



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn



Catholic Education Commission  
Archdiocese of Canberra and Goulburn



# ANNUAL REPORT 2020



# ACKNOWLEDGEMENT OF COUNTRY

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

Cover photo: Holy Family Primary School, Gowrie.  
Inside photo: Rosary Primary School, Watson.





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# Chair's Report

## Hope, Joy and Wonder: The Incarnation in a Year of Drama

2020 burst onto the national consciousness in typical Australian fashion – with fires along the east coast. However, these fires quickly became something beyond any imagining – engulfing unthinkable areas and blanketing much of the country in toxic smoke. No sooner had we emerged from fires than parts of our Archdiocese experienced floods. Almost immediately replaced by pestilence in the form of COVID-19.

Nothing about the public narrative of 2020 is something we want to revisit but it was also a year in which Catholic Education lived up to its mission, its vision and its commitment to bring Jesus to the world – in our specific case, the students, families and communities of the Archdiocese of Canberra and Goulburn. For that reason, our purpose of Hope, Joy and Wonder was perhaps never so apt as in 2020.

Quality leadership and agile responses to the crises meant that bushfire affected schools and communities were speedily offered additional financial, social and wellbeing supports, that I know were deeply appreciated. Ross Fox and the team at Catholic Education are commended for the empathetic and considered way in which we were able to harness our resources as an Archdiocese to serve the needs of those who were in peril.

When schools were made part of the lockdown during COVID, the very nature of how students learn was transformed and again Catholic Education rose to the various challenges. Where

possible, teaching occurred via Microsoft TEAMS; where this was not feasible, learning packs were distributed – often by already time poor staff. Individual schools experimented with options and models around learning modules, timetables, and specific student needs. We moved to more bespoke approaches that enabled students to be supported in their learning journeys. Our schools also remained open for the children of essential workers and for vulnerable students. In this regard, I cannot praise too highly our incredible, dedicated staff in schools, from Principals and Executive staff to our fabulous teachers and all our support personnel. As we know this was especially challenging since all were also coping with the lockdown impact on their own families and communities.

Throughout 2020, I reflected on our purpose of Hope, Joy and Wonder – which is so often associated with Christmas. The Incarnation – the gift of Jesus to the world – is the key to Christianity, to the Church's mission and to Catholic Education. We exist to bring Jesus to the world, to enable people to know Him and to be able to respond to His call to be the best people we can possibly become.

In 2020 this also involved a reassessment of our implicit commitments. What is it that we had been spending time on? To what do we commit resources? How do we respond to those in need? What does it mean to proclaim Jesus to the students in our care, to their families and communities?



Following that challenging year, we are in a better place to know the answers to these questions: in times of uncertainty and challenge we offer hope, in times that are dire and dreadful we seek, and in times of apprehension and dismay we celebrate wonder. In the times when our communities needed us, we rose to meet the need – the needs of these people in the contexts in which they found themselves.

The Jesus we proclaim stands by those in need and calls on those who follow Him to do the same. In 2020, Catholic Education in the Archdiocese of Canberra and Goulburn lived our mission in the face of many challenges. The year was a sobering reminder of what is central to us in so many ways: we demonstrated that the education of students is our priority and that we will do all that is needed to bring this about because our role is not simply a job, but a vocation.

My thanks and that of the Catholic Education Commission go out to all our staff, in each of our schools, for the multiple ways in which you ensured that our communities, at times of extraordinary need, were able to be communities of Hope, Joy and Wonder.

**Dr Patrick McArdle**

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





## Director's Review

As the Director of Catholic Education, in the Archdiocese of Canberra and Goulburn, it gives me great pleasure to present the Annual Report for 2020.

This Annual Report provides a picture of our achievements against our *Strategic Plan 2018–2020*. Our Strategic Plan sets out the vision and mission of Catholic Education, with strategic priorities and enablers.

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

2020 was a difficult year for all Australians and the bushfires directly affected many of our school communities across the Archdiocese. This challenging time brought out the best in our school communities who united in providing support to affected schools and families impacted through loss of homes and in some cases businesses.

The year presented unprecedented challenges for the education sector in providing continuity of care and learning during periods of uncertainty and for some communities, lockdown. Catholic Education across the Archdiocese demonstrated resilience, leadership and flexibility in keeping our schools open for children who needed to attend school, including children of essential workers and vulnerable students.

Remote learning was also provided for our students learning from home. A rapid rollout of digital tools took place to enable and support remote learning.

Catholic Education offered fee remissions to families who were going through financial hardship resulting from the bushfires and loss of employment or reduced wages due to the pandemic.

The Catholic Education Office collaborated with government authorities and other education sectors to ensure the effective management of COVID-19 to keep our school communities safe.

Despite the ongoing trials of 2020, the System continued to provide a quality contemporary Catholic education for our students and launched a new learning and teaching initiative focused on the teacher known as Catalyst.

**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 are inspired to grow to their potential.

# OUR VISION

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



# FAST FACTS

Catholic Education 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.

