



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



ANNUAL REPORT

2022



Catholic Education Commission
Archdiocese of Canberra and Goulburn

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: Three sets of twins at St Bede's Primary School in Braidwood
NSW - Raphael Fuhrer, Benedict Fuhrer, Leo Di Maio, Luca Di Maio, Heidi Bell
and Holly Bell



Chair's Report 1

Director's Review 2

Our Purpose & Our Vision 3

Fast Facts 4

**Catholic Education Commission,
Archdiocese of Canberra & Goulburn 8**

Our Strategy 9

Mission 9

Performance 11

Service 12

Celebrate 14

Professional Growth 14

Accountability 18

School Statistics 2022 19

Financial Reports 24

Contents



From the Chair, Catholic Education Commission

Resilience is a term that gets bandied around a good deal. In the last few years, we have heard even more about it, and we have witnessed it in our families and in our schools. In Catholic Education this concept has a depth that is often overlooked: for us, 'resilience' is not just enduring or surviving; it is actually about flourishing.

The Catholic Education Commission was incredibly pleased with a number of important dimensions of the operation of Catholic Education in 2022. It became even more apparent that our communities appreciate and desire the positive relationships to which we aspire. Healthy relationships are not a 'nice-to-have' adjunct to the educational enterprise – they are absolutely central to the understanding and experience of learning in a Catholic context.

Secondly, Catholic Education discovered that we can respond in a sustained way to the diverse needs of our students and their families over years of need, not only in a crisis.

Thirdly, and centrally to our educational mission, we discovered focusing on relationships and meeting needs also means that we can enhance the learning of our students. Unlike other systems other types of schools, the learning measures in the Archdiocese show increased learning outcomes over this period of time. This is a cause for celebration.

None of this happens by accident. The Catholic Education Commission works on behalf of the Archbishop to ensure that the Mission of the Church in education is effective and will lead to the flourishing of the children in our care. We do this through careful planning, interrogation and oversight. However, even when this governance has been good, it is the teachers in the classrooms, the Principals and their leadership teams in the schools, the tireless efforts of parents through collaboration, support and fund raising that makes our schools communities of joy, hope and wonder.

2022 was a year in which we discovered anew our deep need for hope; new wells of joy; and the wonder that is inspired by the gifts of the children that we serve in different ways. When we think of resilience in a Catholic school, we should keep in mind that it is the communities that surround and support us that means we are flourishing even through adversity.

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

Dr Patrick McArdle

Chair, Catholic Education Commission
Archdiocese of Canberra & Goulburn

Director's review

It gives me great pleasure to present the annual report for 2022.

Late in this year, the worst of the COVID-19 pandemic was over. The toughest time was behind us and we re-established our schools as vibrant and thriving communities. Students were able to return under mostly normal conditions and we could welcome parents back.

I was again impressed with how our school staff stepped forward to take on the challenges that arose from the COVID-19 pandemic. We did amazing things over a protracted time to provide continuity of care and learning in conditions that we could never have anticipated.

Our school staff continued our transformational work to create equality of opportunity for all students through our Catalyst teaching and learning initiative. This offers our teachers professional development based on the Science of Learning and the science of reading.

This year we started to attract national attention for Catalyst with reporting in the mainstream news media. We welcomed journalists into our schools to speak to our teachers and see explicit instruction and High Impact Teaching Practice in action.

Educators came from across Australia to see for themselves the changes in our schools. We had teachers from Western Australia, South Australia, Victoria, Queensland and Tasmania visit to see explicit instruction in action and to train in High Impact Teaching Practice. The Premier of NSW Dominic Perrottet also mentioned Catalyst in his James Martin Oration on 28 September 2022, focusing on best practice in education policy.

In recruiting, our People and Culture team found increased interest from early career teachers and

experienced teachers in applying to work in our schools. This is an encouraging sign that the professional development that we offer meets a clear need for teachers at all stages of their careers.

Throughout the year, we continued to build our capacity to ensure evidence-based teaching is consistent and common across our whole system. It needs to be the expectation of every family that comes into our system and every student in every classroom every day. Then our system will be truly evidence-based.

We've made our early learning centres more sustainable with a new operating model, with plans to expand. The new St Thomas Aquinas Early Learning Centre in West Belconnen is an example of excellence in nature-based education with intentional learning supporting a smooth transition to primary school. We have plans to open a new early learning centre in Canberra's south in 2024.

I saw much celebration among our older students through powerful events such as the Shine faith formation day for 500 secondary students and the increased attendance at the Illuminate faith development day for 200 primary school students. It's always heartening to see young people growing to know Jesus as a guide for their life.

This year we marked 60 years since the Goulburn Catholic schools strike with an anniversary dinner in Goulburn. On 16 July 1962, up to 2000 students from six Goulburn-area Catholic schools presented themselves to nearby government schools for enrolment, overwhelming the public school system.



The strike highlighted that the Catholic schools needed some government funding to survive and showed that if their students were unable to attend a Catholic school it would cost the taxpayer far more to cover the whole cost of their education. The strike acted as an impetus for government funding for non-government schools, which has endured to this day.

With the easing of the pandemic, we were able to formally open many new school buildings and facilities across the Archdiocese. This was a part of our on-going investment in school infrastructure supported by school community fund-raising and government grants.

This year I've seen hope, joy and wonder across our system – from our big colleges to our small rural schools. I thank you all for your dedication and commitment. We have achieved so much in a remarkable year.

Ross Fox

Director,

Catholic Education Archdiocese of Canberra & Goulburn

From the Chairman & Director

OUR PURPOSE

To be faith filled Catholic learning communities of hope, joy and wonder where all are welcome and 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.

