



CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES

2009 Annual Report



2009 Annual Report

TABLE OF CONTENTS

Transmittal Letter	1
Chairman's Report	3
Executive Director's Report	13
Governance	17
Catholic Education Commission NSW	17
The Commission	17
Catholic Block Grant Authority NSW	22
NSW Catholic Schools	23
About NSW Catholic Schools	23
Funding NSW Catholic Schools	26
Income	26
Recurrent Grant Funding	27
Targeted Education Programs	28
Catholic Schools and Environmental Sustainability	48
Capital Programs	49
Advocacy and Representation	57
Overview	57
National Partnerships	58
ANAO Report- Non-Government Schools Funding	59
Financial Health Assessment	60
Commonwealth Accountabilities Compliance Certification	61
Child Protection and Support	62
Australian National Curriculum	65
National Assessment for Year 3, 5, 7 and 9 – NAPLAN	65
CEC HSC Data Analysis	66
Parliamentary Inquiries	66
Religious Education	67
Early Childhood Education and Care	68
Copyright	68
Bushfire Emergency Response	70
Information Technology	70
Overseas Students	71
Animal Welfare	71
Our People	73
Appendix A: 2009 Financial Report	81
Appendix B: Commission Committees	99
Commission Core Committees	99
Other Committees/ Working Parties	104





**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

Transmittal Letter

Most Reverend LJ Matthys DD
Secretary
Trustees of the Province of Sydney and
Archdiocese of Canberra and Goulburn
128 Dangar Street
ARMIDALE NSW 2350



My Lord,

It is with great pleasure that I submit the 2009 Annual Report of the Catholic Education Commission New South Wales (CEC) for the consideration of the Trustees of the Province of Sydney and Archdiocese of Canberra and Goulburn (NSW/ACT Bishops).

I am very pleased to be back as Chairman of the Commission after two years with World Youth Day 2008. Bishop David Walker and Dr. Brian Croke, together with the Commission and the CEC Secretariat, have smoothed my resumption of the roles of Chairman of the Commission and of Delegate of the NSW Catholic Block Grant Authority (CBGA).

This 2009 Annual Report presents a very vital and active Commission and CEC Secretariat, making significant contributions in the service of NSW Catholic schools.

Signalled in 2008, the Australian Government has commenced significant education and administrative reforms. Priorities and contractual arrangements have changed with very specific outcomes required. The Australian Government has also established a substantial schools capital program with a two year timeframe – the BER – which has seen the CBGA's activity (and the building activities of our Diocesan Catholic Schools Authorities and Congregational schools) increase exponentially.

I commend the 2009 Annual Report to the NSW/ACT Bishops.

Yours fraternally in Christ

Bishop Anthony Fisher OP DD
Chairman
24 October 2010





CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

Chairman's Report

I am very pleased to be reappointed by the NSW/ACT Bishops as Chairman of the Commission and CBGA Delegate. I am heartened that the outgoing Chairman Bishop David Walker has kindly agreed to stay on the Commission as the second Bishop Commissioner and as Deputy Chairman. Bishop David is also the Bishops' representative for the proposed Early Childhood initiative of the Australian Government.



2009 was a major year for the CEC. It was the first year of the 2009 – 2012 Quadrennium Funding Agreement. It was also a significant year for education in terms of legislation, national curricula, education administration and education infrastructure.

Commission membership

Most Commissioners will be staying on into 2010. Some are retiring and I would like to especially thank them.

Sister Ailsa MacKinnon rsm retired as Commissioner on 31 December 2009. Sister Ailsa was one of two nominees from the Conference of Leaders of Religious Institutes of New South Wales (CLRI). For four years, she gave Congregational and spiritual perspectives to discussions at the Commission and will be greatly missed. She will continue her valuable leadership role with the Sisters of Mercy.

Brian Lacey retired as Commissioner on 31 December 2009 after six years service. Brian was the Primary School representative nominated by the Association of Catholic School Principals (ACSP). In 2009, Brian was appointed as Principal of St Catherine's Catholic College, Singleton, which is a K-12 College. Brian stood down as Commissioner to allow the ACSP to recommend a Primary School Principal to the NSW/ACT Bishops for appointment to the Commission.

Rick Johnston retired on 31 December 2009 as Commissioner after six years as the nominee of the Bishop of Armidale. Rick tendered his resignation as Commissioner because he is retiring as Diocesan Director of Catholic Education of the Armidale Catholic Schools Office and will leave that post in January 2010.

The Commission is genuinely saddened by the retirements of Sister Ailsa, Brian and Rick as Commissioners. However, they wish their colleagues well for the future. We are confident that our retiring Commissioners will continue to make valuable contributions to Catholic education in various ways.

During 2009, we also welcomed new Commissioners and renewals of membership:

Name:	Nominated by:	From:
Danielle Cronin	Council of Catholic School Parents	January 2009 ¹
Mary Kenyon	Bishop of Wilcannia – Forbes	January 2009 ¹
Dr Berenice Kerr rsm ²	Conference of Leaders of Religious Institutes	January 2009 ¹
Anne McLean ²	Council of Catholic School Parents	January 2009 ¹
Gregory B Whitby	Bishop of Parramatta	January 2009 ¹
Dr Dan White ²	Archbishop of Sydney	March 2009 ¹

Notes: 1 for the period to 31 December 2012.

2 new Commissioners.

Brother John Taylor Award 2008

The Commission awarded the 2008 Brother John Taylor Award to Michael Addicoat, Principal of Freeman Catholic College Bonnyrigg. Michael has a long and distinguished career as an educator. He has held a Principal's role for about twenty years. Michael has been given this prestigious award for achieving impressive excellence in local leadership. He has implemented programs to promote teaching as a profession and has sustained both student and staff engagement while maintaining high standards. He has also been responsible for creating an attractive tone and Catholic culture at Freeman Catholic College.

I was pleased to present the award to Michael at Freeman Catholic College on 2 March 2009. The whole school community was present and they demonstrated the great love and respect they have for him. I was accompanied at the presentation by Dr. Brian Croke CEC Executive Director. Also present were Dr Dan White, the new Executive Director of Catholic Education for the Archdiocese of Sydney and his predecessor Br. Kelvin Canavan fms.



Churchill scholar, Danielle Cronin

It is always good news to see formal recognition for one of our Commissioners. Danielle Cronin was awarded a Churchill scholarship in 2008. Danielle is Executive Director of the Council of Catholic School Parents NSW. The aim of her Fellowship was to learn more about the policies and programs explicitly directed at enhancing parental engagement in schooling in the United States, the United Kingdom and the Republic of Ireland in order to inform policy and practice in Australia. It was also an opportunity to explore future directions in the field of parent engagement.



Danielle undertook her study tour from 29 December 2008 to 26 February 2009. On her return, Danielle shared her experiences with Commissioners, which was greatly appreciated.

Key findings of her study were:

- Parental engagement efforts are essential to school reform efforts;
- Parent engagement must be seen in the context of student achievement;
- Parent engagement, involving family, school and community partnerships, as a concept and intentional strategy in the context of schooling is on the rise and is at a critical phase;
- There is pressure for the nature and context of schooling to be re-defined (this in turn has a whole raft of implications);
- There is still some way to go before the necessary cultural change in relation to family school partnerships and parent engagement is achieved; and
- Widespread, sustained and authentic parental engagement requires an 'infrastructure' to support it – it can't be left to chance.

University of London, Professor Gerald Grace

Commissioners were pleased to invite Professor Gerald Grace to their 22 July 2009 meeting to discuss international developments. Professor Grace was in transit in Sydney at the time of the meeting on his way to address the New Zealand Catholic Schools Conference in Wellington.



Professor Grace is an accomplished international scholar. He has great knowledge of Catholic education and education generally on the world stage. He founded the Centre of Research in Catholic Education in 1997, following his retirement from Durham University.

He saw the need for such a Centre of Research into the contribution and character of Catholic education which is part of the fabric of education both nationally and internationally with great traditions. This also allowed the creation of a vehicle for the dissemination of information among practitioners and other interested parties.

A significant part of his work has been the production in 2007 of an International Handbook on Catholic education. He obtained contributions from all over the world and it is an excellent compendium of material on Catholic education across all continents. The Handbook includes three participants from Australia being Cardinal George Pell, Dr. Brian Croke and Susan Pascoe.

Professor Grace noted that there are ten major challenges facing Catholic education:

- challenge of secularisation;
- global capitalism;
- changing Church/State relations;
- responding to Vatican II principles: preferential option for the poor;
- responses of contemporary students to Catholic schooling;
- faith formation in the context of rapid change;
- Catholic schooling and changing role of women;
- leaders and teachers in Catholic schooling: challenge of recruitment, formation and retention;
- moral and social formation in Catholic schooling; and
- financing the education mission in changing circumstances.

Commissioners thanked Professor Grace for his stimulating conversation with them, noting that both the Commission and the Bishops share his concerns.

