



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn



Catholic Education Commission  
Archdiocese of Canberra and Goulburn

ANNUAL REPORT

2021



# 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: ??.

Inside photo: St Thomas Aquinas Early Learning Centre, West Belconnen.





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# Chair's Report

Go into the whole world and proclaim the gospel to all of creation (Mark 16: 15)

2021 was nothing like we anticipated: dealing with the ongoing issues related to the pandemic, the roll out of vaccines, home schooling and how this would continue to affect school communities and the children we serve.

Yet from the perspective of the Catholic Education Commission and Catholic Education Canberra Goulburn, 2021 was also a year of very considerable action on our unfolding vision and our enduring mission to bring the good news to all. Above all, we came to recognise in a renewed and very welcome way just how extraordinary the teachers, leaders and staff of our schools are both as human beings and as professionals. They have coped with the stresses and strains that the last few years have presented to each of us, but as well, have worked tirelessly to ensure the best possible education we can offer to those we serve. The Commission acknowledges just how fortunate we are to have such outstanding personnel in our schools.

Catholic Education is a Church community, in fact, a theological community, with an educational mission. We aspire to be and to develop communities of hope, joy and wonder. Recent years have enabled us to realise just how vital hope is to all that we do. We seek a future in which each and every student in our care can flourish. We believe that this is a future that calls

us ever onward and which, when realised will truly be worthy of joy and will be wondrous.

Over the course of this year, the Commission has considered the three significant challenges that face us – and which are part of all activity of the Church:

- how do we most effectively live the core mission of Catholic education: to bring Jesus to the world and to proclaim his love, healing and promise?
- how do we lead and govern a genuinely effective and viable educational enterprise: to be excellent schools, that meet the needs of students and their families?
- how do we best marshal and form our resources to achieve our mission: applying our finances prudently and shaping our people for their vocation?

These are not easy questions and we have grappled with them consistently and expressly throughout 2021. We have noted the need to expand our educational footprint through more early learning centres and exploring opening these to three-year-olds. We ask ourselves just how educationally viable our system and each of our schools are and will remain in the midst of changing demographics. We have investigated the Catholic identity and religious education needs for



the contemporary context. We have committed to transformative learning and teaching. In 2022, each of these areas will take on further substance and we look forward to a more vibrant, growing and engaging Church, especially through its educational mission.

This year Australia celebrated 200 years of Catholic Education. This represents an important series of achievements unparalleled elsewhere in the Catholic world. However, in the celebrations, the Commission noted that this was not a time to look behind us or rest on our laurels. Now is the time to start shaping Catholic education in the Archdiocese of Canberra and Goulburn for the next 50 years and for the next century

To be truly communities of hope does involve dreaming and planning – we have taken the first steps on that journey this year. This is not as daunting as it might seem – since we know we

have staff, families and communities that not only sustain us now, but who call us to be bold and committed to a future that is Catholic in every sense.

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

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





## Director's Review

As the Director of Catholic Education in the Archdiocese of Canberra and Goulburn, it gives me great pleasure to present the annual report for 2021.

Two hundred years ago, the first official Catholic school opened in Australia. Our schools are a part of the national education system with a long record of excellence in student achievement, outstanding teaching, and serving as a beacon for our contribution to the common good. In February, CECG joined in national celebrations for this bicentenary.

2021 challenged us all in these fronts with the on-going COVID-19 pandemic, which brought long periods of lockdown for many of us. I thank our dedicated staff in schools for the close collaboration that enabled us to use remote learning technology for our students to continue to learn from home when necessary. It's a testament to our dedication to see our students achieve their best.

Through these difficult circumstances, we continued our transformation of our teaching and learning. In January, we launched our Catalyst teaching and learning initiative, which aims to make every student a competent reader and to ensure high impact teaching practice is evident in every classroom. Catalyst is enabling our schools to provide students with the best education possible through high quality, consistent learning and teaching across all schools focusing on precise curriculum, pedagogy and assessment. We continued professional training for our principals and teachers to base our teaching and learning on the science of learning and reading.

In March, we released our Leaders' Wellbeing Program, a new suite of health and wellbeing evidence-based initiatives for Catholic leaders. This program promotes mental and physical health and wellbeing outcomes for principals across our Archdiocese. The health and wellbeing of our principals is vital to them being effective wellbeing leaders within their school. By the end of the 2021 school year, 99 per cent of principals across the Archdiocese had participated in this program, a key indicator of its success.

We also launched a single, integrated Workforce Strategy to review the needs of the teacher workforce with a priority to more strongly attract and retain quality teachers.