26,185

STUDENTS ENROLLED
(INCLUDING
CONGREGATIONAL
SCHOOLS)

56

SCHOOLS IN
ACT AND NSW

8

EARLY LEARNING
CENTRES

1544

FULL TIME EQUIVALENT
TEACHERS

471

FULL TIME EQUIVALENT
SUPPORT STAFF

860

ABORIGINAL AND
TORRES STRAIT ISLANDER
STUDENTS

5104

STUDENTS WITH DISABILITIES



ACT 19,363
STUDENTS

1000

Full Time Equivalent
Teachers

8

Early Learning
Centres

621

Students

298

Full Time Equivalent
Support Staff

3

Congregational
Schools

3935

Students

24

Primary Schools

8810

Students

409

Aboriginal and Torres
Strait Islander Students

3425

Students with
Disabilities

5

Secondary
Colleges

5997

Students



NSW 6822
STUDENTS



27
Total schools

173
Full Time Equivalent
Support Staff

543
Full Time Equivalent
Teachers

1
K-12 School
726
Students



4
K-10 Central
Schools
1210
Students



3
7-12 Secondary
Schools
1483
Students



19
Primary Schools
3403
Students







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 Catholic Education 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 Catholic Education Commission. The Archbishop appoints all members for a four-year term with an option for a further four years. The Archbishop appoints a Chair as an ex-officio member of the Commission. Members are drawn from key stakeholder groups in the Archdiocese including:

- clergy
- parents (NSW and ACT)
- Principals (NSW/ACT and primary/secondary and congregational)
- Catholic agencies
- Australian Catholic University.

The Director of Catholic Education is the Executive Officer of the CEC.

The Catholic Education Commission meets up to seven times per year.

Our strategy

Catholic Education Canberra & Goulburn has three strategic priorities and three key enablers to guide our direction and focus.

Mission

Strategic priority 1 Strengthen Catholic identity across the system

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

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.

- Developed the Studies of Religion and Certificate II in Active Volunteering preparations for delivery at St Anne's Central School in Temora and McAuley Catholic Central School in Tumut.
- Strengthened religious education through developing Foundational Studies of Religion course for new Stage 6 classes in McAuley Catholic Central School and St Anne's Central School for implementation in 2023.

- Strengthened Catholic identity through implementing the Early Years Religious Education curriculum across all early learning centres.
- Refreshed vision and mission statements in some schools to provide greater clarity and direction.
- Supported Principal's spiritual formation through recommencing the Siloam leadership program after the pandemic.
- Enhanced spiritual formation for Directors of our early learning centres and for early learning centre staff in the Catholic Education Office through workshops and reflections.
- Started engaging teachers to attend the 2023 Faith in Learning System Day in Canberra with a focus on integrating the Catholic faith and intellectual tradition with evidence-based teaching.
- Working closely with the leaders of Catholic Education to develop a revised strategic purpose that sets the equally high aspirations for both Faith and Learning in our schools to provide our students with an integral education.
- Built understanding of scriptures in all schools through spiritual formation programs at the school and system level.
- Enhanced understanding of Christian anthropology and mercy for Assistant Principals and Religious Education Coordinators through a targeted study of scripture, which aligns with the Principals' formation program.
- Enabled schools to celebrate NAIDOC Week virtually through the livestreaming of the NAIDOC Week Mass to the whole Archdiocese.





Performance

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

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

Outcome

Every student achieves an aspirational measurable goal every year.

- Improved student learning by training and coaching more than 400 teachers in High Impact Teaching Practice informed by the Science of Learning. Our aim is to train more than 1100 teachers over three years to implement efficient and effective practice.
- Strengthened our evidence-based approach to reading and writing instruction by training more than 100 teachers in literacy instruction in K–2, informed by the Science of Reading. Our aim is to train more than 400 teachers over three years.
- Built confidence, knowledge and skill for 95 teachers in delivering high impact practice through primary intensive over three days during Term 3 stand-down time.
- Built capacity and capability in High Impact Teaching Practice through an immersion experience to Perth for a group of leaders in high performing schools.

- Planned for students to access in 2023 a Year 11–12 learning qualification by launching the Virtual Learning Collaborative training for seven teachers to deliver senior courses with digital technologies through a High Impact Teaching Practice framework. As a sustainable and alternative medium to in-person delivery, it is delivering senior courses across six schools, including regional central schools, enabling students to access a Year 11–12 learning qualification.
- Built the capacity and capability for two regional central schools, St Anne's Central School Temora and McAuley Catholic Central School in Tumut to extend into Year 11 and 12 in 2023.
- Continued to support the academic aspirations and cultural wellbeing of Aboriginal and Torres Strait Islander students through implementing students' 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.
- Reviewed the CECG Assessment Schedule to ensure effective monitoring of students' progress to assist teachers to access assessment data and then use this information to plan quality teaching and learning.
- Built capacity for Principals and school leadership teams to align their annual improvement plans with High Impact Teaching Practice.
- Ensured continuity of learning from our early learning centres to primary schools with stronger links between play-based learning and intentional teaching and the primary school curriculum.

- Achieved continuous improvement in our early learning centres to exceed the National Quality Standard that sets the benchmark for early childhood education and care and outside school hours care services in Australia.
- Provided business certainty to increase the number of CECG early learning centres with a growth strategy that included work to open a ninth centre at St Francis of Assisi Primary School in Calwell in 2024.
- Improved pedagogical outcomes for children in our early learning centres by ensuring staffing of one teacher and two educators in each room from 9 am to 3 pm each day and capped room capacity at 22 children.
- Set the ground for lifting student performance through redeveloping programs and teaching and learning approaches to align with Catalyst to improve Higher School Certificate outcomes in Studies of Religion I and II for NSW senior secondary colleges. All NSW senior secondary colleges have participated in phase one of the program.
- Strengthened religious education through developing Foundational Studies of Religion course for new Stage 6 classes for St Anne's Central School in Temora and McAuley Catholic Central School in Tumut for implementation in 2023.

Service

Strategic priority 3 Clarify how everyone contributes to the growth and wellbeing of students.

Catholic Education comprises 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.

Outcome

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

- Deepened understanding of how all employees contribute to the wellbeing of all staff through a review of Accreditation to Work, Teach and Lead programs for Accreditation A and B.
- Equipped staff, parents and carers to practically respond to mental health problems and illnesses in young people in their care through providing a two-day workshop on Mental Health First Aid training throughout the system.