300th Commission Meeting

On 15 October 2008, the Commission held its 300th meeting. This was a major milestone for the Commission. Dr. Kristin Johnston rsj chaired the meeting. The prayer was prepared by Adrian Brown and the theme was *My Place*. The prayer traced the history of Sydney and the emergence of settlers and their interaction with the Gadigal people around the Polding Centre area. The prayer also included a roll call of all Commissioners – past and present – and featured superb historical images associated with the CEC. Kristin led the prayer and reflected on the similarities between the agenda facing the first Commissioners and the current Commission.

The Commission decided to defer its 300th celebration to early 2009 to be held in conjunction with the launch of the 2009 Catholic Schools Week. On behalf of His Eminence Cardinal George Pell, on 18 March 2009 I officiated at this combined celebration at Cathedral House.



About 150 people attended the combined celebration including senior Catholic school educationists, representatives of related Catholic organisations and current and past Commissioners. We were particularly pleased that three of the original 1974 Commissioners attended the celebration, namely Sr. Dymphna Dolahenty rsj, Br. Patrick Lovegrove fsp and Br. Ambrose Payne fsc as well as Shirley McGrath who, as Secretary, was the first full time employee of the CEC.

Past Commissioner Ken Ralph delivered the welcome to country. Moira Najdecki, the chair of the Diocesan Directors of Catholic education spoke about the directions for Catholic education. Dr Brian Croke spoke about the history and significance of the CEC. I delivered the prayer and formally launched NSW Catholic schools week. NSW Catholic schools were represented by William Marshall, School Captain of St Mary's Cathedral College and Rachel Bosnich, School Captain of Mercy Catholic College Chatswood. William and Rachel each spoke and then jointly presented me with a plague celebrating the 300th meeting, which is now proudly displayed in the foyer of the CEC Secretariat Office at level 9 of the Polding Centre. Music was provided by Aquinas College Menai.

Launch of Aboriginal Education: Strategic Planning Policy Framework

I was pleased to launch this significant Aboriginal Education Policy Framework on 16 June 2009. This was an important initiative of the Aboriginal Education Advisory Committee in conjunction with the Education Policy Committee. It is a Policy Framework to be considered by all Diocesan Catholic Schools Authorities and Congregational schools. In approving this Policy Framework, the Commission is putting into effect the statement “The Heart of Our Country, dignity and justice for our Indigenous sisters and brothers”, issued by the Australian Bishops on Social Justice Sunday 2006.

The Commission has adopted a Vision, which aims to help Aboriginal and Torres Strait Islander students succeed in life by making available Catholic schooling that will:

- facilitate the deepening of their faith and their cultural identity;
- promote the realisation of their full academic, spiritual and physical potential.

In addition, this Vision encourages a holistic development process aimed at maximising their mental, physical and spiritual wellbeing. The Commission commits itself to reflect in its documents, programs and practices an appreciation and celebration of Aboriginal and Torres Strait Islander spiritualities, cultures, histories and aspirations and to promote improvements in educational outcomes for Aboriginal and Torres Strait Islander students.

The Launch was a great celebration. Current and past Commissioners and Committee members were present. We were treated to a wonderful traditional dance by Aboriginal students. Aunty Elsie Heiss delivered the prayer and welcome to country. Speaking with me about the importance of the Policy Framework was Commissioner Sharon Cooke, Chair of the CEC Aboriginal Education Advisory Committee and Frank Pearce, CEC Aboriginal Education State Coordinator.



Aunty Fay Green

I am very pleased to congratulate Aunty Fay Green on being presented with the Medal of the Order of Australia.

The Australian honours system celebrates the outstanding achievements and contributions of extraordinary Australians in a diverse range of fields and areas of endeavour. It is about recognising those people in the community whose service and contributions have had the effect of making a significant difference to Australian life or, more broadly, to humanity at large.



On 17 September 2009, Professor Marie Bashir AC, the Governor of NSW presented Aunty Fay with the Medal of the Order of Australia at Government House in Sydney. She is a worthy recipient as she has devoted her life to supporting Aboriginal families particularly in the education of their children. In giving this support, Aunty Fay has been a full participating member of the Walgett community gaining the love and respect of both the Aboriginal and non Aboriginal members of the wider Walgett community.

Aunty Fay has been employed for twelve years as an Aboriginal Educational Assistant at St Joseph's Primary School Walgett and for three years before that as a volunteer at the school. Aunty Fay has generously given her time over the years to many projects including but not limited to; teaching sewing and carving emu eggs at TAFE, driving the pre-school bus (16 years), St Joseph's Homework centre, reading groups, school excursions, Gamilaraay/Yuwalaraay language program, CROC Eisteddfod, assisting with sacramental programs and Walgett Show Society – Art section as well as mentoring beginning teachers.

Aunty Fay is reconciliation in action. Her presence in the Walgett community is important to the success of reconciliation between Aboriginal and non-Aboriginal Australians. Aunty Fay is often sought out to attend town meetings to address such issues as education, domestic violence, drugs and alcohol. Aunty Fay goes about her work as a support for students, families, teachers and the principal in such a genuine and nurturing manner that a real change of attitude happens in a gentle and caring way.

Aunty Fay is a role model for Aboriginal people, Australian Catholics and Australians generally. She models daily, by the way she lives, the importance of education and how to live a healthy and spiritual life.

2009 Commission Reception

The Commission held its annual reception on the fifth floor at the Polding Centre on 17 November 2009. This was an opportunity for the Commission to thank all those who help the CEC undertake its work on behalf of NSW Catholic schools. This year we were delighted to welcome the Minister for Education and Training, the Hon. Verity Firth MP and Michael Coutts-Trotter her Director General and Departmental Officers. We were also joined by representatives from the Conference of Leaders of Religious Institutes, Catholic Commission for Employment Relations, the Council of Catholic School Parents, the Association of Catholic School Principals, Catholic Social Services, the NSW Board of Studies, the NSW Institute of Teachers, the Association of Independent Schools, the Independent Education Union, the Australian Catholic University, and the University of Notre Dame Australia.



Around the world there are many views of the proper relationship between various levels of government and their various departments, the various churches and their agencies, unions and other voluntary associations, such as are represented at the Commission's reception.

Increasingly in Europe, the tendency is to say *ne'er the twain shall meet*, with governments and courts increasingly excluding churches (and some other NGOs) from decision-making and service delivery. There can be an intolerant strain of dogmatic secularism that would ban Christmas decorations from public places or crucifixes from Italian schools, and so on. At the opposite extreme are some other countries in which religion seeks to dictate terms to government and society, including to people who do not share that religion, and to control every element of life, including of course education. Some other countries, such as the United States of America, seem to be a strange mix of these two extremes, with lots of public religious rhetoric as if religion was more or less compulsory and lots of bans on religious things like prayers and cribs in public spaces.

Here in Australia we have a unique take on these things: we distinguish between church and state, between the public and the private realms, and both realms seek to co-operate and collaborate for the common good. That was demonstrated to the world in our celebration of 2008 World Youth Day. It was the biggest ever youth event in the history of our country and it brought together in one place crowds that were the biggest in the history of the Pacific. It was an extraordinary time for our city and country, for young people and for an old Pope. Many World Youth Day veterans say it was the best ever.

I think we did Australia proud. But one of things that made me proudest was the way every sector of our community co-operated in its planning and delivery. Not just Catholics only, not Christians only, not the private sector or the non-profit sector only, but everyone. That said something very powerful to our world which many of our visitors commented upon. It demonstrated a model of the relationship between church and state, the public and the private, and between people of various religions and none that can teach the world something very important.

In 2009 we commenced another youth project nearly as big as last year's one. Yet again it is an example of that unique kind of co-operation we tend to take for granted here in Australia but which we should more consciously treasure. In the NSW Catholic Schools Sector we have been Building an Education Revolution – with a little help from our friends in the Australian and State governments of course! More detail on capital funding is provided in the section of this report called NSW Catholic Schools.

Happily, every Catholic and independent school is as much involved in that revolution as every state school, every state Catholic Education Commission and every Diocesan Catholic Schools Authority as every State Department of Education, a sort of co-operation and collaboration that you would not see in every country. The net result will be an extraordinary legacy for the next generation of children and young people in our country. So as we look towards continuing this work, we celebrate another great year of work done for the young people of our state, through our Catholic schools and through the various partnerships represented at the Commission's reception.

2009 Commission Agenda

The Commission's 2009 agenda covered the following broad areas:

1. representations to and negotiations with the Australian and NSW Governments on:
 - a. National Partnership agreements for literacy and numeracy, low SES and teacher quality and their implementation;
 - b. national curricula and the MySchool website;
 - c. targetted education funding; and
 - d. changes to the NSW Education Act and implementation of student wellbeing initiatives, particularly the ***Keep Them Safe*** Program;
2. negotiations on copyright matters;
3. assistance to NSW Catholic schools in the management of key education issues;
4. implementation of the Aboriginal Education Strategic Policy Framework; and
5. providing advice to the CBGA Delegate on the implementation of new Australian Government capital programs and the ***Building the Education Revolution*** Program.

The Commission met ten times during 2009. All meetings were held in the Polding Centre with the exception of the 22 September 2009 meeting which was hosted by the Diocese of Parramatta. That meeting may have coincided with the biggest dust storm that has hit Sydney in living memory but it did not detract from a very fulfilling and informative meeting hosted by my predecessor of the Diocese of Parramatta, Bishop Kevin Manning.