OVER  
**25000**

STUDENTS ENROLLED  
(INCLUDING  
CONGREGATIONAL  
SCHOOLS)

**56**

SCHOOLS IN  
ACT AND NSW

**8**

EARLY LEARNING  
CENTRES

**1477**

FULL TIME EQUIVALENT  
TEACHERS

**410**

FULL TIME EQUIVALENT  
SUPPORT STAFF

**767**

ABORIGINAL AND  
TORRES STRAIT ISLANDER  
STUDENTS

**4513**

STUDENTS WITH DISABILITIES



Photo: St Mary's Primary School, Young.



# ACT 18791

STUDENTS

## 948

Full Time Equivalent  
Teachers

## 8

Early Learning  
Centres

## 613

Students

## 265

Full Time Equivalent  
Support Staff

## 3

Congregational  
Schools

## 3785

Students

## 24

Primary Schools

## 8747

Students

## 362

Aboriginal and Torres  
Strait Islander Students

## 2960

Students with  
Disabilities

## 5

Secondary  
Colleges

## 5646

Students





# NSW 6862

STUDENTS



## 405

Aboriginal and Torres  
Strait Islander Students

## 1553

Students with  
Disabilities



## 528

Full Time Equivalent  
Teachers

## 145

Full Time Equivalent  
Support Staff

## 1

K-12 School

## 751

Students



## 4

K-10 Central  
Schools

## 1152

Students



## 19

Primary Schools

## 3516

Students



## 3

Secondary Schools

## 1443

Students







Photo: Holy Trinity Early Learning Centre, Curtin.





# 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 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.

## 2020 Members

**Archbishop Christopher Prowse**  
President

**Dr Patrick McArdle**  
Chair

**Monsignor John Woods**  
Vicar for Education

**Mr Ross Fox**  
Executive Officer

**Mr Greg Walker**  
ACT Primary Principal Representative

**Mrs Loretta Wholley**  
ACT Secondary Principal Representative

**Mrs Frances Robertson**  
NSW Primary/Central Principal Representative

**Mrs Gaye McManus**  
NSW Secondary Principal Representative

**Mr Matthew Hutchison**  
Congregational Schools Representative

**Mrs Selina Walker**  
Chair of Catholic School Parents,  
Archdiocese of Canberra & Goulburn

**Mrs Karen Motyka**  
Parent I Community Representative

**Mrs Gabrielle Sullivan**  
Parent I Community Representative

**Mrs Vanessa Gibson**  
Parent I Community  
Representative

**Ms Selina Stanford**  
Chair Finance Audit and  
Risk Committee

**Mrs Tiffany Wallace**  
CEC Secretariat







# 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.

- Planned for 2021 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 understanding of Catholic Perspectives across the curriculum and support documentation of the new Religious Education Curriculum, using face-to-face and online professional learning.
- Consolidated the Youth Ministry across secondary schools within the Archdiocese. Implementation of the third phase of the Catholic Schools Youth Ministry Australia (CYSMA) junior pilot extended to 11 primary schools within the Canberra and Goulburn Archdiocese.
- Youth Ministry Equipping School took place and with 160 participants from the Oceania region. The ACU undergraduates from around Australia were included in 2020. 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.
- Identification of a pathway and recruitment of Early Career teachers from the Equipping School.
- The SHINE Youth Ministry event was postponed due to COVID-19. Planning for 2021 proceeded.
- The Illuminate Primary Youth Ministry Gathering took place with over 600 participants online.
- Staff Spirituality days were conducted in all schools across the System.



Photo: St John Paul II College, Nicholls.

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

- A curriculum and pedagogy consultant worked closely with five pilot schools. The Religious Education pilot schools were reviewed and a report finalised making recommendations for future consideration in System implementation.
- Consultants and specialists were engaged to provide professional learning opportunities for all staff to support understanding and delivery of the Religious Education Curriculum (K-12).
- Partnership with the University of Notre Dame, Sydney to support senior secondary Religious Education.
- Structuring around the implementation of the Studies in Catholic Thought for NSW senior secondary schools.
- Worked with Catholic ELCs and consultants to commence visioning Religious Education and Catholic identity.
- The Electronic Journal in the Religious Education portal was monitored to record the 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.
- Professional Learning Teams formed from among the Religious Education Coordinators and weekly online meetings conducted.

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

- Siloam 2020 was conducted online each Term.
- Online retreat for all Religious Education Coordinators.
- Accreditation to Work, Teach and Lead were all developed and delivered online.
- Weekly prayer developed online for use across the whole System.
- Religious Education Coordinators were supported to develop school-based staff spirituality opportunities considering the restrictions of COVID-19.



# 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.*

- Schools have continued to implement the nine step process to support the development of their three year strategic plans and their annual improvement plans. Further to this process, a focus on evaluating the previous year's plan assisted with ensuring continuity of strategic direction and alignment to System priorities.

- Through Principal Networks, further exploration for collaboration and sharing was undertaken to support a robust approach to review their planning to ensure a focus on high quality learning environments.