Our new religious education curriculum has produced a number of wins in helping to form students who are literate in Catholic teachings and who to live the gospel of Jesus Christ. We now have a consistent K-10 curriculum for our schools across the ACT and NSW with extra support for principals and teachers to align their teaching with the Catalyst program. We introduced a new religious education curriculum for our youngest children in our early learning centres. This aligns with a new strategy for the long-term growth of these centres and to expand our footprint in the ACT and NSW.

**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 services Catholic schools in the Archdiocese with oversight from the Catholic Education Commission.

CECG serves 56 Schools and eight early learning centres 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.

We are the only Catholic education system in Australia that operates across both a state and territory jurisdiction.

Our early learning centres, 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.

MORE THAN  
**25933**

STUDENTS ENROLLED  
(INCLUDING  
CONGREGATIONAL  
SCHOOLS)

**56**

SCHOOLS IN  
ACT AND NSW

**8**

EARLY LEARNING  
CENTRES

**1500**

FULL TIME EQUIVALENT  
TEACHERS

**438**

FULL TIME EQUIVALENT  
SUPPORT STAFF

**800**

ABORIGINAL AND  
TORRES STRAIT ISLANDER  
STUDENTS

**4836**

STUDENTS WITH DISABILITIES



Photo: St Thomas Aquinas Early Learning Centre, West Belconnen.



# ACT 19144

STUDENTS

## 976

Full Time Equivalent  
Teachers

## 8

Early Learning  
Centres

## 611

Students

## 258

Full Time Equivalent  
Staff

## 3

Congregational  
Schools

## 3860

Students

## 24

Primary Schools

## 8839

Students

## 308

Aboriginal and Torres  
Strait Islander Students

## 1555

Students with  
Disabilities

## 5

Secondary  
Colleges

## 5834

Students



# NSW 6789

STUDENTS



## 405

Aboriginal and Torres  
Strait Islander Students

## 1553

Students with  
Disabilities



## 524

Full Time Equivalent  
Teachers

## 153

Full Time Equivalent  
Staff

## 1

K-12 School

## 735

Students



## 4

K-10 Central  
Schools

## 1163

Students



## 19

Primary Schools

## 4346

Students



## 3

Secondary Schools

## 2443

Students





Photo: St Francis Xavier Primary School, Lake Cargelligo







# Catholic Education Commission Archdiocese of Canberra & Goulburn

The Catholic Education Commission 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 Commission 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.

2021 members





Strategic Plan 2021-2022

Photo: St Clare of Assisi Primary School, Conder



# 1. 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.

## 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.

*Create and implement a new Religious Education curriculum in line with best evidenced-based practice.*

- All schools started using the new Religious Education Curriculum K-10 for consistency across our system.
- Fulfilled the ecclesial requirement for students in Years 11 and 12 in the four NSW colleges who were not enrolled in Studies of Religion One or Two to study the Catholic Thought Curriculum.
- Fulfilled the ACT Government requirement for secondary colleges to implement the new Board of Senior Secondary Studies course of Religious Studies and World Religions.

*Develop and evidence base on how Catholic identity is expressed across the system.*

- Achieved greater flexibility for staff by using digital technology for the Accreditation to Work Teach and Lead in archdiocesan schools.
- Boosted faith formation in five primary schools with expanded Catholic School Youth Ministry Australia.
- Provided a clear direction for religious education in archdiocesan schools based on research findings from the Religious Education Curriculum Situational Analysis (Learning First, 2021).
- An outcome of the Situational Analysis was an explicit expectation that high impact teaching practices (Catalyst Bold Goal 2) would be evident in quality religious education.
- The three core pillars of the strategy are.
- Developed a new religious education curriculum for early years as part of a new strategy for our Early Learning Centres to be implemented in 2022.

- Incorporated Aboriginal and Torres Strait Islander cultures, rituals and symbols into liturgy and the spiritual life in our schools.
- Raised cultural awareness among students and teachers by engaging Aboriginal artists to paint spiritually significant artworks in our schools.

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

- Siloam 2021 was conducted in a mixed mode as COVID permitted.
- Accreditation to Work, Teach and Lead were all developed and delivered online.
- Weekly prayer developed online for use across the whole System for use during periods of lockdown during COVID
- Religious Education Coordinators were supported to develop school-based staff spirituality opportunities considering the restrictions of COVID-19.





Photo: St Thomas Aquinas Early Learning Centre, West Belconnen.

## 2. 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.

### Strategic Priority 2

Intensify the focus on improving student engagement and learning outcomes.