The Commission Mass was concelebrated by Bishop Kevin and Bishop David Walker at the beautifully restored St Patrick's Cathedral, in conjunction with Diocesan Priests. Greg Whitby, Executive Director of Parramatta Catholic Education Office, and his senior staff hosted school visits for Commissioners showcasing a range of primary and secondary schools in the Diocese.

Commissioners appreciate being given the opportunity of seeing firsthand education and spiritual developments in each Diocese. These visits aid Commissioners in their deliberations on behalf of all NSW Catholic schools. I would like formally to thank Bishop Kevin and Greg and his colleagues for hosting the 2009 Diocesan visit.

Advice to NSW/ACT Bishops

Under the CEC Charter, the CEC is required to provide periodic reports to the NSW/ACT Bishops as well as an annual report. Dr. Brian Croke is the Principal Education Advisor to the Bishops. On behalf of the Commission, Dr. Croke submits a report to Bishops for our meetings in March, June and November. On behalf of the Bishops I thank him for his sage advice.

In 2009, the Bishops received reports which covered the following areas:

- 2010 WorkPlan and Budget for approval;
- advice on:
 - Catholic Network Australia;
 - early childhood education;
 - refinements to the 2010 general recurrent grant distribution model; and
 - the impending 2010 Quinquennial review of the CEC;
- progress reports on funding NSW Catholic schools;
- Charter for the Catholic Block Grant Authority NSW; and
- the 2008 CEC Annual Report.

In 2009 there were several significant changes for NSW Catholic schools. The *Building the Education Revolution* Program commenced as an economic stimulus activity promising \$1 billion over 2009 to 2011, which allows the NSW Catholic schools sector to bring forward many worthwhile schools building projects that otherwise could not have been afforded for many years. National Education Partnerships commenced, involving State wide cross sectoral cooperation as well as planning for a National Australian Curriculum. There were also targeted advancements in student wellbeing measures and significant changes to the NSW Education Act.

CEC Secretariat

I thank Dr. Croke and all members of the CEC Secretariat for their work in 2009. They are a very dedicated group of people, playing an important role in support of NSW Catholic schools. We look forward together to the great challenges of 2010.

Yours sincerely in Christ



Bishop Anthony Fisher OP
Chairman

24 October 2010





CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

Executive Director's Report

2009 was a key year in the transition from a state/territory – based education system in Australia to a more nationally-based one. The vital areas of Curriculum, Assessment and Reporting are now well advanced down the national track with implications for all Catholic schools. The *Australian Curriculum, Assessment and Reporting Authority* (ACARA) commenced in May 2009 when the Hon. Julia Gillard, then Deputy Prime Minister appointed the founding members (including myself) to the Board of ACARA. In addition, 2009 saw the advent of the new schools' funding model in which programs called National Partnerships are negotiated within the framework of the Council of Australian Government, the Prime Minister and Premiers. In response to the potential impact of the 2008 global financial crisis (GFC), the Australian Government initiated in 2009 the Building the Education Revolution (BER) as one of its responses to the GFC. The BER is aimed at stimulating the local building industry which has a high local economic 'multiplier effect'. The benefit to education is that the BER delivers much needed education infrastructure to communities that in many cases could not afford such facilities, or not afford them for many years to come.



Curriculum, Assessment and Reporting

ACARA is charged with implementing national curricula for years K-10 from 2011 and for the senior years 11-12 from 2012 as well as developing a national assessment program aligned to the national curriculum and a national data collection and reporting program. Educational stakeholders were consulted in 2009 before and during the curricula writing process for English, Mathematics, Science and History. Planning for the arts, languages and geography curricula also commenced during 2009.

I am also a member of the NSW Board of Studies (BOS) which coordinated advice and feedback from NSW educational sectors in response to ACARA publications outlining developments of national curricula for English, Mathematics, Science and History. The Board also facilitated a number of consultative processes for ACARA involving the three NSW educational sectors, DET, CEC and AIS, as well as teachers, principals, students, parents, business and industry, and unions.

2009 saw the second year of national tests in literacy and numeracy for students in Years 3, 5, 7 and 9. The *National Assessment Program in Literacy and Numeracy* (NAPLAN) is undertaken by ACARA to monitor the literacy and numeracy achievements of students at key points in their development. DET is the testing authority for NSW Catholic schools and the CEC has seconded one of its senior education officers to the Department's Testing Unit.

By late January each year, the CEC provides NSW Catholic School Principals with Higher school Certificate (HSC) Data Reports through its collaboration with Dr. John DeCourcy, Head Strategic Accountabilities Services, Catholic Education Office Parramatta. During 2009 Dr. DeCourcy undertook a pilot project to link 2008 Year 9 NAPLAN results and the 2009 Year 10 School Certificate results. It is intended that in the future Dr. DeCourcy's analyses will link Higher School Certificate results with selected earlier NAPLAN results. These analyses assist Catholic School Principals in planning education programs and resourcing.

During 2009, ACARA planned and built the *My School* website. The role of this website is to provide high quality and nationally comparable data on Australian schools, beginning with the 2008 NAPLAN results in 2010. *My School* will provide information on almost 10,000 Australian schools searchable by name, location and sector. Visitors to the website will be able to:

- access consistent information about all schools;
- compare the average performance of students in a school on NAPLAN tests with the average performance of students in statistically similar schools across Australia; and
- search for particular schools within a particular area.

ACARA has developed the Index of Community Socio-Educational Advantage (ICSEA) to present comparisons of schools that are statistically similar in terms of their student background. Further enhancements are planned for *My School*, including financial data from 2010.

National Partnerships

The Australian Government introduced National Partnerships in 2009 with the objective of improving education outcomes and overcoming social disadvantage. The three National Partnerships are:

- Teacher Quality;
- Literacy and Numeracy; and
- Low Socio-economic Status School Communities.

In NSW, these National Partnerships are between the Commonwealth and the NSW State Government. They involve funding of about \$720 million to NSW over a five year period to meet certain education outcomes in line with Council of Australian Governments' educational, quality, equity and participation objectives. They are cross sectoral. Funding to CEC for the *Low Socio-economic Status Schools Communities National Partnership* has been supplemented by NSW State Government funding. *Early Childhood* and *Youth Transitions National Partnerships* are also being developed.

The two National Partnerships for *Teacher Quality* and *Literacy and Numeracy* promote a number of educational and industrial reforms in pursuit of improved student outcomes. Initial grants are for facilitation. In addition, reward funding is available to NSW Schools when targets are met. The method of sharing reward funds across sectors has not yet been determined.

The *Low Socio-economic Status School Communities* National Partnership supports a range of in and out of school reforms that are aimed at transforming the way schooling takes place in our most disadvantaged school communities. This Partnership aims to improve student engagement and attainment and to start to overcome entrenched disadvantage in these communities. 62 NSW Catholic schools have been identified to participate in this Program.

Capital Programs

CEC provides administrative support Bishop Anthony Fisher OP as Delegate of the Catholic Block Grant Authority in managing capital programs, including BER which is a very significant school building program being implemented. The CBGA expects BER funding of about \$1 billion over the period 2009 to 2011 which is a substantial and welcome investment in education infrastructure in NSW Catholic schools. It represents the biggest ever single capital investment in NSW Catholic schools and allows the building of facilities, particularly in primary schools, that provides for the bringing forward of future priorities and in many cases funds facilities that could never otherwise be afforded.

Student Wellbeing

Student wellbeing is a high priority for the CEC and NSW Catholic Schools Authorities. This has involved attending and making submissions to Parliamentary Inquiries, working with the NSW Government on changes to the Education Act and to its response strategies to the Wood Report recommendations arising from the Special Commission of Inquiry into Child Protection Services.

In November 2008, Justice James Wood presented his report to the NSW Government. The Government's response to the Wood Report recommendations is to implement the *Keep Them Safe* Program. Catholic Social Services NSW/ACT is leading the Catholic sector response process to the Wood Report recommendations.

The Commission has also been concerned about increasing instances of sexual abuse between students in both secondary and primary schools. CEC has commissioned Catholic Social Services NSW/ACT to prepare a manual to guide Principals and school staff in how to manage these situations. The manual should be issued in 2010.

CEC and NSW Catholic schools are actively involved in implementing the *Keep Them Safe* Program, which involves:

- mandatory reporting;
- exchange of information; and
- managing situations which fall below the threshold for case management to be undertaken by the NSW Department of Community Services.

The CEC was also closely involved with the NSW Government in certain other amendments to NSW Education Act in 2009 and is now engaged in managing their implications for schools:

- to provide for exchange of information on students who pose a risk of violence;
- school leaving age; and
- school attendance.

Celebrating Catholic Education

The launch of NSW Catholic Schools Week on 18 March 2009, at St Mary's Cathedral House in Sydney, provided the occasion to celebrate the 300th meeting of the Commission which was established by the Bishops in 1974 in response to a request by the Australian Government for Catholic schools to organise in order to receive Commonwealth grants. This was a crucial time for Catholic education when resources were limited, quality variable and the future uncertain. Thirty-five years later, Catholic schools are financially secure, of comparable education standard to other schools and are professionally managed. The role of the CEC in this transition from 1974 to 2009, over 300 meetings, has been fundamental.