- Improved the effectiveness of school counselling services through implementing a CECG Clinical Governance framework that clarifies roles and responsibilities for how schools engage with the school counselling service. This includes detailed guidelines on responding to suicidality and self-harm and return to school processes following a chronic mental health incident.
- Expanded student counsellor allocations across the system with the student counsellor to student population ratio growing from an average this year of 1:1400 in 2021 to 1:800 (primary) and 1:500 (secondary).
- Reinforced schools' ability to more effectively manage mental health and wellbeing cases that require specialised clinical family engagement capacity through implementing a new Clinical Complex Case Management role.
- Improved the financial sustainability of our early learning centres through implementing a new operating model.
- Improved child protection in early learning centres by updating child safety policies and procedures.
- Built the capacity of teachers to implement programs such as literacy interventions and Direct Instruction by identifying quality curriculum resources and providing these at a school level.
- Empowered all Archdiocesan staff to engage with Aboriginal communities and their families, and create culturally safe and responsive schools through professional learning.
- Enabled staff to share on-Country experiences to boost their understanding of the importance of culturally inclusive learning.
- Boosted knowledge of the theory and practice of high impact instruction for primary and secondary teachers through professional learning modules.

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

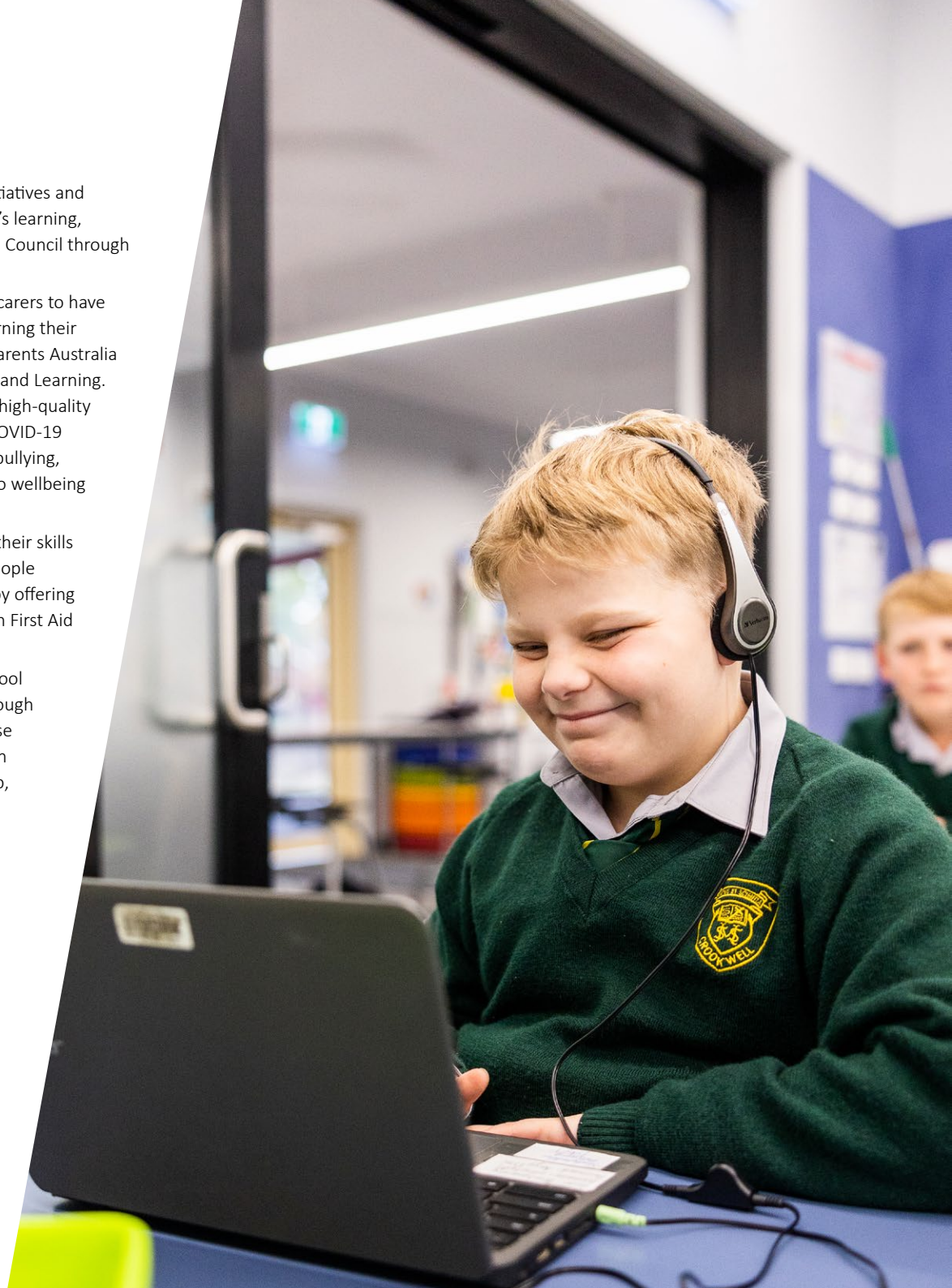
Our funding commitments in 2022:

- Literacy \$0.10m, numeracy \$0.10m and curriculum \$0.10m.
- Student centred learning – literacy and numeracy \$4.20m.
- Student counselling: ACT \$1.60m and NSW \$1.70m.
- Students with disability programs: ACT \$12.0m and NSW \$4.50m.
- Languages education, individual school support: ACT \$0.20m and NSW \$0.10m.
- English as an additional language or dialect, individual student support: ACT \$0.31m and NSW \$0.04m.
- Vocation education for schools \$0.30m.
- Aboriginal education: ACT \$0.30m and NSW \$1.20m.

Further engage parents in student learning and wellbeing.