#### Outcome

Every student achieves an aspirational measurable goal every year.

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

- Growth in early literacy through introduction of Dynamic Indicators of Basic Early Literacy (DIBELS).
- Achieved growth in literacy in a significant number of vulnerable students who were impacted by COVID-19 interruptions. This was achieved through the Covid Intensive Learning funding initiative (NSW).
- Improved student engagement and understanding through the application of Catalyst high impact teaching practices in classrooms.
- Improved staff understanding of the impact of different disabilities on learning and engagement, and our schools' obligations under the Disability Standards for Education.

- Continued to support the academic aspirations and cultural wellbeing of Aboriginal and Torres Strait Islander students through continued implementation of Personalised Learning Pathways.
- Supported the growth of Contact Teachers for Aboriginal Education and Aboriginal Education Workers with twice yearly network meetings to share knowledge and professional development.
- Embedded the Cross Curriculum Priority of Aboriginal and Torres Strait Islander histories and cultures across all curriculum areas in all schools in the Archdiocese.
- Delivered significant improvements for students in online connectivity and reliability through the bandwidth upgrade project for schools. This has enabled greater capacity to access materials and learn online while at school or elsewhere.
- This enabled greater capacity to access materials and learn online while at school.
- Progressed a strategy for 2022 to improve the financial and operations of our Early Learning Centres, and to expand our ELC footprint across ACT and NSW. This was achieved through analysis of external and internal issues, workshops with principals, ELC directors and Catholic Education staff.
- Developed evidence-based pedagogy to integrate Early Learning Centres with primary school pedagogy.



# 3. 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.

## 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.

- Enhanced wellbeing, growth of students and positive behaviours through attention to pedagogy based on the science of learning.
- Stronger cross-team engagement and dialogue within the Catholic Education community centered on service to students.
- Improved staff understanding of student profiles, how their students learn, and the links between learning success and a sense of wellbeing.

- Maximised student safety through the ICT developed COVID-19 Vaccination Portal for recording details of staff, contractors and routine visitors to schools.
- Through professional learning, empowered Contact Teachers for Aboriginal Education and Aboriginal Education Workers to support school staff to embed, Aboriginal and Torres Strait Islander histories and cultures across the curriculum.

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

In 2021 we committed:

- Literacy \$0.038m, Numeracy \$0.017m and Curriculum \$0.059m
- Student Centered Learning – Literacy and Numeracy \$3.929m
- Student Counselling: ACT \$1.173m and NSW \$1.698m
- Students with Disability Programs: ACT \$12.343m and NSW \$4.657m

- Languages Education, individual school support: ACT \$0.214m and NSW \$0.102m
- English as an additional language or dialect (EALD), individual student support: ACT \$0.225m and NSW \$0.027m
- Vocational Education for schools: \$0.224m
- Aboriginal Education: ACT \$0.977m and NSW \$1.109m

*Further engage parents in student learning and wellbeing.*

- Increased the capacity for parents to have a say at a state and national level through Catholic School Parents Archdiocese of Canberra Goulburn (CSPACG) quarterly meetings with Catholic School Parents Australia (CSPA- National) and the Council of Catholic School Parents (CCSP – NSW/ACT).
- Improved accessibility for CSPACG representatives to join meetings with technology for virtual attendance.
- Boosted CSPACG Council representation across the Archdiocese with four additional members, taking the total to 15 members.

- Created a stronger link between the Council, families and CECG in areas of advocacy, leadership, representation, support and engagement by employing a Family Engagement Officer in April 2021. The role supports schools directly, and also supports the CSPACG Council in its work.
- Increased the voice of parents in the review of School Board and Community Councils by nominating representative to be a part of the working party.
- Strengthened CECG's review of Semester 1 reporting with a clear parent perspective on the process.
- Helped parents and carers develop their skills and knowledge in assisting young people suffering mental health problems by offering families the opportunity to attend, free of charge, Youth Mental Health First Aid training.

# Celebrate

## 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.

- Enhanced our focus on pastoral care for students based on Catholic values and through providing high-quality teaching and learning.
- Strengthen the offering that schools and ELCs provide to families through the Network Growth Strategy.
- Implemented initiatives to expand our reach to serve more students.
- During COVID restrictions, used livestreaming for the NAIDOC Week Mass in Canberra to help our Aboriginal families to feel that their history and culture is acknowledged and understood.
- Worked on growing our school network by submitting an expression of interest to the ACT Government for a proposed non-Government school in Molonglo.
- Made continuous improvements to the enrolment process with the automation of the application submission and offer acceptances.
- Made the ICT environment more reliable, secure and accountable for students through continuous system improvement projects.
- Ensured a coherent and standardised ICT environment including the continued push towards use of Microsoft Teams for staff and students.