Brian Croke

Dr. Brian Croke
Executive Director
24 October 2010





CATHOLIC EDUCATION COMMISSION

NEW SOUTH WALES

Governance

Catholic Education Commission NSW

The Catholic Education Commission New South Wales (CEC) was established by the then Province of Sydney in 1974 for the co-ordination and representation of Catholic School Education in New South Wales. CEC is not a body corporate but is an agent of the Trustees of the Province of Sydney and Archdiocese of Canberra and Goulburn (NSW/ACT Bishops). CEC is accountable to the Bishops for the objects and functions set out in clause 1.3 of the CEC Charter.

On behalf of the NSW Catholic schools sector, the CEC:

- is the funding contract authority with the Australian and NSW Governments for general recurrent and targeted programs;
- advocates for and represents the sector with governments and other education related bodies; and
- undertakes research and develops and publishes State wide education materials for the betterment of Catholic education.

Responsibility for the direct management of NSW Catholic schools rests with the relevant Diocesan Catholic Schools Authority (under the canonical authority of their respective Diocesan Bishop) for Systemic schools and with the Religious Institutes or their agents for Congregational schools.

The NSW/ACT Bishops' mandate is broader than that of the CEC and covers both religious education and pastoral care for all Catholic school children, whether attending Catholic or other schools, as well as the oversight of all Catholic educational establishments including, but without limitation, Catholic Universities and Catholic adult education.

The CEC gives witness to its own commitment to Christ as part of the Church's mission of education in faith and strives to model and to promote a faith relationship with Christ.

The Commission

The CEC is governed by the Commission, which has a similar role to that of a Board of Directors and is responsible to the NSW/ACT Bishops.

The Commission comprises:

- the Chairman who is a Bishop who is incardinated in a Diocese within New South Wales;
- a Bishop who is incardinated in a Diocese within New South Wales;
- the Executive Director who is the ex officio Commissioner;
- one member nominated from each of the eleven Dioceses in New South Wales;

- two members who are nominees of the Conference of Leaders of Religious Institutes in New South Wales;
- two members who are nominees of the Council of Catholic School Parents (one Metropolitan and one Country/ Regional);
- two members who are nominees of the Association of Catholic School Principals (one Secondary Principal and one Primary Principal);
- one Aboriginal member; and
- other members as appointed from time to time.

In appointing Commissioners, the NSW/ACT Bishops endeavour to ensure that the Commission itself has the following broad background in:

- education administration;
- Catholic religious education;
- corporate governance;
- pastoral care; and
- finance.

Commission 2009



Back (L to R) Alan Bowyer, Ian Baker (Secretariat), Peter Hill, Gregory B Whitby, John Kitney (Secretariat), Rick Johnston, Brian Lacey, Peter Turner.

Front (L to R) William Walsh (Secretariat), Br. Tony Whelan cfc, Anne McLean, Sharon Cooke, Danielle Cronin, Ray Collins, Bishop Anthony Fisher OP (Chairman), Moira Najdecki, Mary Kenyon, Loretto Richardson, Bishop David Walker (Deputy Chairman), Dr. Dan White, Dr. Anne Wenham, Dr. Berenice Kerr rsm, Dr. Brian Croke (Executive Director), Sr. Ailsa MacKinnon rsm.

The Commission is responsible for:

- meeting the policy and administrative requirements of the NSW/ACT Bishops as laid down in the CEC Charter;
- compliance with the requirements of Governments for the receipt and disbursement of funding for NSW Catholic schools;
- providing educational leadership on State wide education policies for the betterment of NSW Catholic schools;
- advocating for and representing the NSW Catholic schools sector with Governments, related education bodies and other parties;
- providing a forum for resolving NSW Catholic schools intra sectoral issues; and
- ensuring that there are processes in place for the good governance of CEC.

The Commission is supported by the following Core Committees:

- Aboriginal Education Advisory Committee;
- Audit and Risk Management Committee;
- Education Policy Committee;
- Executive Committee;
- Public Policy Committee; and
- Resources Policy Committee.

The Commission also establishes Working Parties to undertake specific responsibilities and projects as required.

Membership of Core Committees and Working Parties is drawn from a cross section of specialists in Catholic education.

Commissioners Attendance in 2009

Commissioners	Nominating Authority	Attendance	
		Actual	Eligible
Alan Bowyer Director of Schools Catholic Schools Office Diocese of Wagga Wagga	Diocese of Wagga Wagga	9	10
Ray Collins Director of Schools Catholic Schools Office Diocese of Maitland-Newcastle	Diocese of Maitland-Newcastle	8	10
Sharon Cooke Aboriginal Education Consultant Catholic Schools Office Diocese of Armidale	Aboriginal Commissioner	10	10
John Couani ¹ Regional Director (Eastern) Catholic Education Office Archdiocese of Sydney	Archdiocese of Sydney	1	1
Dr. Brian Croke Executive Director CEC	Ex Officio	10	10
Danielle Cronin Executive Director Council of Catholic School Parents	Council of Catholic School Parents (<i>Metropolitan</i>)	9	10
Bishop Anthony Fisher OP Auxiliary Bishop Archdiocese of Sydney	Chairman	9	10
Peter Hill Executive Director of Schools Catholic Education Office Diocese of Bathurst	Diocese of Bathurst	9	10
Rick Johnston Director of Education Catholic Schools Office Diocese of Armidale	Diocese of Armidale	10	10
Mary Kenyon Director of Schools Diocesan Office Diocese of Wilcannia-Forbes	Diocese of Wilcannia-Forbes	5	10
Dr. Berenice Kerr rsm Educational Consultant Mercy Congregation Lismore	Conference of Leaders of Religious Institutes (NSW)	10	10

Commissioners	Nominating Authority	Attendance	
		Actual	Eligible
Brian Lacey Principal, St Mary's Central School, Wellington	Association of Catholic School Principals (<i>Primary</i>)	7	10
Sr. Ailsa MacKinnon rsm Congregation Leader, Sisters of Mercy Parramatta	Conference of Leaders of Religious Institutes (NSW)	8	10
Anne McLean Parent Representative	Council of Catholic School Parents (<i>Regional</i>)	9	10
Moira Najdecki Director of Education Catholic Schools Office Archdiocese of Canberra and Goulburn	Archdiocese of Canberra-and Goulburn	10	10
Loretto Richardson Principal, St Scholastica's College Glebe	Association of Catholic School Principals (<i>Secondary</i>)	7	10
Peter Turner Director of Schools Catholic Schools Office Diocese of Wollongong	Diocese of Wollongong	7	10
Bishop David Walker ² Bishop of Broken Bay	Bishop Commissioner	7	10
Dr. Anne Wenham Director of Catholic Schools Diocese of Lismore	Diocese of Lismore	8	10
Br. Tony Whelan cfc Director of Schools Catholic Schools Office Diocese of Broken Bay	Diocese of Broken Bay	9	10
Gregory B Whitby Executive Director of Schools Catholic Education Office Diocese of Parramatta	Diocese of Parramatta	9	10
Dr. Dan White ³ Executive Director of Catholic Schools Catholic Education Office Archdiocese of Sydney	Archdiocese of Sydney	8	9

- Notes:**
- 1 John Couani was the nominee of the Archdiocese of Sydney pending the recruitment of the Executive Director of Catholic Schools for the Archdiocese.
 - 2 Bishop David Walker ceased as Chairman on 31 December 2008 and continued as Bishop Commissioner in 2009.
 - 3 Dr. Dan White was appointed Commissioner on 5 March 2009.

Catholic Block Grant Authority NSW

In 1986, the Trustees of the Province of Sydney and Archdiocese of Canberra and Goulburn (NSW/ACT Bishops) formed an authority known as the Catholic Block Grant Authority New South Wales (CBGA). They did so in order to contract with the Australian Government for the receipt of capital and other block grants (excluding general recurrent grants) for Catholic schools in New South Wales. In 1988, the Trustees delegated their responsibilities as the CBGA to the CBGA Delegate who is currently the Chairman of the Commission.

In 1986, the NSW/ACT Bishops appointed a State Priorities Committee to provide advice to the CBGA Delegate on setting priorities for the disbursement of school building grants. This Committee comprises representatives of each of the eleven Diocesan Bishops, one representative of the Conference of Leaders of Religious Institutes (CLRI) and one representative of the Council of Catholic School Parents (CCSP). The CBGA Delegate each year appoints the Chair of the Committee from their number. In 2009, the Committee was chaired by Paul Holman of the Lismore Catholic Education Office and met three times. The State Priorities Committee receives input from Diocesan Priority Committees.

The CBGA Delegate in 2009 was Bishop Anthony Fisher OP.

The CEC Secretariat provided administrative support to the CBGA Delegate. William Walsh, Director Resources Policy and Capital Programs of the CEC Secretariat also carried out the role of Executive Officer of the CBGA.

Contracts between the Trustees (as the CBGA) and the Australian Government are signed by the CBGA Delegate.





