trajectory.

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 had 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).

- A review into the operation of Archdiocesan ELCs was completed in 2019 by the University of Wollongong. The review identified a range of potential opportunities to improve how each ELC operates and is supported by the CEO as well as improvements in our services to children and families. In response, recruitment commenced for a General Manager – Early Learning,

who will lead the detailed investigation and modelling of these opportunities and start implementation once the final direction is confirmed in 2020.

- As an extension of the Studio Curious project launched in 2018 supporting system wide improvement, the Coherence program was formed at the end of 2018, to facilitate the realisation of several key enabling activities as highlighted in the *Strategic Plan 2018-2020*. The aim of the Coherence program is to lift the capacity of CEO Service Areas, support the development of Principals as instructional leaders and to deliver system wide improvements in teaching and learning.

Key initiatives included, but were not limited to, the Evidence Forums, the Global Knowledge Consensus and Principal consultations. These enabling projects will form the building blocks for full system renewal which will, in part, take the form of Our Learning Agenda, shaping the CEO Strategic Plan beyond 2020.

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

In 2019 we committed:

- \$975,000 to the co-contribution to the Literacy and Numeracy Action Plan (LNAP).
- ACT \$212,579 and NSW \$111,407 school-based payment for Languages Education across the Archdiocese.
- 30.20 FTE to Student Centered Learning - Literacy and Numeracy.
- ACT \$79,461 and NSW \$15,000 payments to schools for English as an Additional Language or Dialect (EALD) for individual student support.
- \$131,716 for Literacy.
- \$219,423 for Numeracy.
- \$26,297 for Learning Technologies and Innovation.
- \$80,522 for Curriculum.
- \$68,935 for schools for Vocational Education.
- \$322,749 for Aboriginal Education ACT.
- \$863,587 for Aboriginal Education NSW.

Further engage parents in student learning and wellbeing

- Catholic School Parents Archdiocese of Canberra Goulburn (CSPACG) maintained engagement with Catholic School Parents Australia (CSPA - National) and the Council of Catholic School Parents (CCSP - NSW), meeting with each group four times each year.
- CSPACG also maintained a strong connection with the Canberra Goulburn and CSNSW Aboriginal and Torres Strait Islander (ATSI) parent committees, sharing a NAIDOC week meeting and celebration of Mass.
- The CSPACG Executive Officer and the CEO School and Family Services Team Leader attended the Lismore Diocese bi-annual Parent Assembly. They met with the team of parent liaison officers who work directly with families and schools in the Diocese of Lismore to learn about the way they develop and enhance parent engagement in their communities.

In October, the new CSPA 'Gearing Up For Parent Engagement' toolkits were launched at a ceremony at Parliament House in Canberra, with an address given by the Federal Minister for Education Mr Dan Tehan and attended by Director Ross Fox, Catholic Education Canberra & Goulburn along with members of CSPA and CSPACG. After the launch CSPA Councillors visited two Archdiocesan schools to share the resource and meet with families and students.



Photo: St Vincent's Primary School, Aranda.



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 Early Learning Centres 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

- Catholic Schools Week was moved to Term 2 to coincide with Enrolment Month in the ACT. The 2019 theme *Engaging Faith, Minds & Community* reflected the values of our Archdiocesan schools. A comprehensive advertising campaign was launched which included print, cinema and radio advertising. Positive feedback was received and enrolment numbers reflected the success of the campaign. NSW regional schools were offered further promotional support through a two page advertorial campaign for each school.

- Parent engagement continued to be a focus for our schools. Following on from the Schoolzine website rollout in 2018, Catholic Education introduced Schoolzine newsletter templates to 49 schools to facilitate the consistent preparation of school newsletters.
- The annual Recognition Awards celebrated the achievements of Catholic Education educators and staff. In 2019, they were expanded to include the new Catholic Schools Cultural Festival showcasing student achievement in areas such as STEM, literacy, arts and media.
- We continued to grow our social media presence through the introduction of the new Catholic Education Instagram page. Our 2019 strategy focussed on sharing and promoting events and success across Archdiocesan schools.

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

- The optimised version of the online recruitment system went live on 30 September 2019. Feedback has been received from both hiring managers and applicants that the process is more streamlined.
- Initial work has begun on our value proposition as part of the Coherence project with the aim to identify what makes CEO an attractive employer.

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.