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

- A discovery phase into pedagogy began in 2020 through a new direction entitled: Our Learning Agenda where the System began conversations and investigations into developing a collective approach to pedagogy utilising the principles of the Science of Learning. Following the discovery phase of Our Learning Agenda CECG defined the Catalyst term and formed the Catalyst program for teaching and learning direction in the Archdiocese.
- A System wide response to COVID-19 saw the rapid roll out of Microsoft Teams to the Archdiocese as the remote learning platform. Principals, Leadership teams and staff responded with agility to manage online learning.

- In response to COVID-19, 'Challenging Learning' professional learning, was provided for teachers and leaders in the 12 NSW Literacy and Numeracy Action Plan (LNAP) schools using an online format. The learning focused on strategies to facilitate high quality dialogue and feedback. The outcome of this was to create a classroom learning environment to enable dialogue to flourish and to encourage learners to be open, collaborative and reflective.

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

- In consultation with the Catalyst team, work was undertaken to support the development and subsequent implementation of Catalyst learning modules.

- A preliminary discovery phase was undertaken to scope the feasibility of a wider Learning and Development Framework. This discovery phase will continue into 2021.
- Provided professional learning and explicit in-school support to develop Aboriginal and Torres Strait Islander students Personal Learning Pathways in Literacy, Numeracy and Culture.
- Enhanced the cultural capability of all school staff through professional learning and explicit in-school support to understand Aboriginal and Torres Strait Islander histories.
- Provided support and resources for remote teaching and learning, including tools to specifically assist parents at home.
- Provided resources for contact teachers and Aboriginal Education workers focusing on the wellbeing of Aboriginal and Torres Strait Islander students across the Archdiocese.



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

- All Primary, Central and K-12 schools participated in Best Start Kindergarten Assessment program
- The Teaching and Learning team provided online training and support to use the Best Start Kindergarten Assessment data to identify learning needs and inform targeted teaching in literacy and numeracy and identify strategies for monitoring literacy and numeracy progress.
- The Phonics Screening Check Trial was completed in 33 CECG schools, involving 1070 Year 1 students. The data indicated that 36% of NSW students and 44% of ACT students were on track. It identified 44% of NSW students and 32% of ACT students for intervention support.
- The Teaching and Learning team provided online training and school based support using Microsoft Teams to help Year 1 teachers and school leaders to explore the place of phonics in learning to read, understand phonics in the Australian Curriculum and the NSW Syllabus and understand the use of pseudo words in the assessment and the purpose of Phonics Screening Check.

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

- Improving the use of student learning data through the development of visualisations based on a range of data sources.
- Focus on processes for reflection and feedback to inform decisions and form action at both the school and System levels.



# 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).*

- Extensive work was undertaken to improve the financial and operational performance of our eight ELCs.
- Completion of draft '2020-2023 ELC Strategic Plan' which was workshopped with ELC Directors, Principals, People & Culture, Planning & Facilities and external consultants over a four-month period. The strategy was completed in August 2020.
- The strategy comprised of three core pillars:
  - A refreshed value proposition focusing on faith formation, evidence-based pedagogy and ELC/primary school integration.
  - A new operating model that will deliver exceptional teaching outcomes and is well supported by the Catholic Education Office.
  - A long-term growth aspiration for onsite ELCs across ACT and NSW primary schools.

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

In 2020 we committed:

- Co-contribution to Literacy and Numeracy Action Plan: \$1.043m

- Literacy \$0.080m, Numeracy \$0.099m and Curriculum \$0.033m
- Student Centered Learning- Literacy and Numeracy \$3.679m
- Student Counselling: ACT \$0.748m and NSW \$1.082m
- Students with Disability Programs: ACT \$9.119m and NSW \$4.543m
- Languages Education, individual school support: ACT \$0.218m and NSW \$0.112m
- English as an additional language or dialect (EALD), individual student support: ACT \$0.106m and NSW \$0.017m
- Vocational Education for schools: \$0.092m
- Aboriginal Education: ACT \$0.577m and NSW \$1.110m

*Develop and implement an accountability framework for System leaders.*

- Annual Business planning at both the Catholic Education Office and within schools, through the use of Annual Improvement Plans.
- Annual Business Plans are reviewed and monitored throughout the year.

*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 Catholic Schools NSW (CSNSW) Aboriginal and Torres Strait Islander (ATSI) parent committees.
- All CSPACG meetings in 2020 were held remotely due to COVID-19. The Council agreed to meet each Term in a virtual meeting held after work hours, rather than the traditional weekend meetings. This had an unexpected benefit for parent representatives from our regional and remote areas who found engagement in meetings easier due to ease of accessibility through the remote platform. This has then led to development of a modified format of CSPACG meetings where at least one gathering each year will be held remotely.
- CSPACG committed to organising several webinars for parents and carers in 2021 including e-safety and mental health. These are in the early stages of development.







# 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 cancelled due to COVID-19. A comprehensive digital marketing and advertising campaign for Enrolment Month in the ACT was launched in May and the enrolments period was extended to four weeks. The campaign included a paid social media campaign, radio and print advertising. Positive feedback was

received and record enrolment numbers reflected the success of the campaign. NSW regional schools were again offered further promotional support through a two-page advertorial campaign for each school.