- Sustained the capacity for parents and carers to have a voice at a state and national level through Catholic School Parents Archdiocese of Canberra Goulburn (CSPACG) representation at quarterly meetings with the Council of Catholic School Parents (CCSP – NSW/ACT) and Catholic School Parents Australia (CSPA – National).
- Increased the effectiveness of new and existing CSPACG Council members through an induction session on roles and responsibilities, and how to maximise members' contribution to Council meetings.
- Continued to provide a voice of parents and carers in the review of School Board and Community Councils through representation on the working party and promotion of wider parent voice in the consultation process.

- Promoted to families our system initiatives and strategies to engage with their child's learning, and increased awareness of CSPACG Council through an Online Family Forum.
- Provided a channel for parents and carers to have their say on important issues concerning their child, through the Catholic School Parents Australia Parent Survey of Student Wellbeing and Learning. This resulted in 262 responses with high-quality feedback including the impacts of COVID-19 on student wellbeing and learning, bullying, mental health, and student access to wellbeing support services.
- Helped parents and carers develop their skills and knowledge to support young people suffering mental health challenges by offering attendance at a Youth Mental Health First Aid training course.
- Built stronger relationships with school boards and community councils through presentations at meetings to increase their voice through CSPACG's work in advocacy, representation, leadership, engagement and support.



Celebrate

Key enabler 1

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

To attract the best staff and deliver the best outcomes, we must be seen as highly desirable destination. We should focus on promoting our system as a compelling choice in an authentic and values-based manner and further clarify our value proposition to employees. This will improve our ability to meet our core mission.

Outcome

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

- Promoted our excellence in teaching and learning through securing national news media reporting on Catalyst through The Sydney Morning Herald, The Australian, The Weekend Australian, The Canberra Times, ABC TV News, ABC Radio, WIN TV News, and Education HQ.
- Secured strong community engagement from families in the NSW regions of Temora and Tumut to take advantage of St Anne's Central School and McAuley Catholic Central School expanding to Year 11 in 2023 and Year 12 in 2024.

- Secured media coverage of the expansion in local newspapers through ABC Radio Riverina.
- Demonstrated excellence in student achievement through media reporting on, Science Week projects, Book Week activities, and success in competitions including the Chief Minister's Reading Challenge.
- Raised awareness of CECG's values-based, high-quality education among our target audience of parents and carers through an integrated marketing campaign.
- Presented schools to families as communities of hope, joy and wonder through the CECG social media accounts with content that was more closely aligned with messages that resonate with modern families.
- Showcased the St Thomas Aquinas Early Learning Centre in West Belconnen as a world-class example of nature-based play and intentional learning for children in early childhood.
- Engaged NSW and ACT candidates in the May 2022 federal election and arranged for meetings with our school Principals to communicate the role of our schools in the community to aspiring members of the Australian Parliament.
- Engaged members and senators in the Australian Parliament with seats in the geographical area of the Archdiocese to ensure they knew the CECG Principal and school in their electorates.
- Celebrated Catholic youth culture with 500 secondary students from across the Archdiocese at the Shine formation gathering.
- Increased attendance at the Illuminate faith development gathering for 200 primary school students.

Professional growth

Key enabler 2

Cultivate and extend talent and leadership

Our people are the engine that drives us forward. To advance our ambitious agenda, we require the right people in the right places with the right skills. An increased focus on talent and leadership is necessary to achieve this.

Outcome

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

- Grew our Highly Accomplished and Lead Teachers (HALT) across the ACT and NSW to build our network of accredited and aspiring teachers.
- Built understanding among parents and carers for the Catalyst program through regular celebration articles and videos that highlight expert teacher practice.
- Provided a compelling choice for teacher engagement in high impact instruction across the Archdiocese through the Catalyst program supporting the teacher as the most important learner in our system.
- Achieved recognition of excellence for our Vocational Education students through the NSW Training Awards in the category VET in Schools Student of the Year. Students won in the Riverina, Illawarra and South Coast regions.



- Celebrated one of our students being awarded the School Based Apprentice of the Year at the ACT Training Awards. They went on to compete in the Australian Training Awards.
- Supported Catholic Education Tasmania to develop their renewed approach to teaching and learning, informed by Catalyst, to improve the knowledge and practice of their teachers, through visiting our schools to observe High Impact Teaching Practice.
- Enabled CECG staff from across the Archdiocese to authentically celebrate Aboriginal and Torres Strait Islander histories and cultures through attending a two-day state Aboriginal and Torres Strait Islander Catholic Education conference.
- Our Aboriginal Education Worker collaborated with Lumen Christi Catholic College through Catholic Schools News South Wales Aboriginal and Torres Strait Islander Catholic Education Conference workshop, and CECG Mass and meeting, to extend her talents and leadership potential, and enabling her to be a proud Aboriginal woman.
- Strengthened teacher engagement in literacy intervention training by participating in a Science of Learning intensive conference with Edith Cowan University Associate Professor Dr Lorraine Hammond and education consulting group Shaping Minds.
- Embedded and grew teacher capacity in high impact instruction through regular school visits across the Archdiocese to assist leaders and school staff.
- Developed a stronger understanding of the value of vocational education and training through providing vocational education training to staff.
- Engaged national and international leading experts to deliver world-class professional development for teachers and school staff at the Faith in Learning System Day in January 2023.
- Improved the strategic and annual improvement planning process to help schools with strategies to align with system goals and Catalyst.
- Improved staff satisfaction by offering permanent employment and education to early learning centre teachers, and providing additional time for professional development.
 - Supported development of pedagogical leadership skills for Religious Education Coordinators by providing an executive leadership coach for individual mentoring.
 - Strengthened evangelisation and ministry skills for a group of early career teachers and youth ministers through an immersion formation in Fiji, in partnership with Catholic Education Fiji.
- Supported teachers through the Religious Education Scholarship program to attain religious education and leadership qualifications.
- Provided a more intentional pathway for Catholic undergraduates to enter into employment with CECG by developing a new model of delivering youth ministry support in Archdiocesan schools that is fully funded by the Catholic Education Office.
- Strengthened succession planning for religious education teachers through delivering a pilot program of study skills for academic study in religious education in partnership with St Patrick's Parish School in Cooma and St Patrick's Primary School in Bega.
- Deepened curriculum content knowledge in teachers across the Archdiocese with online professional learning throughout the year. This included:
 - Scriptural content on the New Testament, facilitated by Sr Peta Goldberg RSM, Professor of Religious Education, Faculty of Theology and Philosophy, Australian Catholic University
 - Moral formation, facilitated by Professor Renée Köhler-Ryan, Head of School Philosophy and Theology, University of Notre Dame Australia
 - Religious Life of the School, facilitated by Fr Alex Osborne, Assistant priest, St Christopher's Cathedral, Canberra.