- We continue to work closely with our ACU colleagues to strengthen the connection with the Bachelor degree (Early Childhood, Primary and Secondary) Teaching students.
- We attended a Careers Fair Day and Employee Partnership breakfast at the University of Canberra to promote Catholic Education Canberra and Goulburn as an attractive employer.

Professional Growth

Catholic Education's people are the engine that drives the System forward. To advance Catholic Education's ambitions 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.



Photo: St John the Apostle Primary School, Florey.

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.

- The Workforce Planning focus for 2019 was a more indepth analysis of the Principal cohort. This included the implementation of a modified Principal recruitment process which resulted in a reduction of Acting Principals from 15% in 2019 to 1.79% for 2020. The 1.79% represents an acting co-principalship.
- As part of CECG's commitment - to ensure that each Principal receives the appropriate support and encouragement to access professional development - CECG consulted with Archdiocesan Principals and developed a revised Principal Professional Development Program (PPDP). The program will commence at the beginning of the 2020 school year.



Photo: St Bernard's Primary School, Batemans Bay.

The program provides each eligible Principal the ability to accumulate and access professional development funds of up to \$4,000 per year, up to a maximum threshold of \$20,000, for use on professional development activities or programs. This will further support and enable CECG Principals to access professional learning, and to achieve the expected standards required from a leader in the Catholic Education Leadership Framework.

The Catholic Education Leadership Framework identifies the essential requirements and practices for successful, effective, leadership of Catholic schools within the Archdiocese. It is influenced by the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standard for Principals which highlights nationally recognised school leadership practices.

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.

- Data on student learning has been harvested from a variety of sources, including external online assessments (NAPLAN, ACER PAT Assessments), diagnostic assessments (Kindergarten to Year 2), academic reporting (Semester Grades) and Year 12 certification (ACT and NSW). This information has begun to be developed into a set of visualisations to make the data accessible, useful and usable for the classroom teacher and school leadership teams.

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

- As part of the overall objective to develop a coherent data analysis framework, some of the work completed during 2019 includes:
 - Developing an enrolment growth analysis framework.
 - Capturing stakeholder feedback through the School Improvement Surveys, Enrolment Survey and Exit Surveys.
 - Developing prototypes for dashboards to communicate key information.
 - Developing a Student Learning Profile and School Profile focused on answering the questions: 'where is the student at?', 'where to next?' and 'what do I need to do to get them there?'.

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

- Development of an enrolment growth analysis framework. This included:
 - A detailed demographic assessment and market share analysis.
 - Projected enrolment forecast for each school.
- Development of visualisations and reports from different datasets concerned with student learning progress.
- Working with the Performance Improvement Leaders and Learning Specialists to use such information to inform decisions about Annual Improvement Planning.

Use data and analytics to report against a System dashboard.

- A prototype has been developed for dashboards at a school and System level to communicate key information, school's demographic and market share details, enrolment trends and projections, student exits, student background data and educational outcomes, centred on student and cohort learning improvement.
- In addition, during 2019, with the launch of the online enrolment tool, an enrolment survey has been launched to understand the reasons for choosing a Catholic school. Further, an exit survey has also been launched to capture reasons for exiting the System and identify areas for improvement.



Photo: St Patrick's Primary School, Bega.