- Parent engagement continued to be a focus for our schools. Principals held virtual tours for prospective parents in place of information nights and face to face interviews.
- The annual Recognition Awards celebrated the achievements of Catholic Education educators and staff. In 2020 the awards were held at the Catholic Leaders' Day in October and Principals received the awards on behalf of recipients in compliance with COVID-19 protocols and requirements.
- Social media was used as a key element of the enrolments campaign this year with a paid campaign held to promote our schools to targeted audiences. A Social Media guide was also developed for schools to ensure a consistent approach to Social Media for schools across the Archdiocese.

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

- A Discovery phase commenced to develop scope, opportunities and requirements for refreshing Catholic Education's value proposition. It was determined this would be best achieved as part of the implementation of the wider People Strategy.
- Complimentary programs initiated to support a refreshed employment value proposition in the interim include: development of Rural and Remote Guidelines; a contracted temporary teacher trial; revised special leave entitlements and; a review of CECG Flexible Work Policy.
- Commenced development of a single, integrated Workforce Strategy that meets the needs of CECG and its schools and serves as precursor to supporting individual schools to build their best workforces, supporting the Catholic mission.

*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.*

- During 2020 the People & Culture team met with ACU students both virtually and in person.
- The aim was to effectively translate workforce priorities, linking graduate opportunities directly with CECG by strengthening the ACU relationship.
- A recruitment campaign was developed and graduates across the ACT and NSW were invited to apply to work in our System.
- The mandatory System interviews to work as a casual in CECG were conducted earlier than usual (August) to enable teaching graduates to engage in casual work for Term 4 2020.
- The People & Culture team worked collaboratively with the Teacher Quality Institute to streamline the process for the issuing of Permits to Teach.



# 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.*

- A discovery phase commenced to develop scope, opportunities and requirements for implementation of a System-wide, strategic, People Strategy.
- The project then commenced with external providers canvassed to yield the best benefits for our System.
- Data validation and project implementation is anticipated for completion in 2021.

- Students with diverse needs and disability are welcome in every Catholic school, and inclusive practice is an increasingly important area of teaching and learning. All teachers benefit from professional learning and further study, and the University sector offers Post graduate opportunities to build understandings and improve practice in the area of inclusive education. This professional learning builds capacity of staff, contributes to the system vision of inclusion across the Archdiocese and improves outcomes for students with diverse needs.
- Catholic Education Canberra Goulburn offers Scholarships of up to a maximum of \$2500 per unit for CECG staff in Post Graduate studies in Inclusive Practice, Student Wellbeing, or any Disability specific study. The maximum amount of total scholarship payment per student is \$20,000.

- The study to achieve the qualification may begin in 2021 at any University with relevant courses. A panel of school and CE based staff were selected to provide approval for applications, with consideration given to success of prior study, needs of school communities and previous scholarships accessed through CECG.
- An Inclusion Scholarship committee was formed in 2020 and approved 20 scholarships for 2021, with 18 successful applicants selected who will completed units in evidence based areas of study including vision, leadership, speech therapy and complex behaviour support.

- Identifying the need to provide meaningful and focused professional learning for our aspiring leaders, in February 2020 strategic partners, the Brown Collective, were engaged to develop a 'Pathways to School Leadership' program of professional learning. The program looks at supporting the transition of Assistant Principals into principalship; broaden and increase the leadership pipeline of high potential leaders; provide greater clarity of leadership pathways for aspiring leaders and build a professional peer learning community across the Archdiocese.



Photo: St Joseph's Primary School, Goulburn North.

# 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.*

- Phase 1 of appropriate visualisations based on student learning performance and improvement have been developed.
- Work has been undertaken with the Deputy Director, Performance & Improvement Leaders and Teaching & Learning team in analysing student achievement and improvement data to inform learning decisions for 'where to next'.

*Increase the data analytics capability of System leaders and school staff.*

- Upskilling school and System leaders to improve data literacy, unpack and analyse data on student learning to determine priorities for action.

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

- Work has been undertaken with Performance & Improvement Leaders and school leadership teams to use data on student learning to inform school 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 at a school level, which include information on each 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.





Photo: Sacred Heart Primary School, Pearce.