# Professional Growth

## Key enabler 2

Cultivate and extend talent and leadership.

### Outcome

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

- Improved teaching practice and professional growth of teachers and leaders through the Catalyst teaching and learning program.

### *CECG People Strategy*

- Progressed the development of the CECG People Strategy through extensive consultation with CECG leaders and industry professionals to identify contemporary measures aimed at attracting, recruiting, retaining, and developing our people.
- The CECG People Strategy, to be implemented in 2022, aims to achieve the long-term sustainability of Catholic Education through the attraction, growth, development and wellbeing of our workforce.

### *Leaders' Wellbeing Program*

- Achieved a 98 per cent participation rate with the expedited implementation of the Leaders' Wellbeing Program, a three-year complementary suite of health and wellbeing initiatives, to support our school leaders.

### *Other people specific initiatives*

- Enhanced teacher and employee capacity and engagement through converting all 130 eligible temporary teachers to permanent status.

- Strengthened talent and succession planning by supporting aspiring leaders to move into a leadership positions.
- Delivered timely advertising and recruitment to vacant principal positions to avoid long-term acting arrangements where possible. This resulted in fewer than 1 per cent vacancies of acting principal positions.
- Initial Teacher Education:
  - Through the National Graduate Recruitment Campaign, CECG secured graduate teachers from 23 percent of Australian universities.
  - Successfully trialed Year 11 students participating in units of an initial teacher education course with direct entry into university through the Step Up into Teaching (SUIT) Program.
- Provided the opportunity for university students to work in a support role in CECG schools through the Graduate Advancement Program (GAP). This program guarantees a teaching role following the successful completion of university studies.
- Offered incentives such as financial assistance to teachers for relocation.
- Provided attraction, recruitment and retention incentives for specialist and hard-to-fill roles and, rural and remote teacher positions.
- Strengthened our service delivery to schools through key performance metrics in the People and Culture Service Delivery model.
- Started planning for the Health, Safety & Wellbeing Strategy to be implemented in early 2022.



# Accountability

## Key enabler 3

Use data to inform decision-making and to drive performance.

### Outcome

Catholic Education's decision-making is informed by data.

- Embedded *checking for understanding* in high impact teaching practices because this informs teachers' decisions about what to teach next and is recognised as the most important data source to drive student learning and performance.
- Ensured accountability of our teaching and learning reforms through contracting Deloitte Access Economics to monitor and evaluate the Catalyst program.
- Strengthened strategic decision-making with a high-level analysis on:
  - network growth assessment at a regional-level
  - school financial sustainability assessment and dashboards
  - fee strategy
  - assessment on academic performance and development of school-level dashboards.
- Improved the accuracy of adjustment and quality assurance for students with disability funding through the Nationally Consistent Collection of Data framework.
- Delivering faster and a more streamlined ICT processed by moving from SSRS (SQL Server Reporting Service) to PowerBI for System reporting.
- When the project is complete, self-service reporting will be available to all staff within the system, ensuring timely access to a standard datasets.
- This ensures all users are using the same data and ensures repeatable results are available throughout the system.



Photo: St Francis Xavier Primary School, Lake Cargelligo

Strategic Plan 2021–2022





Photo: Mother Teresa School, Harrison.