ACT ENROLMENTS

2019 August Census Data and 2019 February Census for ELC Data

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT ENROLMENTS						
Amaroo	Good Shepherd Primary School	Mr. David Austin	K- 6		695	
Aranda	St Vincent's Primary School	Mrs. Lina Vigliotta	K- 6		188	
Braddon	Merici College	Mrs. Loretta Wholley	7- 12			647
Calwell	St Francis of Assisi Primary School	Mrs. Kate Markcrow	K- 6		457	
Campbell	St Thomas More's Primary School	Mrs. Julie Wiley	K- 6		144	
Charnwood	St Thomas Aquinas Primary School	Mr. Cameron Johns	P- 6	52	338	
Conder	St Clare of Assisi Primary School	Mr. Matthew Egan-Richards	K- 6		580	
Curtin	Holy Trinity Primary School	Mrs. Philippa Brearley	P- 6	57	334	
Evatt	St Monica's Primary School	Mrs. Carmel Maguire	K- 6		404	
Florey	St John the Apostle Primary School	Mr. Matthew Garton	K- 6		357	
Florey	St Francis Xavier College	Mrs. Colleen Rowe	7- 12			1166
Garran	Sts Peter and Paul Primary School	Mrs. Margaret Pollard	K- 6		236	
Gowrie	Holy Family Parish Primary School	Mrs. Anne-Marie Marek and Mrs Leah Taylor	P- 6	103	596	
Griffith	St Clare's College	Mr. Brad Cooney	7- 12			988
Harrison	Mother Teresa Primary School	Mr. Peter Hughes	P- 6	110	682	
Holder	St Jude's Primary School	Mr. Peter Galvin	P- 6	62	411	
Isabella Plains	St Mary MacKillop College	Mr. Michael Lee	7- 12			1781
Kaleen	St Michael's Primary School	Mr. Patrick Ellis	K- 6		189	
Kambah	St Thomas the Apostle Primary School	Mrs. Ursula Jamieson	K- 6		290	
Narrabundah	St Benedict's Primary School	Ms. Rachel Smith	K- 6		159	
Nicholls	Holy Spirit Primary School	Mr. Brad Gaynor	P- 6	97	673	
Nicholls	St John Paul II College	Mrs. Catherine Rey	7- 12			814
O'Connor	St Joseph's Primary School	Mr. Cameron Tarrant	P- 6	44	290	
Page	St Matthew's Primary School	Mr. Graham Pollard	K- 6		314	
Pearce	Sacred Heart Primary School	Mrs. Anne Staines	K- 6		261	
Red Hill	St Bede's Primary School	Mrs. Julie Douglas	K- 6		132	

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT ENROLMENTS						
Wanniassa	St Anthony's Parish Primary School	Mr. Greg Walker	P- 6	65	427	
Waramanga	St John Vianney's Primary School	Mr. Peter Rodda	K- 6		165	
Watson	Rosary Primary School	Mrs. Vicky Van der Sanden	K- 6		315	
Total ACT Archdiocesan Schools				590	8637	5396

CONGREGATIONAL SCHOOLS

Dickson	Daramalan College	Ms. Rita Daniels	7- 12			1383
Griffith	St Edmund's College	Mr. Joe Zavone	4- 12		163	587
Pearce	Marist College	Mr. Matthew Hutchison	4- 12		422	1198
Total Congregational Schools					585	3168

18376
TOTAL ACT
ENROLMENTS
2019

NSW ENROLMENTS

August 2019 Census Data

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW ENROLMENTS						
Adelong	St Joseph's Primary School	Mrs. Kirsty Beavan	K- 6		43	
Bateman's Bay	St Bernard's Primary School	Mrs. Johanna Wain	K- 6		335	
Batlow	St Mary's Primary School	Mrs. Jannine Richards	K- 6		53	
Bega	St Patrick's Primary School	Mrs. Jo Scott-Pegum	K- 6		198	
Bombala	St Joseph's Primary School	Mrs. Susan Tighe	K- 6		68	
Boorowa	St Joseph's Primary School	Mr. Brendan Maynard	K- 6		88	
Braidwood	St Bede's Primary School	Mrs. Patricia Ferlitsch	K- 6		134	
Broulee	Carroll College	Mrs. Jacqueline Heffernan	7- 12			464
Cooma	St Patrick's Parish School	Mrs. Frances Robertson	K- 10		165	67
Cootamundra	Sacred Heart Central School	Mrs. Nicky Trinder	K- 10		183	123
Crookwell	St Mary's Primary School	Mrs. Sarah Lowe	K- 6		125	
Goulburn	Ss Peter and Paul's Parish Primary School	Mrs. Kathy Neely	K- 6		224	
Goulburn	Trinity Catholic College	Mrs. Gaye McManus	7- 12			503
Goulburn North	St Joseph's Primary School	Mrs. Sue-Ellen Nell	K- 6		315	
Grenfell	St Joseph's Primary School	Ms. Therese Clancy	K- 6		42	
Gundagai	St Patrick's Primary School	Mrs. Christine Baron	K- 6		76	
Lake Cargelligo	St Francis Xavier Primary School	Mrs. Jacinta Elwin	K- 6		43	

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW ENROLMENTS						
Moruya	St Mary's Primary School	Mrs. Noeleen O'Neill	K- 6		248	
Murrumburrah	Trinity Catholic Primary School	Mrs. Marylou Gorham	K- 6		64	
Pambula	Lumen Christi Catholic College	Mr. Steven Centra	K- 12		178	568
Queanbeyan	St Gregory's Primary School	Ms. Claire Frazer	K- 6		674	
Temora	St Anne's Central School	Mrs. Kathy Holding	K- 10		161	68
Tumut	McAuley Catholic Central School	Mr. Rodney Little	K- 10		197	124
West Wyalong	St Mary's War Memorial School	Mr. Phillip Neilsen	K- 6		117	
Yass	Mt Carmel School	Mr. Michael Green	K- 6		320	
Young	St Mary's Primary School	Mr. Andrew Casey	K- 6		320	
Young	Hennessy Catholic College	Mrs. Trazel Scott	7- 12			466
Total NSW Archdiocesan Schools:					4371	2383