People Strategy – Implementation

We implemented the People Strategy in June 2022, which will allow us to achieve long-term sustainability and growth of the CECG workforce aligned with and underpinned by our Catholic culture and identity.

We designed and executed several programs or initiatives across the system aligned to the People Strategy with significant results.

Our 2022 initiatives and results from the People Strategy:

People Strategy enabler 1: Attract and recruit the right people.

Initiative: Graduate Teacher Engagement

- Placed 64 graduate teachers through national campaigns and the Graduate Advancement Program.

Initiative: Relocation Assistance

- Offered financial incentives to support current and prospective employees seeking to relocate to rural and remote areas in different states.

Initiative: Talent and Succession Planning

- Supported aspiring leaders to move into leadership positions, resulting in multiple substantive Principal appointments in the 2022 school year, and no long-term acting Principal arrangements across our system.

Initiative: Review Teacher Workload

- Continued to provide additional release from face-to-face teaching to our teachers, in addition to the minimum obligation under our Enterprise Agreement. The additional allocation will continue until 2025.

People Strategy enabler 2: Engage and retain our people.

Initiative: Casual Engagement

- Communicated with more than 700 prior CECG teachers to ascertain their interest in returning to the teaching profession, and to minimise the effects of teacher shortages, resulting in 42 teachers being re-employed with CECG, either on a full-time or casual basis.

People Strategy enabler 3: Prioritise the health, safety and wellbeing of our people.

Initiative: Implement a Health, Safety & Wellbeing Strategy

- Implemented a comprehensive Health, Safety & Wellbeing Strategy aimed at fostering a culture of collaboration, inclusivity, and proactive measures to raise safety awareness.

Initiative: Leaders Wellbeing Program

Continued to offer the Leaders Wellbeing Program to Principals and senior leaders of CECG, aimed at improving health and wellbeing. The program had an 87 per cent attendance rate in 2022 and resulted in a three point increase in the Ford Health Index, a measurement that considers the quality of sleep, medical status, lifestyle and resilience levels of participants.





Accountability

Key enabler 3

Use data to inform decision making and drive performance

CECG obtains a significant amount of data from a wide variety of sources. Used adeptly, this data helps us to improve student outcomes. This requires us to develop a systematic plan to leverage data across our system and increase the focus on data literacy.

Outcome

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

- Used market research findings to more deeply understand what parents value about our schools to improve future communication with our families.
- Continued refining our enrolment forecast model to better understand our future capacity requirements.
- Strengthened the capacity and demand to meet the future needs of the CECG system through developing a regional growth plan for our Archdiocese. This plan takes into account school aged population forecasts, with particular emphasis on school aged population growth in both ACT and NSW. To this end, Catholic Education submitted a response to ACT Government's request for tender for the acquisition of land in Molonglo for a non-government school.
- Improved our understanding of school capacity and future fee strategies by using deeper analysis and understanding of our drivers for financial sustainability.
- Improved project management office capability to better support the delivery of the Catholic Education Office change initiatives.
- Strengthened confidence that CECG data is secure with increased expenditure on cyber security to protect the data held by CECG and used by staff.
- Ensured high standards of security through meeting the Australian Cyber Security Centre's 'Essential Eight' areas of fundamental ICT security.
- Lifted security standards through implementing the findings of an external party employed to deliver a review of cyber security.
- Tightened security through turning on multi-factor authentication for all CECG staff.
- Gained procurement value for money through consolidating supplier contracts to increase management reporting.
- Improved budget efficiency by centralising landlines and mobiles phones to one central contact.
- Saved time and money through delivering a new portal for telecommunications billing with a single data service into schools.
- Improved customer service for end users through improved team culture to focus on better service delivery.
- Improved service responsiveness by providing ICT support officers with improved policy and process for technical problem solving.
- Improved team professionalism and regional responsiveness through recruiting for stronger leads in technical support skills.
- Upskilled staff in understanding the whole ICT environment.
- Used data trends from Year 11 and 12 performance to inform improved practice and improved student outcomes, particularly for Studies of Religion in Stage 6 NSW.
- Used data from the school satisfaction survey to monitor attitudinal change in relation to religious education and the religious life of the school. This system data inform decisions about formation programs.

Schools statistics 2022

ACT Enrolments

2022 August Census Data

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT ENROLMENTS						
Amaroo	Good Shepherd Primary School	David Austin	K- 6		746	
Aranda	St Vincent's Primary School	Lina Vigliotta	K- 6		186	
Braddon	Merici College	Anna Masters	7- 12			787
Calwell	St Francis of Assisi Primary School	Sean Rutledge	K- 6		482	
Campbell	St Thomas More's Primary School	Luke Donnelly	K- 6		171	
Charnwood	St Thomas Aquinas Primary School	Leah Taylor	P- 6	63	324	
Conder	St Clare of Assisi Primary School	Rachel Smith	K- 6		518	
Curtin	Holy Trinity Primary School	Philippa Brearley	P- 6	59	380	
Evatt	St Monica's Primary School	Lisa Harris	K- 6		381	
Florey	St John the Apostle Primary School	Matthew Garton	K- 6		350	
Florey	St Francis Xavier College	Paul Carroll	7- 12			1237
Garran	Sts Peter and Paul Primary School	Cameron Johns	K- 6		314	
Gowrie	Holy Family Parish Primary School	Kate Markcrow	P- 6	123	554	
Griffith	St Clare's College	Ann Cleary	7- 12			1075
Harrison	Mother Teresa Primary School	Carmel Maguire	P- 6	97	705	
Holder	St Jude's Primary School	Cameron Reed	P- 6	63	428	
Isabella Plains	St Mary MacKillop College	Michael Lee	7- 12			1943
Kaleen	St Michael's Primary School	Judy Egan	K- 6		198	
Kambah	St Thomas the Apostle Primary School	Ursula Jamieson	K- 6		297	
Narrabundah	St Benedict's Primary School	Alana Quirk	K- 6		147	
Nicholls	Holy Spirit Primary School	Julie Wiley	P- 6	107	735	
Nicholls	St John Paul II College	Catherine Rey	7- 12			955
O'Connor	St Joseph's Primary School	Cameron Tarrant	P- 6	44	303	
Page	St Matthew's Primary School	Graham Pollard	K- 6		335	