## ACT ENROLMENTS

2021 August Census Data

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT ENROLMENTS						
Amaroo	Good Shepherd Primary School	Mr. David Austin	K- 6		749	
Aranda	St Vincent's Primary School	Mrs. Lina Vigliotta	K- 6		194	
Braddon	Merici College	Mrs. Anna Masters	7- 12			701
Calwell	St Francis of Assisi Primary School	Mrs. Kate Markcrow	K- 6		473	
Campbell	St Thomas More's Primary School	Mrs. Julie Wiley	K- 6		170	
Charnwood	St Thomas Aquinas Primary School	Mrs. Leah Taylor	P- 6	61	324	
Conder	St Clare of Assisi Primary School	Mr. Matthew Egan-Richards	K- 6		540	
Curtin	Holy Trinity Primary School	Mrs. Philippa Brearley	P- 6	57	363	
Evatt	St Monica's Primary School	Mrs. Carmel Maguire	K- 6		398	
Florey	St John the Apostle Primary School	Mr. Matthew Garton	K- 6		355	
Florey	St Francis Xavier College	Mr. Paul Carroll	7- 12			1224
Garran	Sts Peter and Paul Primary School	Mr. Cameron Johns	K- 6		302	
Gowrie	Holy Family Parish Primary School	Mrs. Anne-Marie Marek	P- 6	106	588	
Griffith	St Clare's College	Mr. Bradley Cooney	7- 12			1058
Harrison	Mother Teresa Primary School	Mr. Peter Hughes	P- 6	106	712	
Holder	St Jude's Primary School	Mr. Cameron Reed	P- 6	64	435	
Isabella Plains	St Mary MacKillop College	Mr. Michael Lee	7- 12			1915
Kaleen	St Michael's Primary School	Mrs. Judy Egan	K- 6		193	
Kambah	St Thomas the Apostle Primary School	Mrs. Ursula Jamieson	K- 6		304	
Narrabundah	St Benedict's Primary School	Ms. Rachel Smith	K- 6		162	
Nicholls	Holy Spirit Primary School	Mr. Brad Gaynor	P- 6	105	730	
Nicholls	St John Paul II College	Mrs. Catherine Rey	7- 12			936
O'Connor	St Joseph's Primary School	Mr. Cameron Tarrant	P- 6	51	283	
Page	St Matthew's Primary School	Mr. Graham Pollard	K- 6		337	
Pearce	Sacred Heart Primary School	Mrs. Anne Staines	K- 6		212	
Red Hill	St Bede's Primary School	Mrs. Julie Douglas	K- 6		148	
Wanniassa	St Anthony's Parish Primary School	Mr. Greg Walker	P- 6	61	421	

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT ENROLMENTS						
Waramanga	St John Vianney's Primary School	Mr. Peter Rodda	K- 6		125	
Watson	Rosary Primary School	Mrs. Vicky Van der Sanden	K- 6		321	
Total Archdiocesan Schools				611	8839	5834
CONGREGATIONAL SCHOOLS						
Dickson	Daramalan College	Ms. Rita Daniels	7- 12			1427
Griffith	St Edmund's College	Mr. Joe Zavone	4- 12		149	570
Pearce	Marist College	Mr. Matthew Hutchison	4- 12		431	1283
Total Congregational Schools				0	580	3280

**19144**  
TOTAL ACT  
ENROLMENTS  
2021

## NSW ENROLMENTS

2021 August Census Data

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW ENROLMENTS						
Adelong	St Joseph's Primary School	Mrs. Kirsty Beavan	K- 6		46	
Bateman's Bay	St Bernard's Primary School	Mrs Johanna Wain	K- 6		345	
Batlow	St Mary's Primary School	Mrs Jannine Richards	K- 6		37	
Bega	St Patrick's Primary School	Mrs. Jo Scott-Pegum	K- 6		189	
Bombala	St Joseph's Primary School	Mrs. Susan Tighe	K- 6		65	
Boorowa	St Joseph's Primary School	Mr. Brendan Maynard	K- 6		72	
Braidwood	St Bede's Primary School	Mrs. Patricia Ferlitsch	K- 6		134	
Broulee	Carroll College	Mrs. Jacqueline Heffernan	7- 12			496
Cooma	St Patrick's Parish School	Mrs. Frances Robertson	K- 10		221	77
Cootamundra	Sacred Heart Central School	Mrs. Nicky Trinder	K- 10		182	145
Crookwell	St Mary's Primary School	Mrs. Sarah Lowe	K- 6		139	
Goulburn	Sts Peter and Paul Parish Primary School	Mrs. Kathy Neely	K- 6		261	
Goulburn	Trinity Catholic College	Mrs. Gaye McManus	7- 12			502
Goulburn North	St Joseph's Primary School	Mrs. Sue-Ellen Nell	K- 6		321	
Grenfell	St Joseph's Primary School	Ms. Therese Clancy	K- 6		34	
Gundagai	St Patrick's Primary School	Mrs. Christine Baron	K- 6		81	
Lake Cargelligo	St Francis Xavier Primary School	Mrs. Jacinta Elwin	K- 6		45	
Moruya	St Mary's Primary School	Mrs. Noeleen O'Neill	K- 6		221	
Murrumburrah	Trinity Catholic Primary School	Mrs. Caz Perryman	K- 6		54	
Pambula	Lumen Christi Catholic College	Mr. Shane Giles	K- 12		177	558
Queanbeyan	St Gregory's Primary School	Mrs. Claire Bermingham	K- 6		689	
Temora	St Anne's Central School	Mr. Grant Haigh	K- 10		140	66
Tumut	McAuley Catholic Central School	Mr. Eamonn Moore	K- 10		200	132
West Wyalong	St Mary's War Memorial School	Mr. Phillip Nielsen	K- 6		113	
Yass	Mt Carmel Central School	Mr. Michael Green	K- 6		307	