## ACT ENROLMENTS

2020 August Census Data and 2020 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		703	
Aranda	St Vincent's Primary School	Mrs. Lina Vigliotta	K- 6		189	
Braddon	Merici College	Mrs. Loretta Wholley	7- 12			671
Calwell	St Francis of Assisi Primary School	Mrs. Kate Markcrow	K- 6		464	
Campbell	St Thomas More's Primary School	Mrs. Julie Wiley	K- 6		163	
Charnwood	St Thomas Aquinas Primary School	Mrs Leah Taylor	P- 6	50	331	
Conder	St Clare of Assisi Primary School	Mr. Matthew Egan-Richards	K- 6		543	
Curtin	Holy Trinity Primary School	Mrs. Philippa Brearley	P- 6	59	364	
Evatt	St Monica's Primary School	Mrs. Carmel Maguire	K- 6		414	
Florey	St John the Apostle Primary School	Mr. Matthew Garton	K- 6		360	
Florey	St Francis Xavier College	Mr Paul Carroll	7- 12			1185
Garran	Sts Peter and Paul Primary School	Mr Cameron Johns	K- 6		261	
Gowrie	Holy Family Parish Primary School	Mrs. Anne-Marie Marek	P- 6	103	580	
Griffith	St Clare's College	Mr. Brad Cooney	7- 12			1048
Harrison	Mother Teresa Primary School	Mr. Peter Hughes	P- 6	110	698	
Holder	St Jude's Primary School	Mr. Peter Galvin	P- 6	60	420	
Isabella Plains	St Mary MacKillop College	Mr. Michael Lee	7- 12			1844
Kaleen	St Michael's Primary School	Mr. Patrick Ellis	K- 6		195	
Kambah	St Thomas the Apostle Primary School	Mrs. Ursula Jamieson	K- 6		305	
Narrabundah	St Benedict's Primary School	Ms. Rachel Smith	K- 6		180	
Nicholls	Holy Spirit Primary School	Mr. Brad Gaynor	P- 6	109	721	
Nicholls	St John Paul II College	Mrs Stephanie O'Meara	7- 12			898
O'Connor	St Joseph's Primary School	Mr. Cameron Tarrant	P- 6	54	285	
Page	St Matthew's Primary School	Mr. Graham Pollard	K- 6		323	
Pearce	Sacred Heart Primary School	Mrs. Anne Staines	K- 6		226	
Red Hill	St Bede's Primary School	Mrs. Julie Douglas	K- 6		135	
Wanniassa	St Anthony's Parish Primary School	Mr. Greg Walker	P- 6	68	432	

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT ENROLMENTS						
Waramanga	St John Vianney's Primary School	Mr. Peter Rodda	K- 6		135	
Watson	Rosary Primary School	Mrs. Vicky Van der Sanden	K- 6		319	
Total ACT Archdiocesan Schools				613	8747	5646

### CONGREGATIONAL SCHOOLS

Dickson	Daramalan College	Ms. Rita Daniels	7- 12			1388
Griffith	St Edmund's College	Mr. Joe Zavone	4- 12		164	580
Pearce	Marist College	Mr. Matthew Hutchison	4- 12		414	1239
Total Congregational Schools				578	3307	

**18791**  
TOTAL ACT  
ENROLMENTS  
2020



## NSW ENROLMENTS

August 2020 Census Data

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW ENROLMENTS						
Adelong	St Joseph's Primary School	Mrs. Kirsty Beavan	K- 6		49	
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		41	
Bega	St Patrick's Primary School	Mrs. Jo Scott-Pegum	K- 6		221	
Bombala	St Joseph's Primary School	Mrs. Susan Tighe	K- 6		58	
Boorowa	St Joseph's Primary School	Mr. Brendan Maynard	K- 6		91	
Braidwood	St Bede's Primary School	Mrs. Patricia Ferlitsch	K- 6		133	
Broulee	Carroll College	Mrs. Jacqueline Heffernan	7- 12			478
Cooma	St Patrick's Parish School	Mrs. Frances Robertson	K- 10		197	79
Cootamundra	Sacred Heart Central School	Mrs. Nicky Trinder	K- 10		188	137
Crookwell	St Mary's Primary School	Mrs. Sarah Lowe	K- 6		140	
Goulburn	Sts Peter and Paul Parish Primary School	Mrs. Kathy Neely	K- 6		242	
Goulburn	Trinity Catholic College	Mrs. Gaye McManus	7- 12			488
Goulburn North	St Joseph's Primary School	Mrs. Sue-Ellen Nell	K- 6		327	
Grenfell	St Joseph's Primary School	Ms. Therese Clancy	K- 6		31	
Gundagai	St Patrick's Primary School	Mrs. Christine Baron	K- 6		80	
Lake Cargelligo	St Francis Xavier Primary School	Mrs. Jacinta Elwin	K- 6		47	
Moruya	St Mary's Primary School	Mrs. Noeleen O'Neill	K- 6		248	
Murrumburrah	Trinity Catholic Primary School	Mrs. Marylou Gorham	K- 6		62	
Pambula	Lumen Christi Catholic College	Mr. Steven Centra	K- 12		188	563
Queanbeyan	St Gregory's Primary School	Ms. Claire Frazer	K- 6		688	
Temora	St Anne's Central School	Mrs. Grant Haigh	K- 10		147	66
Tumut	McAuley Catholic Central School	Mr. Eamonn Moore	K- 10		198	140
West Wyalong	St Mary's War Memorial School	Mr. Phillip Neilsen	K- 6		117	
Yass	Mt Carmel Central School	Mr. Michael Green	K- 6		315	

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW ENROLMENTS						
Young	St Mary's Primary School	Mr. Andrew Casey	K- 6		291	
Young	Hennessy Catholic College	Mrs. Trazel Scott	7- 12			477
Total NSW Archdiocesan Schools					4434	2428

**6862**  
TOTAL NSW  
ENROLMENTS  
2020

## 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 2020 Census and February 2020 Census for ELC (Archdiocesan schools only)