19,363
TOTAL ACT
ENROLMENTS

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
ACT ENROLMENTS						
Pearce	Sacred Heart Primary School	Anne Staines	K- 6		207	
Red Hill	St Bede's Primary School	Andrew Casey	K- 6		172	
Wanniassa	St Anthony's Parish Primary School	Erin Marmont	P- 6	65	410	
Waramanga	St John Vianney's Primary School	Peter Rodda	K- 6		122	
Watson	Rosary Primary School	Gregory Walker	K- 6		345	
Total Archdiocesan Schools				621	8810	5997
CONGREGATIONAL SCHOOLS						
Dickson	Daramalan College	Rachel Davies	7- 12		1444	
Griffith	St Edmund's College	Joe Zavone	4- 12		161	591
Pearce	Marist College	Matthew Hutchison	4- 12		428	1311
Total Congregational Schools				0	589	3346



NSW Enrolments

2022 August Census Data

6822
TOTAL NSW
ENROLMENTS

SUBURB	SCHOOL	PRINCIPAL	YEAR LEVEL	ELC	PRIMARY	SECONDARY
NSW ENROLMENTS						
Adelong	St Joseph's Primary School	Kirsty Beavan	K- 6		41	
Bateman's Bay	St Bernard's Primary School	Mrs Johanna Wain	K- 6		328	
Batlow	St Mary's Primary School	Mrs Jannine Richards	K- 6		34	
Bega	St Patrick's Primary School	Jo Scott-Pegum	K- 6		194	
Bombala	St Joseph's Primary School	Susan Tighe	K- 6		62	
Boorowa	St Joseph's Primary School	Mark Birks	K- 6		61	
Braidwood	St Bede's Primary School	Marylou Gorham	K- 6		142	
Broulee	Carroll College	Jacqueline Heffernan	7- 12			503
Cooma	St Patrick's Parish School	Frances Robertson	K- 10		221	98
Cootamundra	Sacred Heart Central School	Nicky Trinder	K- 10		195	147
Crookwell	St Mary's Primary School	Sarah Lowe	K- 6		150	
Goulburn	Sts Peter and Paul Parish Primary School	Kathy Neely	K- 6		278	
Goulburn	Trinity Catholic College	Gaye McManus	7- 12			549
Goulburn North	St Joseph's Primary School	Matthew Mullins	K- 6		319	
Grenfell	St Joseph's Primary School	Melissa Hotham	K- 6		38	
Gundagai	St Patrick's Primary School	Christine Baron	K- 6		90	
Lake Cargelligo	St Francis Xavier Primary School	Jacinta Elwin	K- 6		52	
Moruya	St Mary's Primary School	Noeleen O'Neill	K- 6		203	
Murrumburrah	Trinity Catholic Primary School	Carolyn Perryman	K- 6		43	
Pambula	Lumen Christi Catholic College	Shane Giles	K- 12		183	543
Queanbeyan	St Gregory's Primary School	Claire Bermingham	K- 6		703	
Temora	St Anne's Central School	Grant Haigh	K- 10		139	76
Tumut	McAuley Catholic Central School	Eamonn Moore	K- 10		189	145
West Wyalong	St Mary's War Memorial School	Phillip Nielsen	K- 6		119	
Yass	Mt Carmel Central School	Michael Green	K- 6		298	
Young	St Mary's Primary School	Peter Hughes	K- 6		248	
Young	Hennessy Catholic College	Kathy Holding	7- 12			431
Total NSW Schools				0	4330	2492

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

NUMBER OF STUDENTS

August 2022 Census and February 2022 Census for early learning centres

ACT

	ARCHDIOCESAN	CONGREGATIONAL	TOTAL
ELC	621	0	621
Primary	8810	589	9399
Secondary	5997	3346	9343
Total	15428	3935	19363

NSW

	ARCHDIOCESAN	ALL SCHOOLS
	0	621
	4330	13729
	2492	11835
Total	6822	26185

TOTAL STUDENTS BY CLASSES

August 2022 Census and February 2022 Census for ELC (Archdiocesan schools only)

ACT

PRIMARY CLASS	P (ELC)	K	1	2	3	4	5	6	Total
Total	621	1241	1287	1270	1338	1230	1255	1189	9431
SECONDARY CLASS	7	8	9	10	11	12	Total		
Total	1206	1148	1137	1082	763	661	5997		

NSW

PRIMARY CLASS	P (ELC)	K	1	2	3	4	5	6	Total
Total	0	647	617	650	575	615	623	601	4328
SECONDARY CLASS	7	8	9	10	11	12	Total		
Total	552	521	471	439	289	220	2492		

STUDENT BREAKDOWN

(Archdiocesan schools only)

STUDENTS OF ABORIGINAL TORRES STRAIT ISLANDER DESCENT

	PRIMARY	SECONDARY	TOTAL
ACT	240	169	409
NSW	286	165	451

STUDENTS WITH DISABILITIES

	PRIMARY	SECONDARY	TOTAL
ACT	2049	1376	3425
NSW	1074	605	1679

NUMBER OF NON-CATHOLIC STUDENTS

	PRIMARY	SECONDARY	% OF NON-CATHOLICS	TOTAL
ACT	3771	2620	43%	6391
NSW	2086	1250	49%	3336

TEACHER EMPLOYMENT
(Archdiocesan schools only)

**TEACHERS EMPLOYED
– FULL TIME EQUIVALENT**

	PRIMARY	SECONDARY	TOTAL
ACT	534	467	1000
NSW	315	228	543

SUPPORT STAFF
(Archdiocesan schools only)

SUPPORT STAFF EMPLOYED – FULL TIME EQUIVALENT

	PRIMARY	SECONDARY	TOTAL
ACT	142	156	298
NSW	104	69	173

1544
ACT AND NSW
TEACHING STAFF

471
ACT AND NSW
SUPPORT STAFF







ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2022

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 2022.