6754
TOTAL NSW
ENROLMENTS
2019

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 2019 Census and February 2019 Census for ELC (Archdiocesan schools only)

ACT

Primary Class	P (ELC)	K	1	2	3	4	5	6	Total
Total	590	1219	1184	1257	1288	1287	1210	1192	9227
Secondary Class	7	8	9	10	11	12	Total		
Total	1157	1059	1002	912	650	616	5396		

NSW

Primary Class	K	1	2	3	4	5	6	Total
Total	605	616	663	639	604	636	608	4371
Secondary Class	7	8	9	10	11	12	Total	
Total	501	501	436	395	272	278	2383	

NUMBER OF STUDENTS

August 2019 Census and February 2019 Census for ELC

ACT

	ARCHDIOCESAN	CONGREGATIONAL	TOTAL
ELC	590	0	590
Primary	8637	585	9222
Secondary	5396	3168	8564
Total	14623	3753	18376

NSW

ARCHDIOCESAN	ALL SCHOOLS
0	590
4371	13593
2383	10947
6754	25130

STUDENT BREAKDOWN

(Archdiocesan schools only)

STUDENTS OF ABORIGINAL / TORRES STRAIT ISLANDER DESCENT

PRIMARY	SECONDARY	TOTAL
450	283	733

STUDENTS WITH DISABILITIES

PRIMARY	SECONDARY	TOTAL
2577	1397	3974

NUMBER OF NON-CATHOLIC STUDENTS IN ACT

PRIMARY	SECONDARY	% OF NON-CATHOLICS	TOTAL
3096	2136	37%	5232

NUMBER OF NON-CATHOLIC STUDENTS IN NSW

PRIMARY	SECONDARY	% OF NON-CATHOLICS	TOTAL
1931	1080	44%	3011



Photo: St Christopher's Pastoral Centre, Canberra.

TEACHER EMPLOYMENT

(Archdiocesan schools only)

TEACHERS EMPLOYED IN ACT – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
509	411	920

TEACHERS EMPLOYED IN NSW – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
298	221	519

1439
TOTAL ACT
AND NSW
TEACHING STAFF

SUPPORT STAFF

(Archdiocesan schools only)

SUPPORT STAFF EMPLOYED IN ACT – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
119	147	266

SUPPORT STAFF EMPLOYED IN NSW – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
74	66	140

406
TOTAL ACT
AND NSW
SUPPORT STAFF



Financial Reports





RSM Australia Pty Ltd

Equinox Building 4, Level 2, 70 Kent Street Deakin ACT 2600
GPO Box 200 Canberra ACT 2601

T +61 (0) 2 6217 0300
F +61 (0) 2 6217 0401

www.rsm.com.au

INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEE OF

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

Opinion

We have audited the financial report of the Archdiocese of Canberra and Goulburn ACT 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 2019 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 ACT 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 ACT 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.

THE POWER OF BEING UNDERSTOOD

AUDIT | TAX | CONSULTING

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RSM Australia Pty Ltd ACN 009 321 377 att B r d r d n c o P r a c t i c e I n s t A B N 65 319 382 4/9 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: 14 May 2020



Photo: Holy Trinity, Curtin and Sts Peter and Paul, Garran.

**ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2019**


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 and Notes thereto of the System are drawn up to present fairly the surplus of the System for the financial year ended 31 December 2019.

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: 14 MAY 2020
Location: Canberra

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS
FOR THE YEAR ENDED 31 DECEMBER 2019

	Notes	31 December 2019 \$	31 December 2018 \$
NORMAL OPERATIONS			
Government Grants	2.	166,722,666	164,030,402
Other Government Grants	2.	50,175	-
Capital Income	3.	4,066,818	3,914,572
School Tuition Fees		8,233,907	7,441,044
Other Income	4.	13,930,257	13,070,642
Salaries and Related Costs	5.	(140,883,801)	(130,561,400)
Administration and Program Expenses	6.	(37,554,041)	(37,971,078)
Surplus/(Deficit) For The Year From Normal Operations		14,565,981	19,924,182
Other Comprehensive Income		-	-
Total Comprehensive Income		14,565,981	19,924,182
Surplus/(Deficit) Attributable To ACT Schools System Schools System Equity		14,565,981	19,924,182

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 2019

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 on 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% (2018 : 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 2019 and the comparative information presented in these financial statements for the period ended 31 December 2018.