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW ENROLMENTS						
Young	St Mary's Primary School	Mr. Andrew Casey	K- 6		273	
Young	Hennessey Catholic College	Mrs. Kathy Holding	7- 12			467
<b>Total NSW Archdiocesan Schools</b>				<b>0</b>	<b>4346</b>	<b>2443</b>

**6789**  
TOTAL NSW  
ENROLMENTS  
2021



## 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 2021 Census and February 2021 Census for ELC (Archdiocesan schools only)

### ACT

Primary Class	P (ELC)	K	1	2	3	4	5	6	Total
Total	611	1238	1248	1296	1296	1253	1219	1289	9450
Secondary Class									Total
Total	1162	1165	1133	1023	727	624			5834

### NSW

Primary Class	P (ELC)	K	1	2	3	4	5	6	Total
Total	0	622	667	579	619	640	623	596	4346
Secondary Class									Total
Total	523	498	470	437	272	243			2443

## NUMBER OF STUDENTS

August 2021 Census and February 2021 Census for ELC

### ACT

	ARCHDIOCESAN	CONGREGATIONAL	TOTAL
ELC	611	0	611
Primary	8839	580	9419
Secondary	5834	3280	9114
Total	15284	3860	19144

### NSW

ARCHDIOCESAN	ALL SCHOOLS
0	611
4346	13765
2443	11557
6789	25933

## STUDENT BREAKDOWN

(Archdiocesan schools only)

### STUDENTS OF ABORIGINAL / TORRES STRAIT ISLANDER DESCENT

	PRIMARY	SECONDARY	TOTAL
ACT	233	153	386
NSW	265	149	414

### STUDENTS WITH DISABILITIES

	PRIMARY	SECONDARY	TOTAL
ACT	2033	1275	3308
NSW	1032	523	1555

### NUMBER OF NON-CATHOLIC STUDENTS IN ACT

PRIMARY	SECONDARY	% OF NON-CATHOLICS	TOTAL
3561	2481	41%	6042

### NUMBER OF NON-CATHOLIC STUDENTS IN NSW

PRIMARY	SECONDARY	% OF NON-CATHOLICS	TOTAL
2027	1206	48%	3233



Photo: St Clare of Assisi Primary School, Conder

## TEACHER EMPLOYMENT

(Archdiocesan schools only)

### TEACHERS EMPLOYED IN ACT – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
523	452	976

### TEACHERS EMPLOYED IN NSW – FULL TIME EQUIVALENT

PRIMARY	SECONDARY	TOTAL
306	218	524

## SUPPORT STAFF

(Archdiocesan schools only)

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

PRIMARY	SECONDARY	TOTAL
131	154	285

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

PRIMARY	SECONDARY	TOTAL
89	64	153

**1500**  
TOTAL ACT  
AND NSW  
TEACHING STAFF

**438**  
TOTAL ACT  
AND NSW  
SUPPORT STAFF









Photo: St Mary's War Memorial School, West Wyalong



RSM Australia Pty Ltd

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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 for the year then ended 31 December 2021 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: 27 June 2022

ARCHDIOCESE OF CANBERRA AND GOULBURN  
ACT CATHOLIC SCHOOLS SYSTEM  
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2021

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 2021.

On behalf of the Officers

Dr. Patrick McArdle  
Chairman  
Catholic Education Commission

Mr. Ross Fox  
Director  
Catholic Education, Canberra and Goulburn

Ms. Tracey McRoberts  
Chief Finance Officer  
Catholic Education, Canberra and Goulburn

Dated: 24 June 2022  
Location: Canberra

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**ACT CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS**  
**FOR THE YEAR ENDED 31 DECEMBER 2021**

	Notes	31 December 2021	31 December 2020
		\$	\$
<b>NORMAL OPERATIONS</b>			
Government Grants	2.	179,444,467	171,640,888
Other Government Grants		-	99,355
Capital Income	3.	4,330,259	4,272,714
School Tuition Fees	4.	9,185,096	8,768,283
Other Income	5.	17,460,254	16,593,327
Salaries and Related Costs	6.	(158,108,468)	(150,700,676)
Administration and Program Expenses	7.	(36,761,902)	(37,741,228)
Maintenance/ Refurbishment Projects	8.	(15,215)	-
System Contribution to total expenditure on external programs	9.	266,110	(1,182,520)
<b>Surplus/(Deficit) For The Year From Normal Operations</b>		<b>15,800,601</b>	<b>11,750,143</b>
<b>Total Comprehensive Income</b>		<b>15,800,601</b>	<b>11,750,143</b>
<b>Surplus/(Deficit) Attributable To ACT Schools System</b>			
<b>Schools System Equity</b>		<b>15,800,601</b>	<b>11,750,143</b>

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 2021**

**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 64%, NSW 36% (2020 : ACT 62%, NSW

**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 2021 and the comparative information presented in these financial statements for the period ended 31 December 2020.