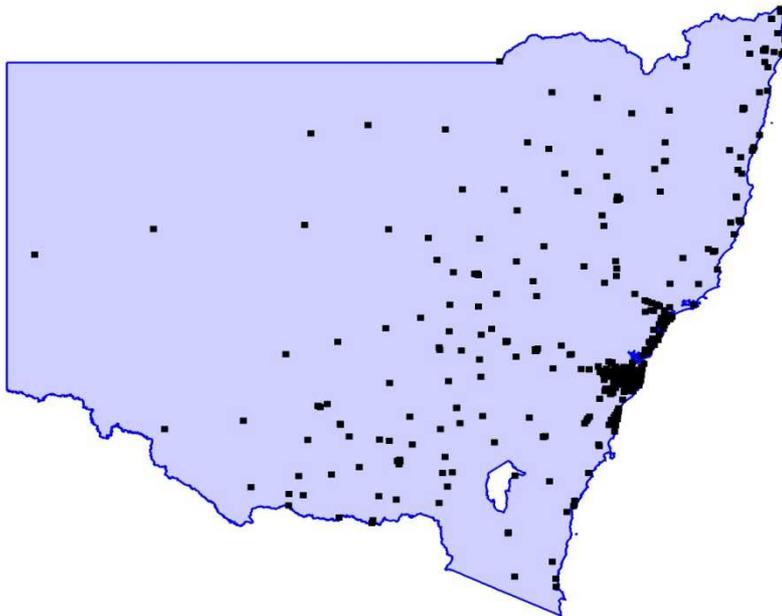
CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

NSW Catholic Schools

About NSW Catholic Schools

There were 582 Catholic schools in NSW in 2009 recognised by the ecclesiastical authority of the local Diocesan Bishop, with 15,573 teachers educating 239,435 students. Of the schools, 415 are primary schools, 130 are secondary, 30 are combined primary/secondary combined and 7 are Special / Special Assistance schools (schools that cater predominately for students with intellectual disabilities, sensory needs or behaviour disorder issues).

NSW Catholic schools are designated for funding and organisational purposes as Systemic or Congregational. The 537 Systemic schools in NSW are managed by eleven Diocesan Catholic Schools Authorities each reporting to their Diocesan Bishop. The CEC is the designated System Authority for NSW Catholic Systemic schools. Congregational schools are managed either independently or by a religious order. There are 45 Congregational schools in NSW.



The above map illustrates that Catholic schools in NSW have a wide geographic distribution throughout the State. While the majority are located in Sydney and other major regional centres (as is the NSW population), 13% are located in the outer regional and remote areas of NSW. More than 40% of Catholic schools are located outside of Sydney. As with geographic diversity, Catholic schools in NSW embrace and support the diversity of socio-economic communities in NSW.

Most primary schools have fewer than 400 students and the median size is 261. Most secondary schools have more than 600 students and the median size is 774. Typical school sizes vary greatly between urban and rural schools. In urban areas, 76% of primary schools have more than 200 students compared with 34% in non-urban areas. Similarly, 55% of urban secondary schools have more than 800 students compared with 23% of non-urban secondary schools.

Students

There were 239,435 FTE students in NSW Catholic schools in 2009, of which 123,600 were full-time primary students, 115,321 were full-time secondary students and 473 full-time students were enrolled in special schools as well as another 87 part time students with an FTE of 41.3. While total enrolments remain steady, primary enrolments have declined slightly for the fourth year in a row.

In 2009, there were 120,492 full – time male students and 118,902 full – time female students. The gender mix has remained the same for a number of years.

There were 16 schools with boarding facilities in 2009 – one as a special school, thirteen were secondary and the remaining two were combined, although only one of these enrolled primary boarders. The total number of boarding students was 2,670, comprising 1,717 boys and 953 girls.

There were 49,872 students in 2009, in need of English as Second Language assistance, comprising 21 per cent of all students. Of these, 30,615 were primary students (25 per cent) and 19,257 were secondary students (17 per cent), (including 17 students in special schools).

Retention rates to Year 12 in 2009 were a four year high of 75.5 per cent, comprising male students at 71.1 per cent and 80.1 per cent for female students. The urban retention rate was better than the rural rate – 78.8 per cent and 64.1 per cent respectively.

Indigenous Students

NSW Catholic schools have witnessed a significant increase in Indigenous students. Indigenous enrolments have more than quadrupled since 1985, with the overall number of Indigenous students increasing by 403 from 2008 to 2009. In NSW Catholic primary schools, Indigenous student enrolments have risen consistently over the ten-year period – from 1,587 in 2000 to 2,708 in 2009. In Catholic secondary schools, the numbers have more than doubled from 804 in 2000 to 1,874 in 2009. Numbers in urban schools have also more than doubled, though most Indigenous students are still enrolled in rural and regional schools. Enrolments have also been increasing over the same period as a proportion of total students from 0.9% to 1.9%.

Students with Disabilities

The number of defined Students with Disabilities (SWD) enrolled in NSW Catholic schools has increased by more than 25 per cent since 1985, when there were 377 SWD students. SWD enrolments in NSW Catholic schools have been rising steadily in the last eight years. In 2009, SWD enrolments totalled 6,209 at primary level and 4,141 at secondary level. These figures include the 458 students with disabilities enrolled at NSW Catholic Special schools. SWD enrolments in NSW Catholic schools represent 4.3% of all students in Catholic schools. NSW has the highest proportion of SWD

students for Catholic schools in all States and Territories, and the proportion is higher than the national all Catholic schools average of 3.5%.

Staff

In 2009, there were 12,984 full-time teachers employed in NSW Catholic schools. There were also 5,087 part-time teachers, working a full-time equivalent (FTE) 2,589.4. Teaching FTEs totalled 6,692.9 primary, 8,802.4 secondary and 78.1 special schools. After falling for a number of years previously, the proportion of males in teaching positions in primary schools has stabilized since 2001. In 2009, it was 15.5 per cent. The corresponding proportion for secondary schools was much higher at 41.2 per cent.

Proportions of male teachers in leadership positions – Principals, Assistant Principals and Coordinators – are higher than in teaching positions, though here there has also been a gradual decline over the past few years. In 2009, the proportion of males in such positions was 26.5 per cent in primary schools and 49.9 per cent in secondary schools.

There were 219 Indigenous staff employed in NSW Catholic schools in 2009 totalling an FTE of 137.3. Of these, 151 or 69 per cent were employed in administrative and clerical positions, while another 55 or 25 per cent were teaching staff. Geographically, Indigenous staff were concentrated highly in remote areas. Of the total FTE of Indigenous staff, 44.6 or 32 per cent were employed in outer regional, remote and very remote schools. By comparison, only 5 per cent of non-Indigenous staff were employed in these schools.

Collage of NSW Catholic school students at work, at prayer and at play



Funding NSW Catholic Schools

Income

NSW Catholic schools receive funding for operational activities from the Australian and NSW Governments as well as from private income. In 2009, the Australian and NSW governments provided approximately \$1.8 billion to support the education of students in NSW Catholic schools, of which about 85 per cent was distributed through CEC as the NSW Catholic Schools System Authority. The families of students in NSW Catholic schools contributed about \$700 million through school fees and donations to schools. Capital Grants are discussed in a later section of this Annual Report.

Recurrent Grants

The method of distribution of the \$1.8 billion Australian and NSW Government Grants for NSW Catholic schools was as follows:

	Systemic schools	Congregational schools
Recurrent Grants	CEC	Directly
Targeted Education Grants	CEC	CEC for most schools AIS ¹ for some schools

Note: 1: Association of Independent Schools NSW. Several Congregational schools are members of both the CEC and AIS.

General Recurrent Grants funding is to assist schools with recurrent costs of schools, mainly staff salaries. Targeted Education Grants provide funds for certain targeted government priorities such as literacy and numeracy, vocational education, road safety, drug and alcohol programs.

Recurrent Grants from the Australian and NSW Governments totalled approximately \$1.8 billion in 2009, which comprised 71% of total operating income available to NSW Catholic schools. Of this amount, approximately \$280 million was distributed directly by the two Governments to the 45 Congregational schools. \$1.504 billion was distributed by the CEC to the eleven Diocesan Catholic Schools Authorities for the 537 NSW Catholic Systemic schools.

Over \$75 million in targeted education programs grants was received, primarily through the CEC and for several Congregational schools through the AIS.

School Fees

School fees vary significantly across NSW Catholic schools. Lower socio-economic Systemic schools and Special schools generate a low proportion of their funding requirements from private income. Some Congregational schools generate up to 85% of their annual operating funding from private income.

The diverse range of school fees across NSW Catholic schools is a reflection of the diversity of geography, socio-economics, Systemic and Congregational administration, the differential costs of educating primary and secondary students, and the continuing commitment of Catholic schools to provide a Catholic education for students from low income communities and educationally disadvantaged circumstances.

School fees are determined by the Diocesan Catholic Schools Authorities or Parishes and individual Congregational schools. CEC has no involvement in the determination of fees and charges, nor the collection of these fees.

Recurrent Grant Funding

NSW Catholic schools receive recurrent grant funding to assist teacher salaries and school operating costs from both the Australian and NSW State Governments.