### ACT

Primary Class	P (ELC)	K	1	2	3	4	5	6	Total
Total	613	1213	1263	1233	1313	1214	1295	1216	9360
Secondary Class	7	8	9	10	11	12	Total		
Total	1180	1174	1050	964	668	610	5646		

### NSW

Primary Class	K	1	2	3	4	5	6	Total
Total	673	601	631	660	647	605	617	4434
Secondary Class	7	8	9	10	11	12	Total	
Total	515	497	471	422	284	239	2428	

## NUMBER OF STUDENTS

August 2020 Census and February 2020 Census for ELC

### ACT

	ARCHDIOCESAN	CONGREGATIONAL	TOTAL
ELC	613	0	613
Primary	8747	578	9325
Secondary	5646	3207	8853
Total	15006	3785	18791

### NSW

ARCHDIOCESAN	ALL SCHOOLS
0	613
4434	13759
2428	11281
6862	25653

## STUDENT BREAKDOWN

(Archdiocesan schools only)

### STUDENTS OF ABORIGINAL / TORRES STRAIT ISLANDER DESCENT

ACT	NSW	TOTAL
362	405	767

### STUDENTS WITH DISABILITIES

ACT	NSW	TOTAL
2960	1553	4468

### NUMBER OF NON-CATHOLIC STUDENTS IN ACT

PRIMARY	SECONDARY	% OF NON-CATHOLICS	TOTAL
3317	2336	39%	5653

### NUMBER OF NON-CATHOLIC STUDENTS IN NSW

PRIMARY	SECONDARY	% OF NON-CATHOLICS	TOTAL
2003	1134	46%	3137



## TEACHER EMPLOYMENT

(Archdiocesan schools only)

### TEACHERS EMPLOYED IN ACT – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
515	434	948

### TEACHERS EMPLOYED IN NSW – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
306	222	528

**1477**  
TOTAL ACT  
AND NSW  
TEACHING STAFF

## SUPPORT STAFF

(Archdiocesan schools only)

### SUPPORT STAFF EMPLOYED IN ACT – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
121	144	265

### SUPPORT STAFF EMPLOYED IN NSW – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
81	64	145

**410**  
TOTAL ACT  
AND NSW  
SUPPORT STAFF









Photo: St Thomas Aquinas Primary School, West Belconnen.



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## 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 2020 in accordance with the accounting policies described in Note 1 to the financial report.

#### 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.

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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](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: 8 June 2021

#### **ARCHDIOCESE OF CANBERRA AND GOULBURN**

#### **ACT CATHOLIC SCHOOLS SYSTEM**

#### **STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2020**

As detailed in Note 1 to the financial statements, 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 2020.

On behalf of the Officers

**Dr. Patrick McArdle**  
Chairman  
Catholic Education Commission

**Mr. Ross Fox**  
Director  
Catholic Education, Canberra and Goulburn

**Ms. Sarah Alder**  
Chief Finance Officer  
Catholic Education, Canberra and Goulburn

Dated: 7 June 2021  
Location: Canberra



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**ACT CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS**  
**FOR THE YEAR ENDED 31 DECEMBER 2020**

	Notes	31 December 2020 \$	31 December 2019 \$
<b>NORMAL OPERATIONS</b>			
Government Grants	2.	171,640,888	166,722,666
Other Government Grants		99,355	50,175
Capital Income	3.	4,272,714	4,066,818
School Tuition Fees		8,768,283	8,233,907
Other Income	4.	16,593,327	13,930,257
Salaries and Related Costs	5.	(150,700,676)	(140,883,801)
Administration and Program Expenses	6.	(37,741,228)	(37,554,041)
System Contribution to total expenditure on external programs	8.	(1,182,520)	-
<b>Surplus/(Deficit) For The Year From Normal Operations</b>		<b>11,750,143</b>	<b>14,565,981</b>
<b>Total Comprehensive Income</b>		<b>11,750,143</b>	<b>14,565,981</b>
<b>Surplus/(Deficit) Attributable To ACT Schools System</b>			
<b>Schools System Equity</b>		<b>11,750,143</b>	<b>14,565,981</b>

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**ACT CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2020**

**1. ACCOUNTING POLICIES**

**1.1 Special Purpose Financial Statements**

The System, a not-for-profit entity, has prepared special purpose financial statements as, in the opinion of the Commission, it is unlikely there are users of these financial statements who are not in a position to require the preparation of reports tailored to their information needs. Accordingly, these special purpose financial statements have been prepared for the information of the Australian Capital Territory Education Directorate, the Catholic Education Commission ("the Commission") and the Trustees of the Archdiocese of Canberra and Goulburn ("the Trustee").

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

The accounting policies used in the preparation of these financial statements are, in the opinion of management, appropriate to meet their needs. The System financial statements does not include schools' local income and expenditure.

These special purpose financial statements do not comply with all the recognition and measurement requirements in Australian Accounting Standards. The material accounting policies adopted in the special purpose financial statements set out in note 1.14 indicate how the recognition and measurement requirements in Australian Accounting Standards have not been complied with.