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 2019

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 2019	31 December 2018
	\$	\$
2. GOVERNMENT GRANTS		
Australian Government Recurrent Grants	127,343,968	129,145,227
ACT Territorial Recurrent Grants	39,378,698	34,885,175
	<u>166,722,666</u>	<u>164,030,402</u>
Other Government Grants		
External Programs Grant	50,175	-
	<u>50,175</u>	<u>-</u>
ACT Government Schooling Resource Standard grant received for 2019 was \$43,316,567.40 (inclusive of GST).		
3. CAPITAL INCOME		
Capital Grants from Government	2,106,863	859,100
Capital Contributions from Schools	1,437,690	75,052
Other Capital Income	-	100,000
Capital Contributions from Canberra Catholic Schools Building Fund	522,265	2,880,420
	<u>4,066,818</u>	<u>3,914,572</u>
4. OTHER INCOME		
ACT Secondary Schools:		
- Contribution to Recurrent Expenses	6,785,066	5,966,796
- Contribution to System Operations	5,393,454	4,026,663
Interest, Commissions, etc	1,751,737	3,077,183
	<u>13,930,257</u>	<u>13,070,642</u>
5. SALARIES AND RELATED COSTS		
Salaries	121,891,950	111,819,106
Long Service Leave	4,305,320	5,055,114
Superannuation	12,375,304	11,781,670
Workers Compensation Insurance	2,311,227	1,905,510
	<u>140,883,801</u>	<u>130,561,400</u>
6. ADMINISTRATION AND PROGRAM EXPENSES		
Administration Salaries and Related Expenses	7,345,138	6,785,184
Administrative Expenditure	30,208,903	31,185,894
	<u>37,554,041</u>	<u>37,971,078</u>

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

7. SPECIFIC PURPOSE AND OTHER GRANTS

	31 December 2019	31 December 2018
	\$	\$
Grants	9,382,615	737,948
Funds Brought Forward	918,186	1,074,316
Other Income	40,154	-
Salaries and Related Costs	(2,032,790)	(508,326)
Payments to Schools	(75,825)	(88,848)
Other Expenditure	(1,599,998)	(296,504)
	<u>6,582,168</u>	<u>(918,186)</u>
Funds Carried Forward - Unexpended Grants	6,582,168	(918,186)

A balance of unexpended grants for specific educational purposes and transition adjustment assistance of \$631,571 and \$5,950,597 respectively, has been carried forward to be used in the 2020 school year.

8. ECONOMIC DEPENDENCY

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.

9. SUBSEQUENT EVENT

Novel Coronavirus (COVID-19)

The COVID-19 outbreak is expected to have an impact on the entity's operations and results of those operations during the financial period commencing 1 January 2020. As at the time of completion of the 2019 Financial Statements, the entity is not able to quantify the level of impact on future operations. The entity continues to monitor the impacts of COVID-19 and develop measures to manage operations as the situations evolves and there is clarity of the impact.

No other matters or circumstances have arisen since 31 December 2019 that has significantly affected, or may significantly affect the entity's operations, the results of those operations, or the entity's state of affairs in future.



Photo: St Bede's Primary School, Red Hill.



Photo: Yuin Banaan 2019 – South Coast Catholic Schools.



RSM Australia Pty Ltd

Equinox Building 4, Level 2, 70 Kent Street Deakin ACT 2600
GPO Box 200 Canberra ACT 2601

T +61 (0)2 6217 0300
F +61 (0)2 6217 0401

www.rsm.com.au

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 2019 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.

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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: 14 May 2020

**ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2019**

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 and Notes thereto of the System are drawn up to present fairly the surplus of the System for the financial year ended 31 December 2019.