Australian Government General Recurrent Grants (GRG)

GRG grants are based upon legislation, procedures and accountability requirements under the *Schools Assistance Act 2008* and funding agreements with the Department of Education, Employment and Workplace Relations (DEEWR). They are paid through NSW State Treasury. The CEC acts as the System Authority and contracts with DEEWR for grants for the NSW Catholic Schools System. Congregational schools contract individually with DEEWR for their grants.

\$1.106 billion was paid to the CEC in general recurrent grants for the NSW Catholic Schools System, which included \$8.6 million in Indigenous Supplementary Assistance and \$3.2 million for Remote Funding (remote schools) as elements of the GRG. In 2009, the Australian Government paid approximately \$210 million directly to the 45 Congregational schools. Congregational schools contracted individually with DEEWR.

NSW State Per Capita Grants

The provision for State Government recurrent funding for Catholic schools is legislated under *the Education Act 1990*. Contractual arrangements, including accountability requirements, with the NSW Government are through the NSW Department of Education and Training (DET). CEC contracted with DET for the NSW Catholic School System. Congregational schools contracted individually with DET.

In 2009, the NSW Government paid approximately \$84 million in recurrent grants directly to the Congregational schools and \$404.9 million to the CEC.

Funding Distribution

In 2009 the CEC distributed approximately \$1.504 billion in recurrent grants from the Australian and NSW Governments. This figure includes \$2.8 million in NSW recurrent funds brought forward from 2008. It does not include the \$8.6 million of Indigenous Supplementary Assistance which was distributed to Diocesan Catholic Schools Authorities under the existing CEC funding formula for the Aboriginal Student Assistance Program.

All recurrent funding received by the CEC was distributed to the eleven Diocesan Catholic Schools Authorities that manage the 537 NSW Catholic systemic schools. The 2009 distribution was based upon the needs-based distribution model approved by the NSW/ACT Bishops on 5 November 2008.

The Commission reviewed funding needs and distribution options during 2007 and the early part of 2008. This work was carried out by the CEC Resources Policy Committee. The NSW/ACT Bishops considered the Commission's recommendations at their meeting on 5 November 2008 and approved the revised distribution model for the NSW Catholic Schools System for the 2009 – 2012 Quadrennium. The Bishops welcomed the proposal that shifted some funding from the metropolitan dioceses to rural dioceses. Further refinement was requested for the 2013 – 2016 Quadrennium.

The recurrent funding distribution model aims to refine per capita student entitlements under government funding formulae to better meet the resource requirements of lower socio-economic communities, small schools, remote schools, the additional resources implications of Students with Disabilities and the start up costs of new schools. In creating the recurrent funding distribution model, the NSW/ACT Bishops require the model to facilitate equity of access to quality Catholic schooling across New South Wales.

Targeted Education Programs

Total outlays by CEC on Targeted Education Programs in 2009 were \$74.6 million, as follows:

Program	\$'000
<i>Indigenous Education Funding</i> ¹	8,593
<i>Country Areas Program</i>	1,450
<i>ESL New Arrivals</i>	2,086
<i>Literacy, Numeracy and Special Learning Needs</i>	45,130
<i>Special Needs Support</i>	2,879
<i>Languages other than English</i>	1,962
<i>National Asian Languages</i>	445
<i>National Partnerships</i>	4,025
<i>Australian Early Development Childhood Index</i>	146
<i>Student Wellbeing</i>	1,042
<i>Teacher Professional Development</i>	1,537
<i>Vocational Education</i>	5,292
<i>Sustainable Schools</i>	10
TOTAL ²	74,597

- Notes:**
- 1 represents funds in Commonwealth general recurrent grants specifically earmarked for Indigenous education.
 - 2 includes recoupment of CEC expenses in managing targeted education programs.

Indigenous Education Funding

New Funding Arrangements

Substantial change occurred in 2009 in respect of Indigenous education funding. For the 2009 – 2012 Quadrennium, the Australian Government has rolled together funding for the former programs of the previous 2005 – 2008 Quadrennium:

- Indigenous Education Supplementary Recurrent Assistance Program;
- Indigenous Tutorial Assistance Scheme;
- In-class Tuition;
- ILLSS – ESL for Indigenous Language speaking students;
- Homework Centres;
- National Indigenous English Literacy and Numeracy Strategy; and
- Building an Indigenous Workforce in Government Service Delivery

into the Indigenous Supplementary Assistance (ISA) grants administered through General Recurrent funding under the Schools Assistance Act 2008. As part of this reform, Congregational schools receive their ISA allocations directly and not through CEC as in prior years.

In making this funding change, the Australian Government did not continue with the previous annual reporting template. The Australian Government does, however, require education bodies to strive towards the Indigenous reform agenda outlined by COAG.

Council of Australian Governments (COAG)

On 2 July 2009, the Council of Australian Governments (COAG) issued a Communiqué which *inter alia* proposed strategies to close the gap in Indigenous disadvantage. COAG at that time stated that these strategies would be brought together in a National Indigenous Education Action Plan being developed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in conjunction with Indigenous education leaders. This Communiqué was built upon work previously done by COAG focusing on Indigenous disadvantage.

To fulfil the requirements of COAG and the ***National Indigenous Reform Agreement (Closing the Gap)***, schools sectors are required to work towards achieving the following national targets:

- halve the gap for Indigenous students in reading, writing and numeracy by 2018; and
- at least halve the gap for Indigenous students in Year 12 attainment or equivalent attainment rates by 2020.

In 2009, New South Wales commenced the process of developing trajectory milestones towards achieving these COAG targets. They are expected to be in place in 2010. The COAG Reform Council will assess progress towards achievement of the Closing the Gap targets on an annual basis.

Catholic Commitment to Aboriginal Education Outcomes

The NSW/ACT Bishops and the Commission are committed to striving towards improving the education outcomes of Aboriginal students. The CEC Charter approved by the NSW/ACT Bishops provides for an Aboriginal Commissioner and an Aboriginal Education Advisory Committee to be a Core Committee of the Commission. The CEC Secretariat employs a State Coordinator – Aboriginal Education.

Diocesan Catholic Schools Authorities and Congregational schools are also committed to striving towards diminishing the education gap between Aboriginal students and their non Aboriginal classmates. Diocesan Catholic Schools Authorities have put into place the following structures to complement the resources at a NSW State level:

- 11 Aboriginal Education Advisors located in Diocesan Catholic Schools Authorities who provide advice on curriculum, culture and student wellbeing matters and who support Aboriginal Education Workers (AEWs); and
- 140 AEWs located in Catholic schools, providing local support to Aboriginal students.

These structures are charged with responsibility for providing advice on Aboriginal education issues and driving change to improve the education outcomes of Aboriginal students in NSW Catholic schools.

Aboriginal Education Advisory Committee

The Aboriginal Education Advisory Committee had been working for some considerable time on the CEC Aboriginal Education Strategic Planning Framework. This Framework was approved by the Commission in early 2009 with the specific goals of:

- providing leadership in Aboriginal and Torres Strait Islander schooling that will bring about equitable educational outcomes for Aboriginal and Torres Strait Islander students;
- promoting the spiritual and faith development of Aboriginal and Torres Strait Islander children;
- providing leadership that will facilitate equitable access to Catholic schooling for Aboriginal and Torres Strait Islander students;
- building partnerships among those involved in Aboriginal and Torres Strait Islander education; and
- promoting in NSW Catholic schools the implementation of culturally inclusive curricula, programs and practices.

Through the implementation of this Framework, the CEC is committed to helping Aboriginal and Torres Strait Islander students succeed in life by making available Catholic schooling that will facilitate the deepening of their faith and cultural identity. Such schooling will promote the realisation of the full potential of each Aboriginal and Torres Strait Islander child, including their academic, spiritual and physical potential.

The CEC Aboriginal Education Strategic Planning Framework was launched by the Chairman of the Commission Bishop Anthony Fisher OP on 16 June 2009.

CEC Aboriginal Student Assistance Program (CASAP)

Based upon a recommendation by the Aboriginal Education Advisory Committee in late 2008, the Commission established the CEC Aboriginal Student Assistance Program (CASAP) to continue the discipline of separately identifying Indigenous education funding for NSW Systemic schools previously funded under a separate program agreement.

\$8.593 million was expended in 2009 from the CASAP. These total outlays included allocations of \$40,000 for the NSW Board of Studies and \$38,000 to fund a bi-annual Aboriginal Education Worker Conference. **Note:** 2009 funding outlays are not comparable with 2008 outlays because a number of small targeted programs have been rolled into CEC's 2009 ISA grants and Congregational schools are now directly funded for Aboriginal education rather than through the CEC.

2009 funding allocations to Diocesan Catholic Schools Authorities were calculated applying three criteria:

Element:	based upon:
70 %	▪ total number of enrolled Indigenous students;
20 %	▪ the isolation of the schools involved; and
10 %	▪ the density of Indigenous enrolments in isolated schools.

During 2009, Aboriginal Education Advisory Committee reviewed the CASAP funding formula for 2010 – 2012. The objective of the review was to more closely target funding to the needs of Indigenous students. The Commission approved the recommendations of the Committee in late 2009.