**1.3 Exemption from Income Tax**

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



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**ACT CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2021**

**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

**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**

	31 December 2021	31 December 2020
	\$	\$
<b>2. GOVERNMENT GRANTS</b>		
Australian Government Recurrent Grants	141,032,911	132,682,434
ACT Territorial Recurrent Grants	38,411,556	38,958,454
	<u>179,444,467</u>	<u>171,640,888</u>

ACT Government Schooling Resource Standard grant received for 2021 was \$42,252,712 (inclusive of GST).

**3. CAPITAL INCOME**

Capital Grants from Government	2,762,464	2,300,228
Capital Contributions from Schools	778,419	1,306,012
Capital Contributions from Canberra Catholic Schools Building Fund	789,376	666,474
	<u>4,330,259</u>	<u>4,272,714</u>

**4. TUITION FEES**

School Tuition Fees	9,185,096	8,768,283
	<u>9,185,096</u>	<u>8,768,283</u>

**5. OTHER INCOME**

ACT Secondary Schools:		
- Contribution to Recurrent Expenses	6,433,072	7,734,571
- Contribution to System Operations	6,427,577	5,928,901
Interest, Commissions, etc	4,599,605	2,929,855
	<u>17,460,254</u>	<u>16,593,327</u>

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**ACT CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2021**

**6. SALARIES AND RELATED COSTS**

Salaries	130,772,923	129,631,181
Long Service Leave	11,297,096	4,315,542
Superannuation	14,374,449	14,672,472
Workers Compensation Insurance	1,664,000	2,081,481
	<u>158,108,468</u>	<u>150,700,676</u>

**7. ADMINISTRATION AND PROGRAM EXPENSES**

Administration Salaries and Related Expenses	9,291,048	8,319,784
Administrative Expenditure	27,470,854	29,421,444
	<u>36,761,902</u>	<u>37,741,228</u>

**8. MAINTENANCE/ REFURBISHMENT PROJECTS**

System Schools Maintenance/ Refurbishment Projects	15,215	-
	<u>15,215</u>	<u>-</u>

**9. SPECIFIC PURPOSE AND OTHER GRANTS**

	31 December 2021	31 December 2020
	\$	\$
Funds Brought Forward	23,861,001	8,256,111
Adjustment for errors	-	-
Funds Brought Forward after adjustment	23,861,001	8,256,111
Grants	10,102,925	21,688,275
Other Income	-	-
Funds Carried Forward - Unexpended Grants	(25,054,353)	(23,861,001)
<b>Total Income</b>	<u>8,909,573</u>	<u>6,083,385</u>
Salaries and Related Costs	(2,118,896)	(3,407,087)
Payments To Schools	(118,676)	(231,107)
Other Expenditure	(6,405,891)	(3,627,711)
<b>Total Expenditure</b>	<u>(8,643,463)</u>	<u>(7,265,905)</u>
System Contribution to total expenditure on external programs	266,110	(1,182,520)
<b>Total salaries and related costs - external programs</b>	<u>(2,118,896)</u>	<u>(3,407,087)</u>

**10. 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.

**11. SUBSEQUENT EVENT**

No other matters or circumstances have arisen since 31 December 2021 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.



Photo: St Mary's War Memorial School, West Wyalong



RSM Australia Pty Ltd

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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 for the year then ended 31 December 2021 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: 27 June 2022

ARCHDIOCESE OF CANBERRA AND GOULBURN  
NSW CATHOLIC SCHOOLS SYSTEM  
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2021

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 2021.