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: 14 MAY 2020
Location: Canberra

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS
FOR THE YEAR ENDED 31 DECEMBER 2019

	Notes	31 December 2019 \$	31 December 2018 \$
NORMAL OPERATIONS			
Government Grants	2.	102,809,245	98,569,334
Other Government Grants	2.	113,346	71,018
Capital Income	3.	600,742	2,187,196
School Tuition Fees		4,760,347	4,550,821
Other Income	4.	1,222,914	2,206,072
Salaries and Related Costs	5.	(78,178,656)	(76,991,251)
Administration and Program Expenses	6.	(25,344,756)	(26,776,327)
Maintenance/ Refurbishment Projects	7.	(66,171)	-
System Contribution to total expenditure on external programs	8.	(2,529,368)	(1,177,109)
Surplus/(Deficit) For The Year From Normal Operations		3,387,644	2,639,753
Total Comprehensive Income		3,387,644	2,639,753
Surplus/(Deficit) Attributable To NSW Schools System			
Schools System Equity		3,387,644	2,639,753

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

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

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 on 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% (2018: 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 2019 and the comparative information presented in these financial statements for the period ended 31 December 2018.

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 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 2019

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 2019	31 December 2018
	\$	\$
2. GOVERNMENT GRANTS		
Australian Government Recurrent Grants	80,182,852	76,276,334
NSW State Per Capita Grants	22,626,393	22,293,000
	<u>102,809,245</u>	<u>98,569,334</u>
OTHER GOVERNMENT GRANTS		
NSW State Gov Special Needs Support	113,346	71,018
	<u>113,346</u>	<u>71,018</u>
3. CAPITAL INCOME		
Capital Grants from Government	190,742	1,708,207
Capital Contributions from Schools	410,000	478,989
	<u>600,742</u>	<u>2,187,196</u>
4. OTHER INCOME		
Interest, Commissions, etc	1,222,914	2,206,072
	<u>1,222,914</u>	<u>2,206,072</u>
5. SALARIES AND RELATED COSTS		
Salaries	66,605,593	62,120,964
Long Service Leave	3,704,907	2,709,107
Superannuation	7,027,460	10,402,248
Workers Compensation Insurance	840,696	1,758,932
	<u>78,178,656</u>	<u>76,991,251</u>
6. ADMINISTRATION AND PROGRAM EXPENSES		
Administration Salaries and Related Expenses	6,774,502	6,416,106
Administrative Expenditure	18,570,254	20,360,221
	<u>25,344,756</u>	<u>26,776,327</u>
7. MAINTENANCE/ REFURBISHMENT PROJECTS		
System Schools Maintenance/ Refurbishment Projects	66,171	-
	<u>66,171</u>	<u>-</u>

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

8. SPECIFIC PURPOSE AND OTHER GRANTS

	31 December 2019	31 December 2018
	\$	\$
Grants	1,188,581	1,191,648
Funds Brought Forward	678,465	524,068
Other Income	57,116	-
Total Income	<u>1,924,161</u>	<u>1,715,716</u>
Grant Funded Salaries and Related Costs	216,137	(599,300)
Payments To Schools	(7,120)	(11,962)
Other Expenditure	(1,518,717)	(425,990)
Total Expenditure	<u>(1,309,700)</u>	<u>(1,037,252)</u>
Funds Carried Forward - (Unexpended) Grants	614,462	678,464
System Contribution to total expenditure on external programs	<u>(2,529,368)</u>	<u>(1,177,109)</u>
Total salaries and related costs - external programs	<u>(2,313,231)</u>	<u>(1,776,409)</u>

A balance of unexpended grants for specific educational purposes of \$614,462 (2018 Unexpended Grant: \$678,465) has been carried forward to 2020 school year.

9. ECONOMIC DEPENDENCY

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.

10. SUBSEQUENT EVENT

Novel Coronavirus (COVID-19)

The COVID-19 outbreak is expected to have an impact on the entity's operations and results of those operations during the financial period commencing 1 January 2020. As at the time of completion of the 2019 Financial Statements, the entity is not able to quantify the level of impact on future operations. The entity continues to monitor the impacts of COVID-19 and develop measures to manage operations as the situations evolves and there is clarity of the impact.

No other matters or circumstances have arisen since 31 December 2019 that has significantly affected, or may significantly affect the entity's operations, the results of those operations, or the entity's state of affairs in future



Photo: Mother Teresa Primary School, Harrison.



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



Catholic Education Commission
Archdiocese of Canberra and Goulburn

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Catholic Education Office

ABN 47 824 127 996

St Christopher's Pastoral Centre
55 Franklin Street
Manuka ACT 2603

P.O. Box 3317
Manuka ACT 2603

Telephone 02 6234 5455
reception@cg.catholic.edu.au
cg.catholic.edu.au

Design

Giraffe Visual Communication Management Pty Ltd
giraffe.com.au