Key Aboriginal Education Initiatives

Key CEC Aboriginal education initiatives in 2009 included:

- input to the planning of the Australian Government's Aboriginal Education initiatives for 2009 to 2012 inclusive;
- participation in and funding support for the NSW Board of Studies Aboriginal Education processes and activities;
- further development of advice for NSW Catholic schools on the education of Aboriginal students living away from home;
- representation on the NCEC Aboriginal Advisory Committee where various recommendations have been made regarding the National Indigenous Education Plan, National Partnerships and lobbying for Aboriginal Education issues;
- representation on the NSW Board of Studies Aboriginal Education Advisory Committee; and
- CEC coordination of a Conference for Aboriginal Education Workers hosted by the Parramatta Diocese. At this function Aunty Fay Green of Armidale Diocese was congratulated for receiving the Medal of the Order of Australia for her services to Aboriginal Education.

Country Areas Program

In 2009, \$1.45 million was expended from the Country Areas Program (CAP).

The Country Areas Program was administered under the Commonwealth *Schools Assistance Act 2008*.

CAP aims to help rural schools and their communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographical isolation. Eligibility to the CAP is confirmed by the Australian Government while the NSW Minister for Education and Training manages the CAP school declaration process.

The CEC is represented on the NSW Ministerial Country Areas Program State Advisory Council. This Council developed the criteria for identification of isolated, CAP-funded schools. The criteria relate to population of the town, distance from a major population centre and the density (number) of schools in the local area.

39 NSW Catholic schools were identified under the declaration process in the Armidale, Bathurst, Canberra and Goulburn, Wagga Wagga and Wilcannia-Forbes Dioceses. No Congregational schools were declared under this Program.

2009 CAP funds were used to fund a range of initiatives in the six CAP priority areas. CAP activities included:

- Promotion of CAP;
- School Support;
- Curriculum Enhancement;
- Purchase of essential curriculum resources;
- Professional Development; and
- Information and Communication Technology.

ESL New Arrivals

\$2.086 million was expended in 2009 from the ESL New Arrivals Program.

The ESL New Arrivals Program was administered under the Commonwealth *Schools Assistance Act (2008)*.

This Program aims to provide intensive English Language Instruction for eligible New Arrivals for whom English is a second language. In 2009, schools were granted \$6,058 per eligible Australian citizen or holder of a non-humanitarian Permanent Visa and \$12,116 per eligible New Arrival holding a Humanitarian Visa. 280 students newly enrolled in NSW Catholic schools were supported in 2009 through this Program.

Literacy and Numeracy and Special Learning Needs (LNSLN)

The LNSLN Program is administered by CEC under the *Schools Assistance Act 2008*.

CEC has established two elements for this Program, which aims at improving the learning outcomes of students who are educationally disadvantaged namely:

- a Literacy and Numeracy pool comprising sixty per cent of available funds; and
- a Special Education pool comprising forty per cent of available funds.

Each of the two pools was distributed according to separate formulae and these are discussed in the following sub sections ***Literacy and Numeracy*** and ***Special Learning Needs***.

In addition, the per capita LNSLN element is reported under the sub section ***Special Learning Needs***.

Literacy and Numeracy

\$21.78 million from the LNSLN recurrent grant was expended in 2009 on Literacy and Numeracy.

The Commission applied an equity formula across NSW Catholic Systemic schools and Congregational schools. This formula is set out below:

Element:	Based upon:
30.0%	▪ number of students with Language Backgrounds Other Than English (LBOTE) ;
18.0%	▪ density of LBOTE enrolments;
12.0%	▪ number of ESL New Arrival students enrolled over 2007 & 2008 ;
17.5 %	▪ the lowest 25% of schools by SES ranking ;
17.5 %	▪ enrolments comprising the lowest 25% of students by SES ranking ;
2.5 %	▪ the incidence of total indigenous enrolments ; and
2.5 %	▪ Country Areas Program enrolments .

In 2009, NSW Catholic Systemic schools and Congregational schools developed literacy and numeracy policies and plans, which outlined strategic approaches to improving literacy and numeracy outcomes. These approaches include a focus on:

- Early Literacy and Numeracy interventions such as Reading Recovery, Count Me In, Count Me In Too, First Steps and Stepping Out;
- Specialist support for students with specific needs, including Aboriginal students and students learning English as a second language; and
- Professional development for teachers on explicit and systematic teaching of literacy and numeracy with emphasis on use of data and explicit modelling of strategies.

Special Learning Needs

Funding was allocated to Students with Disabilities in both Congregational Regular and Special schools from the Australian Government's LNSLN Program and from the Recurrent Grants paid directly from both DEEWR and NSW DET.

The number of students who were in receipt of funding support as "Students with Disabilities" rose to 10,350 in 2009 (including 458 students enrolled in Catholic Special schools).

A total of \$23.35 million was expended in 2009 on Special Education from the LNSLN grant. This comprised \$14.53 million from the recurrent element or 40% of available LNSLN funds and \$8.82 million from the per capita element for Students with Disabilities (SWD). This Program also funded the CEC State Coordinator –Special Learning Needs position who manages the Special Learning Needs Program, supports Dioceses as requested and provides specialist consulting services to Congregational schools

The SWD per capita grant was distributed as attracted, applying DEEWR Schools' census data. The recurrent funds were distributed according to a formula, which recognises the incidence of SWD students and surrogate measures of service needs and delivery costs.

During 2009, a CEC Special Education Working Party continued to consider the funding of Students with Disabilities (SWD) in Catholic schools.

The Working Party was specifically required to address the following matters:

- development of funding options to better meet the needs of Catholic Special Schools from 2013;
- provision of support and assistance for the rigorous and consistent implementation of the CEC Individual Planning Profiles (IPP) across all Catholic Schools by 2012; and
- further development of the IPP process to inform CEC decisions about better targeting funding to Dioceses and Congregational Schools from 2013.

The Working Party focused on a strategic plan for the state-wide implementation of the Individual Planning Profile based on a three stage strategy involving:

- staff training;
- trialling; and
- internal moderation by Dioceses and state-wide moderation across Dioceses.

While the Working Party investigated a revised distribution formula for the 2013 Quadrennium, part of which may be to move towards the inclusion of an element in the distribution formula to reflect a student's level of support need, the group ultimately deferred consideration of Special Schools funding issues until finalisation of its advice on IPP matters.

On 14 October 2009, the Working Party hosted a State-wide Individual Planning (IP) forum involving participants from all Dioceses and CLRI. The Working Party prepared an IP Implementation Strategy in consultation with Diocesan and Congregational schools representatives. Individual Planning will be implemented in 2010. It is uncertain at this time whether IP will drive future funding arrangements across the NSW Catholic schools sector.

\$3.33 million of the available Special Learning Needs funds supported the seven NSW Catholic Special schools in 2009. The remainder was distributed to NSW Catholic Systemic and Congregational schools as follows:

Element:	Based upon:
70 %	▪ the total number of enrolled Students With Disabilities (SWD);
20 %	▪ the number of secondary (7-12) SWD enrolments ; and
10 %	▪ the remoteness of each SWD.

In 2009 funding for Students with Disabilities supported schools in:

- adjusting curriculum and assessment needs for students, according to the Disability Discrimination Act, Education Standards 2005 and the NSW Board of Studies requirements;
- ensuring access needs, such as inclinators, painted strips and ramps as required;
- implementing medical and health care plans for students requiring medical procedures;
- implementing risk assessment and behaviour support plans to ensure the safety needs of individual students;
- implementing language intervention and support programs with the support of speech pathologists;
- instigating individual programs for fine motor and gross motor skills with the support of consultant physiotherapists and occupational therapists;
- arranging assistive technology support as required; and
- working with specialist counsellors, doctors and therapists in collaborative educational support planning for students with mental health issues.

During 2009, the CEC State Coordinator – Special Learning Needs provided specialist consultancy service to Congregational regular and special schools. Policy advice was provided in respect to disability standards for schools and funding accountability requirements of schools.

The CEC State Coordinator – Special Learning Needs worked with Congregational schools to implement the individual planning tool to assist planning, reporting and meeting the support needs of funded students with disabilities as well as meeting the requirements of the Disability Discrimination Act and Education Standards (2005). The CEC State Coordinator – Special Learning Needs also assisted Dioceses who requested assistance in training teachers in the use of the Individual Planning Tool on request.

On 2 June 2009, CEC Secretariat staff attended a Forum on special education entitled *Catholic Means Every Child Counts*, hosted by the Conference of Leaders of Religious Institutes NSW.

At that Forum, Bishop Anthony Fisher OP delivered the keynote speech. Dr. Brian Croke spoke on the changing policy and funding context for students with disabilities.

CEC supported a gathering of Diocesan leaders in Special Education in August 2009, hosted by the Archdiocese of Sydney which resulted in a sharing of a wealth of evidence based best practice.

The CEC State Coordinator – Special Learning Needs represented NCEC on the ACARA Special Education Working Group to assist in the inclusion of requirements of students with special learning needs in the Australian National Curriculum.