On behalf of the Officers

Dr. Patrick McArdle  
Chairman  
Catholic Education Commission

Mr. Ross Fox  
Director  
Catholic Education, Canberra and Goulburn

Ms. Tracey McRoberts  
Chief Finance Officer  
Catholic Education, Canberra and Goulburn

Dated: 24 June 2022  
Location: Canberra

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**NSW CATHOLIC SCHOOLS SYSTEM**  
**STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS**  
**FOR THE YEAR ENDED 31 DECEMBER 2021**

	Notes	31 December 2021	31 December 2020
		\$	\$
<b>NORMAL OPERATIONS</b>			
Government Grants	2.	113,555,782	107,934,878
Other Government Grants	3.	110,787	186,673
Capital Income	4.	1,267,650	2,539,687
School Tuition Fees	5.	5,175,131	4,986,671
Other Income	6.	3,001,401	1,857,237
Salaries and Related Costs	7.	(85,163,207)	(83,760,206)
Administration and Program Expenses	8.	(30,922,645)	(28,614,647)
Maintenance/ Refurbishment Projects	9.	(811,097)	(471,795)
System Contribution to total expenditure on external programs	10.	(4,946,224)	(3,397,422)
<b>Surplus For The Year From Normal Operations</b>		<b>1,267,578</b>	<b>1,261,076</b>
<b>Total Comprehensive Income</b>		<b>1,267,578</b>	<b>1,261,076</b>
<b>Surplus Attributable To NSW Schools System</b>			
<b>Schools System Equity</b>		<b>1,267,578</b>	<b>1,261,076</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 2021**

## 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 excludes the 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 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 2021 and the comparative information presented in these financial statements for the period ended 31 December 2020.

### 1.3 Exemption from Income Tax

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



**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**NSW CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2021**

**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

**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**

Revenue in relation to fees received from parents 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.

	31 December 2021	31 December 2020
	\$	\$
<b>2. GOVERNMENT GRANTS</b>		
Australian Government Recurrent Grants	89,391,842	84,195,540
NSW State Per Capita Grants	24,163,940	23,739,338
	<u>113,555,782</u>	<u>107,934,878</u>
<b>3. Other Government Grants</b>		
Other Grants	110,787	186,673
	<u>110,787</u>	<u>186,673</u>
<b>4. CAPITAL INCOME</b>		
Capital Grants from Government	1,248,779	1,932,593
Capital Contributions from Schools	18,871	607,094
	<u>1,267,650</u>	<u>2,539,687</u>
<b>5. TUITION FEES</b>		
School Tuition Fees	5,175,131	4,986,671
	<u>5,175,131</u>	<u>4,986,671</u>
<b>6. OTHER INCOME</b>		
Interest, Commissions, etc	3,001,401	1,857,237
	<u>3,001,401</u>	<u>1,857,237</u>

**ARCHDIOCESE OF CANBERRA AND GOULBURN**  
**NSW CATHOLIC SCHOOLS SYSTEM**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**NSW CATHOLIC SCHOOLS SYSTEM**

	31 December 2021	31 December 2020
<b>7. SALARIES AND RELATED COSTS</b>		
Salaries	70,119,083	71,091,178
Long Service Leave	6,561,396	3,222,116
Superannuation	7,643,811	8,732,344
Workers Compensation Insurance	838,917	714,568
	<u>85,163,207</u>	<u>83,760,206</u>
<b>8. ADMINISTRATION AND PROGRAM EXPENSES</b>	\$	\$
Administration Salaries and Related Expenses	8,715,395	7,958,540
Administrative Expenditure	22,207,250	20,656,107
	<u>30,922,645</u>	<u>28,614,647</u>
<b>9. MAINTENANCE/ REFURBISHMENT PROJECTS</b>		
System Schools Maintenance/ Refurbishment Projects	811,097	471,795
	<u>811,097</u>	<u>471,795</u>
<b>10. SPECIFIC PURPOSE AND OTHER GRANTS</b>		
Funds Brought Forward	566,872	614,462
Grant Funding Received during the year	2,148,767	2,025,669
Other Income	563	-
Funds Carried Forward - Unexpended Grants	(1,012,238)	(566,872)
<b>Total Income</b>	<u>1,703,964</u>	<u>2,073,259</u>
Salaries and Related Costs	(3,067,994)	(2,872,200)
Payments To Schools	(8,924)	(836,532)
Other Expenditure	(3,573,270)	(1,761,949)
<b>Total Expenditure</b>	<u>(6,650,188)</u>	<u>(5,470,681)</u>
<b>System Contribution to total expenditure on external programs</b>	<u>(4,946,224)</u>	<u>(3,397,422)</u>
<b>Total salaries and related costs - external programs</b>	<u>(3,067,994)</u>	<u>(2,872,200)</u>

A balance of unexpended grants for specific educational purposes of \$1,012,238 (2020: \$566,872) has been carried forward to 2022 school year.

**11. 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.

**12. SUBSEQUENT EVENT**

No other matters or circumstances have arisen since 31 December 2021 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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