These financial statements have been prepared in accordance with the recognition and measurement requirements specified by the Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ("AASB") and the disclosure requirements of:

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

*Distribution of Income and Expenditure*

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% (2019 : 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 2020 and the comparative information presented in these financial statements for the period ended 31 December 2019.

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**ACT CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2020**

**1. ACCOUNTING POLICIES (CONTINUED)**

**1.4 Goods and Services Tax**

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

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

**1.5 Recognition of Revenue**

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

**Grants**

Revenue from government grants is recognised on an accruals basis when the conditions specified under each agreement have been met. Grants received in advance are recognised as a liability until the grant revenue has been earned, and the conditions under the grant agreement have been met, without assessing whether enforceable performance obligations exist.

This does not comply with AASB 15 Revenue from Contracts with Customers or AASB 1058 Income of Not-for-Profit Entities.

**School Fees**

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

**Interest**

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

**Other revenue**

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

	31 December 2020	31 December 2019
	\$	\$
<b>2. GOVERNMENT GRANTS</b>		
Australian Government Recurrent Grants	132,682,434	127,343,968
ACT Territorial Recurrent Grants	38,958,454	39,378,698
	<u>171,640,888</u>	<u>166,722,666</u>

ACT Government Schooling Resource Standard grant received for 2019 was \$42,854,299 (inclusive of GST).

**3. CAPITAL INCOME**

Capital Grants from Government	2,300,228	2,106,863
Capital Contributions from Schools	1,306,012	1,437,690
Capital Contributions from Canberra Catholic Schools Building Fund	666,474	522,265
	<u>4,272,714</u>	<u>4,066,818</u>

**4. OTHER INCOME**

ACT Secondary Schools:		
- Contribution to Recurrent Expenses	7,734,571	6,785,066
- Contribution to System Operations	5,928,901	5,393,454

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**ACT CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2020**

**5. SALARIES AND RELATED COSTS**

Salaries	129,631,181	121,891,950
Long Service Leave	4,315,542	4,305,320
Superannuation	14,672,472	12,375,304
Workers Compensation Insurance	2,081,481	2,311,227
	<u>150,700,676</u>	<u>140,883,801</u>

**6. ADMINISTRATION AND PROGRAM EXPENSES**

Administration Salaries and Related Expenses	8,319,784	7,345,138
Administrative Expenditure	29,421,444	30,208,903
	<u>37,741,228</u>	<u>37,554,041</u>

**7. SPECIFIC PURPOSE AND OTHER GRANTS**

	31 December 2020	31 December 2019
	\$	\$
Funds Brought Forward	8,256,111	918,186
Adjustment for errors	-	1,673,943
Funds Brought Forward after adjustment	8,256,111	2,592,129
Grants	21,688,275	9,382,615
Other Income	-	40,154
Funds Carried Forward - Unexpended Grants	(23,861,001)	(8,256,111)
<b>Total Income</b>	<b>6,083,385</b>	<b>3,758,787</b>
Salaries and Related Costs	(3,407,087)	(2,032,790)
Payments To Schools	(231,107)	(75,825)
Other Expenditure	(3,627,711)	(1,599,998)
<b>Total Expenditure</b>	<b>(7,265,905)</b>	<b>(3,708,613)</b>

System Contribution to total expenditure on external programs (1,182,520) 50,174

Total salaries and related costs - external programs (3,407,087) (2,032,790)

**Correction of a prior period error**

\$1,673,943 in unexpended grant funding relating to Transition Adjustment Assistance funding from 2018 was incorrectly held in retained earnings. As a consequence, unearned revenue was understated by \$1,673,943.

A balance of unexpended grants for specific educational purposes of \$23,861,001 (2019: \$6,582,168) has been carried forward to be used in the 2021 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**

No other matters or circumstances have arisen since 31 December 2020 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 financial years.





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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 2020 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](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: 8 June 2021

**ARCHDIOCESE OF CANBERRA AND GOULBURN  
NSW CATHOLIC SCHOOLS SYSTEM  
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2020**

As detailed in Note 1 to the financial statements, 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 2020.

On behalf of the Officers

Dr. Patrick McArdle  
Chairman  
Catholic Education Commission

Mr. Ross Fox  
Director  
Catholic Education, Canberra and Goulburn

Ms. Sarah Alder  
Chief Finance Officer  
Catholic Education, Canberra and Goulburn

Dated: 7 June 2021  
Location: Canberra



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**NSW CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS**  
**FOR THE YEAR ENDED 31 DECEMBER 2020**

	Notes	31 December 2020 \$	31 December 2019 \$
<b>NORMAL OPERATIONS</b>			
Government Grants	2.	107,934,878	102,809,245
Other Government Grants		186,573	113,346
Capital Income	3.	2,539,687	600,742
School Tuition Fees		4,986,671	4,760,347
Other Income	4.	1,857,237	1,222,914
Salaries and Related Costs	5.	(83,760,206)	(78,178,656)
Administration and Program Expenses	6.	(28,614,647)	(25,344,756)
Maintenance/ Refurbishment Projects	7.	(471,795)	(66,171)
System Contribution to total expenditure on external programs	8.	(3,397,422)	(2,529,368)
<b>Surplus For The Year From Normal Operations</b>		<b>1,261,076</b>	<b>3,387,644</b>
<b>Total Comprehensive Income</b>		<b>1,261,076</b>	<b>3,387,644</b>
<b>Surplus Attributable To NSW Schools System Schools System Equity</b>		<b>1,261,076</b>	<b>3,387,644</b>