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: 22.5.2023
Location: Canberra

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS
FOR THE YEAR ENDED 31 DECEMBER 2022

	Notes	31 December 2022 \$	31 December 2021 \$
NORMAL OPERATIONS			
Government Grants	2.	184,619,817	179,444,467
Other Government Grants		-	-
Capital Income	3.	4,252,302	4,330,259
School Tuition Fees	4.	10,109,110	9,185,096
Other Income	5.	21,473,951	17,460,254
Salaries and Related Costs	6.	(166,666,900)	(158,108,468)
Administration and Program Expenses	7.	(35,786,777)	(36,761,902)
Maintenance/ Refurbishment Projects	8.	(1,685)	(15,215)
System Contribution to total expenditure on external programs	9.	596,734	266,110
Surplus/(Deficit) For The Year From Normal Operations		18,596,552	15,800,601
Total Comprehensive Income		18,596,552	15,800,601
Surplus/(Deficit) Attributable To ACT Schools System		18,596,552	15,800,601
Schools System Equity		18,596,552	15,800,601

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 2022

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 1.5 indicate how the recognition and measurement requirements in Australian Accounting Standards have 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 63%, NSW 37% (2021 : ACT 64%, NSW 36%).

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 2022 and the comparative information presented in these financial statements for the period ended 31 December 2021.

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 2022

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

Recurrent Government Funding is recognised using AASB 1058. All recurrent government funding is recognised in full at the conclusion of the calendar year, as all performance obligations will have been met there is no deferred revenue as of 31 December.

School Fees

School fees are recognised using AASB 15. They are recognised by the end of term as schools fees are paid per term and performance obligations will be completed by the end of term.

School fees paid in advance, will be recognised as unearned revenue until the services are delivered. For school fees paid in arrears the revenue is treated as accrued revenue.

It is expected that by the calendar year end, all performance obligations relating to school fees will be completed.

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 2022 \$	31 December 2021 \$
2. GOVERNMENT GRANTS		
Australian Government Recurrent Grants	147,532,100	141,032,911
ACT Territorial Recurrent Grants	37,087,717	38,411,556
	<u>184,619,817</u>	<u>179,444,467</u>
ACT Government Schooling Resource Standard grant received for 2022 was \$40,796,488.26 (inclusive of GST).		
3. CAPITAL INCOME		
Capital Grants from Government	2,506,871	2,762,464
Capital Contributions from Schools	1,927,764	778,419
Capital Contributions from Canberra Catholic Schools Building Fund	(182,333)	789,376
	<u>4,252,302</u>	<u>4,330,259</u>
4. TUITION FEES		
School Tuition Fees	10,109,110	9,185,096
	<u>10,109,110</u>	<u>9,185,096</u>
5. OTHER INCOME		
ACT Secondary Schools:		
- Contribution to Recurrent Expenses	9,845,522	6,433,072
- Contribution to System Operations	6,946,263	6,427,577
Interest, Commissions, etc	4,682,166	4,599,605
	<u>21,473,951</u>	<u>17,460,254</u>

ARCHDIOCESE OF CANBERRA AND GOULBURN
ACT CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

	31 December 2022 \$	31 December 2021 \$
6. SALARIES AND RELATED COSTS		
Salaries	130,828,731	130,772,923
Long Service Leave	17,694,808	11,297,096
Superannuation	16,836,178	14,374,449
Workers Compensation Insurance	1,307,183	1,664,000
	<u>166,666,900</u>	<u>158,108,468</u>
7. ADMINISTRATION AND PROGRAM EXPENSES		
Administration Salaries and Related Expenses	8,208,500	9,291,048
Administrative Expenditure	27,578,277	27,470,854
	<u>35,786,777</u>	<u>36,761,902</u>
8. MAINTENANCE/ REFURBISHMENT PROJECTS		
System Schools Maintenance/ Refurbishment Projects	1,685	15,215
	<u>1,685</u>	<u>15,215</u>
9. SPECIFIC PURPOSE AND OTHER GRANTS		
	31 December 2022 \$	31 December 2021 \$
Funds Brought Forward	25,054,353	23,861,001
Adjustment for errors	-	-
Funds Brought Forward after adjustment	25,054,353	23,861,001
Grants	3,490,972	10,102,925
Other Income	8,450	-
Funds Carried Forward - Unexpended Grants	(18,961,586)	(25,054,353)
Total Income	<u>9,592,189</u>	<u>8,909,573</u>
Salaries and Related Costs	(3,020,197)	(2,118,896)
Payments To Schools	(110,867)	(118,676)
Other Expenditure	(5,864,391)	(6,405,891)
Total Expenditure	<u>(8,995,455)</u>	<u>(8,643,463)</u>
System Contribution to total expenditure on external programs	596,734	266,110
Total salaries and related costs - external programs	(3,020,197)	(2,118,896)

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 2022 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.

www.rsm.com.au



**ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
STATEMENT BY OFFICERS FOR THE YEAR ENDED 31 DECEMBER 2022**

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 2022.

On behalf of the Officers

A handwritten signature in blue ink, appearing to read 'Patrick McArdle'.

Dr. Patrick McArdle
Chairman
Catholic Education Commission

A handwritten signature in blue ink, appearing to read 'Ross Fox'.

Mr. Ross Fox
Director
Catholic Education, Canberra and Goulburn

A handwritten signature in blue ink, appearing to read 'Tracey McRoberts'.

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

Dated: 22.5.2023
Location: Canberra

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
STATEMENT OF COMPREHENSIVE INCOME - NORMAL OPERATIONS
FOR THE YEAR ENDED 31 DECEMBER 2022

	Notes	31 December 2022 \$	31 December 2021 \$
NORMAL OPERATIONS			
Government Grants	2.	120,687,724	113,555,782
Other Government Grants	3.	102,241	110,787
Capital Income	4.	1,838,223	1,267,650
School Tuition Fees	5.	7,625,989	5,175,131
Other Income	6.	2,425,208	3,001,401
Salaries and Related Costs	7.	(92,698,880)	(85,163,207)
Administration and Program Expenses	8.	(34,959,172)	(30,922,645)
Maintenance/ Refurbishment Projects	9.	(732,409)	(811,097)
System Contribution to total expenditure on external programs	10.	(2,287,123)	(4,946,224)
Surplus For The Year From Normal Operations		2,001,801	1,267,578
Total Comprehensive Income		2,001,801	1,267,578
Surplus Attributable To NSW Schools System Schools System Equity		2,001,801	1,267,578

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 2022

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 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.

Interest Revenue is apportioned based on total income received. That is, ACT 63%, NSW 37% (2021 : ACT 64%, NSW 36%).

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 2022 and the comparative information presented in these financial statements for the period ended 31 December 2021.

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 2022

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

Recurrent Government Funding is recognised using AASB 1058. All recurrent government funding is recognised in full at the conclusion of the calendar year, as all performance obligations will have been met there is no deferred revenue as of 31 December.

School Fees

School fees are recognised using AASB 15. They are recognised by the end of term as schools fees are paid per term and performance obligations will be completed by the end of term.

School fees paid in advance, will be recognised as unearned revenue until the services are delivered. For school fees paid in arrears the revenue is treated as accrued revenue.

It is expected that by the calendar year end, all performance obligations relating to school fees will be completed.

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 2022	31 December 2021
	\$	\$
2. GOVERNMENT GRANTS		
Australian Government Recurrent Grants	95,342,630	89,391,842
NSW State Per Capita Grants	25,345,094	24,163,940
	<u>120,687,724</u>	<u>113,555,782</u>
3. Other Government Grants		
Other Grants	102,241	110,787
	<u>102,241</u>	<u>110,787</u>
4. CAPITAL INCOME		
Capital Grants from Government	1,270,564	1,248,779
Capital Contributions from Schools	567,659	18,871
	<u>1,838,223</u>	<u>1,267,650</u>
5. TUITION FEES		
School Tuition Fees	7,625,989	5,175,131
	<u>7,625,989</u>	<u>5,175,131</u>
6. OTHER INCOME		
Interest, Commissions, etc	2,425,208	3,001,401
	<u>2,425,208</u>	<u>3,001,401</u>

ARCHDIOCESE OF CANBERRA AND GOULBURN
NSW CATHOLIC SCHOOLS SYSTEM
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

	31 December 2022	31 December 2021
7. SALARIES AND RELATED COSTS		
Salaries	72,657,874	70,119,083
Long Service Leave	9,597,706	6,561,396
Superannuation	9,431,735	7,643,811
Workers Compensation Insurance	1,011,565	838,917
	<u>92,698,880</u>	<u>85,163,207</u>
8. ADMINISTRATION AND PROGRAM EXPENSES	\$	\$
Administration Salaries and Related Expenses	7,471,380	8,715,395
Administrative Expenditure	27,487,792	22,207,250
	<u>34,959,172</u>	<u>30,922,645</u>
9. MAINTENANCE/ REFURBISHMENT PROJECTS		
System Schools Maintenance/ Refurbishment Projects	732,409	811,097
	<u>732,409</u>	<u>811,097</u>
10. SPECIFIC PURPOSE AND OTHER GRANTS		
	31 December 2022	31 December 2021
	\$	\$
Funds Brought Forward	1,012,238	566,872
Grant Funding Received during the year	1,582,510	2,148,767
Other Income	93,402	563
Funds Carried Forward - Unexpended Grants	(203,999)	(1,012,238)
Total Income	<u>2,484,151</u>	<u>1,703,964</u>
Salaries and Related Costs	(1,664,884)	(3,067,994)
Payments To Schools	(13,048)	(8,924)
Other Expenditure	(3,093,342)	(3,573,270)
Total Expenditure	<u>(4,771,274)</u>	<u>(6,650,188)</u>
System Contribution to total expenditure on external programs	(2,287,123)	(4,946,224)
Total salaries and related costs - external programs	(1,664,884)	(3,067,994)

A balance of unexpended grants for specific educational purposes of \$203,999.04 (2021: \$1,012,238) has been carried forward to 2023 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 2022 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.

**RSM Australia Pty Ltd**

Equinox Building 4, Level 2, 70 Kent Street Deakin AC1 2600
GPO Box 200 Canberra AC1 2601

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

www.rsm.com.au

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

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

In our opinion, the accompanying financial report presents fairly, in all material respects, its performance for the year then ended 31 December 2022 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.

**THE POWER OF BEING UNDERSTOOD
AUDIT | TAX | CONSULTING**

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

RSM Australia Pty Ltd (ACN 205 372 377) (Australian Company Number) is a company registered in Australia with ABRN 63 378 382/479 trading as RSM.

Liability limited by a scheme approved under Professional Standards Legislation.



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

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

Auditor's Responsibilities for the Audit of the Financial Report

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

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

RSM Australia Pty Ltd

Rodney Miller
Director

Canberra, Australian Capital Territory
Date: 23 May 2023



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



Catholic Education Commission
Archdiocese of Canberra and Goulburn

Copyright © 2022 Catholic Education Office

Catholic Education Office

ABN 47 824 127 996

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

P.O. Box 3317
Manuka ACT 2603

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

Design

Giraffe Visual Communication Management Pty Ltd
giraffe.com.au

Cover photography by Mel Hill Photography