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 2020**

**1. ACCOUNTING POLICIES**

**1.1 Special Purpose Financial Statements**

The System, a not-for-profit entity, has prepared special purpose financial statements as, in the opinion of the Commission, it is unlikely there are users of these financial statements who are not in a position to require the preparation of reports tailored to their information needs. Accordingly, these special purpose financial statements have been prepared for the information of the Catholic Schools New South Wales ("the CSNSW"), the Catholic Education Commission ("the Commission") and the Trustees of the Archdiocese of Canberra and Goulburn ("the Trustee").

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

The accounting policies used in the preparation of these financial statements are, in the opinion of management, appropriate to meet their needs. The System financial statements does not include schools' local income and expenditure.

These special purpose financial statements do not comply with all the recognition and measurement requirements in Australian Accounting Standards. The material accounting policies adopted in the special purpose financial statements set out in note 1.5 indicate how the recognition and measurement requirements in Australian Accounting Standards have not been complied with.

These financial statements have been prepared in accordance with the recognition and measurement requirements specified by the Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ("AASB") and the disclosure requirements of:

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

**Distribution of Income and Expenditure**

The Statements of Comprehensive Income have been prepared based on income and expenditure directly attributable to the 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.

**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 2020 and the comparative information presented in these financial statements for the period ended 31 December 2019.

**1.3 Exemption from Income Tax**

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

**1.4 Goods and Services Tax**

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

- where the amount of GST incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or

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**1. ACCOUNTING POLICIES (CONTINUED)**

**1.5 Recognition of Revenue**

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

**Grants**

Revenue from government grants is recognised on an accruals basis when the conditions specified under each agreement have been met. Grants received in advance are recognised as a liability until the grant revenue has been earned, and the conditions under the grant agreement have been met, without assessing whether enforceable performance obligations exist.

This does not comply with AASB 15 Revenue from Contracts with Customers or AASB 1058 Income of Not-for-Profit Entities.

**School Fees**

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

**Interest**

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

**Other revenue**

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

	31 December 2020	31 December 2019
	\$	\$
<b>2. GOVERNMENT GRANTS</b>		
Australian Government Recurrent Grants	84,195,540	80,182,852
NSW State Per Capita Grants	23,739,338	22,626,393
	<u>107,934,878</u>	<u>102,809,245</u>
<b>3. CAPITAL INCOME</b>		
Capital Grants from Government	1,932,593	190,742
Capital Contributions from Schools	607,094	410,000
	<u>2,539,687</u>	<u>600,742</u>
<b>4. OTHER INCOME</b>		
Interest, Commissions, etc	1,857,237	1,222,914
	<u>1,857,237</u>	<u>1,222,914</u>
<b>5. SALARIES AND RELATED COSTS</b>		
Salaries	71,091,178	66,605,593
Long Service Leave	3,222,116	3,704,907
Superannuation	8,732,344	7,027,460
Workers Compensation Insurance	714,568	840,696
	<u>83,760,206</u>	<u>78,178,656</u>
<b>6. ADMINISTRATION AND PROGRAM EXPENSES</b>		
Administration Salaries and Related Expenses	7,958,540	6,774,502
Administrative Expenditure	20,656,107	18,570,254
	<u>28,614,647</u>	<u>25,344,756</u>
<b>7. MAINTENANCE/ REFURBISHMENT PROJECTS</b>		
System Schools Maintenance/ Refurbishment Projects	471,795	66,171
	<u>471,795</u>	<u>66,171</u>

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**8. SPECIFIC PURPOSE AND OTHER GRANTS**

	31 December 2020	31 December 2019
	\$	\$
Funds Brought Forward	614,462	678,465
Grant Funding Received during the year	2,025,669	1,188,581
Other Income	-	57,116
Funds Carried Forward - Unexpended Grants	(566,872)	(614,462)
<b>Total Income</b>	<u>2,073,259</u>	<u>1,309,700</u>
Salaries and Related Costs	(2,872,200)	(2,313,231)
Payments To Schools	(836,532)	(7,120)
Other Expenditure	(1,761,949)	(1,518,717)
<b>Total Expenditure</b>	<u>(5,470,681)</u>	<u>(3,839,068)</u>
<b>System Contribution to total expenditure on external programs</b>	<u>(3,397,422)</u>	<u>(2,529,368)</u>
<b>Total salaries and related costs - external programs</b>	<u>(2,872,200)</u>	<u>(2,313,231)</u>

A balance of unexpended grants for specific educational purposes of \$566,872 (2019: \$614,462) has been carried forward to 2021 school year.

**8. 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.

**9. SUBSEQUENT EVENT**

No other matters or circumstances have arisen since 31 December 2020 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 financial years.





**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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