The CEC State Coordinator – Special Learning Needs represented the NCEC on the reference panel for the *Positive Partnerships Helping Children with Autism* package in the development and delivery of Professional Development to Teachers and parents. This package involves the national delivery of a four day professional development program, for up to 1500 teachers and other school staff by June 2012. Nine professional development workshops were held in 2009. The professional development complements the workshops and information sessions being offered to parents and carers of school aged children with Autistic Spectrum Disorder, which is also supported by local key learning professionals

In 2009, CEC continued to represent the interests of students with disabilities in NSW Catholic schools on the NSW Board of Studies Special Education Advisory Committee, the NSW DET Special Transport Advisory Committee and the NSW Department of Human Resources' Aging, Disability and Home Care Post School Programs.

Special Needs Support

In 2009, the NSW State Government abolished the Back to School Allowance and redirected some \$20 million to all NSW schools through a 'needy schools' allocation based on the February 2009 census. The NSW Catholic schools sector share of these State funds was \$2.879 million.

CEC distributed the funds to special learning needs students requiring additional assistance and learning support according to the new formula developed for the Commonwealth Special Education Integration program.

70 % All SWDs + 20% Secondary SWDs + 10% Remoteness of SWDs

Special Schools received a total of 6% of these funds apportioned by the percentage result of their Commonwealth Special Schools allocation.

Languages – other than English

\$1.962 million was expended in 2009 from the Commonwealth School Languages Program. The School Languages Program was administered under the *Schools Assistance Act 2008*.

This program supported initiatives to improve the learning outcomes of students who are learning languages other than English. Non-English languages typically taught at NSW Catholic schools in 2009 were: Italian, French, Japanese, Indonesian, German, Arabic, Chinese, Indigenous languages, Spanish and Vietnamese.

National Asian Languages and Studies

\$0.445 million was expended in 2009 from the Commonwealth School Languages Program. These funds became available through a cross sectoral agreement for the purpose of National Asian Languages and Studies in Schools Program (NALSSP) implementation.

Funds received under this program are intended to enhance the key result areas of:

- flexible delivery and pathways;
- increasing teacher supply and support; and
- stimulating student demand

in the four key Asian languages of Mandarin Chinese, Japanese, Indonesian and Korean.

The Asia Education Foundation also managed, on behalf of DEEWR, a grant program to support school based initiatives to assist in the teaching and learning of Asian languages and/or the studies of Asia.

The CEC encourages participating schools to use NALSSP funding to increase participation by students studying Asian languages for the Higher School Certificate. This requires a holistic approach as effective language learning generally begins in Primary school and continues throughout school life. A major concern is attracting sufficient numbers of fully-qualified specialist Asian language teachers to meet the objectives of the Australian Government.

All accountability reports will require the provision of statistical data relating to the target that, by 2020, at least 12 % of students will exit Year 12 with a fluency in one of the four targeted Asian languages.

National Partnerships

\$4.025 million was expended on National Partnerships in 2009, including \$0.785 million on Low SES pilot programs.

The CEC managed three National Partnerships in 2009, namely:

- Teacher Quality;
- Literacy and Numeracy; and
- Low Socio-Economic Status School Communities.

Each of these Partnerships was funded separately. In addition, implementation funds were provided.

Teacher Quality National Partnership

The Teacher Quality Partnership promised to the NSW Catholic schools sector involves a facilitation investment of over \$5.861 million between 2009 and 2013, with additional monies being made available as reward funding towards the end of the funding period, subject to NSW schools meeting key milestones. Reward funding goes to the NSW Government which then allocates these funds based upon the achievements of each school sector.

\$0.380 million was received in 2009, of which \$0.318 million was expended, based upon the NSW Catholic schools sector's Implementation Plan.

Highlights of the implementation of the Teacher Quality National Partnership in NSW in 2009 included:

- Catholic school teachers and executives participated in cultural immersion programs to develop cultural knowledge and understanding of local Aboriginal communities;
- 43 teaching scholarships were awarded in Catholic schools in 2009, with five of these being offered to Aboriginal students to pursue a career in teaching;
- new quality teacher positions were established in NSW Catholic schools; and
- Four Catholic Centres for Excellence were established in support of 121 schools with school plans developed that encompass the reforms to be undertaken as part of their participation in the Teacher Quality NP reform agenda. These Centres for Excellence will collaborate with other schools and universities to expand the range and impact of this initiative.

The four Catholic Centres for Excellence established in 2009 were:

Learning Exchange	Parramatta Catholic Education Office
Partners 4 Learning	Council of Catholic Schools Parents NSW
Southern Cross Catholic Vocational College	Sydney Catholic Education Office
Online Education Centre	Lismore Catholic Education Office

Two incentive payments were made to Principals/managers of Centres for Excellence in the NSW Catholic schools sector.

Literacy and Numeracy National Partnership

The Literacy and Numeracy National Partnership promised to the NSW Catholic schools sector involves a facilitation investment of over \$6.034 million between 2009 and 2010, with additional monies being made available as reward funding towards to end of the funding period, subject to NSW schools meeting key milestones

\$2.362 million was expended in 2009 based upon the NSW Catholic schools sector's Implementation Plan.

NSW Catholic schools are undertaking a focussed set of reforms through this National Partnership, with the clear aim of making a measurable difference to the educational outcomes in participating schools. Participation in this National Partnership gives teachers and school executive staff opportunities to embed practices that will deliver sustained improvement in literacy and numeracy outcomes for all students, especially those who are falling behind.

26 NSW Catholic primary schools began participating in the Literacy and Numeracy National Partnership in 2009 and are being assisted in:

- effective and evidence-based teaching of literacy and numeracy;
- strong school leadership and whole school engagement with literacy and numeracy; and
- monitoring student and school literacy and numeracy performance to identify where support is needed.

Highlights of program participation during 2009 include:

- the school self-evaluation process has identified key priority areas for each school to address in their chosen area of reading or numeracy;
- each school has formed a school leadership improvement team that, with the support of their program facilitator, has identified areas in reading or numeracy where their in-school capacity to improve student achievement can be developed;
- School plans have been developed or amended as a result of comprehensive data analysis and made public on schools' websites;
- each cluster of initiatives in this National Partnership (i.e. leadership, individual student interventions, whole school and whole class reading and numeracy programs) has been developed as a result of extensive research and knowledge of best practice in the field; and
- Individual learning plans have been developed for all students, including aboriginal students, 'at risk' of not meeting minimum National Assessment Program – Literacy and Numeracy (NAPLAN) standards.

Low Socio-Economic Status School Communities National Partnership

The Low SES National Partnership promises to the NSW Catholic schools sector total funds of \$43.649 million to be made available between 2009 and 2013, including a supplementary \$15 million from the NSW Government. There are no additional reward funds promised for this Program.

In March 2009, 39 NSW Catholic schools were identified to participate in the Low SES National Partnership. The NSW Government's supplementation for this Program enabled an additional 23 NSW Catholic schools to be added to the Program. Both Governments allowed considerable autonomy to the Commission in identifying Low SES school communities to participate in the National Partnership.

\$0.560 million was expended in 2009 based upon the NSW Catholic schools sector's Implementation Plan.

Highlights of 2009

- Six Catholic schools commenced their Low SES National Partnership in 2009.
- Catholic schools revised their school plans to incorporate the initiatives and programs selected from each of the six reform areas within the Low Socio-Economic Status School Communities National Partnership.
- The development of school plans was preceded by a period of in-depth analysis and consultation, within the school and with parents and community members, in addition to measuring and analysing students' academic performance and learning needs. This process enabled schools to identify and prioritise areas of need and select strategies and programs accordingly.
- There has been collaboration between the sectors in the planning phase, including cross-sectoral meetings, the provision of advice and support for all sectors through the state office and the sharing of resources, such as an information package developed by the government sector with non-government schools.

Low Socio-Economic Status School Communities Pilot Projects

In mid-2008, the Australian Government sought submissions for funding for the operation of pilot initiatives in low SES school communities, focusing on significantly improving student outcomes in literacy and numeracy. The purpose of the pilots was to trial evidence-based approaches to literacy and numeracy that, if shown to be successful, could be applied more broadly. It was the Commonwealth's intention that the approaches adopted would inform the development of the methodology for identifying low SES school communities for the forthcoming National Partnerships.

In early 2009, an agreement was finalised between the Commonwealth and the Commission, on behalf of the Lismore Catholic Schools Office, for the delivery of the numeracy pilot, *Narrowing the Gap: Quicksmart*.

The *Quicksmart* intervention program was developed through the National Centre of Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia (SiMERR) at the University of New England. The program is designed for middle-school students and is built around a professional learning program for principals, supervising teachers, teachers and teacher aides. Thirteen schools are engaged in the program. Pairs of students actively participate in 30-minute lessons three times a week for 30 weeks.

Total funding of \$0.950 million was made available for the *Quicksmart* pilot and \$0.417 million was expended in 2009 at the completion of Cycle One of the program. The pilot is due to be completed by the end of 2010.

At the beginning of 2009, the Australian Government invited the Commission to re-submit two previously unsuccessful applications for consideration for funding under the Closing the Gap initiative for Indigenous school communities. As a result, in early 2009, agreements for funding were finalised for the *Raising Achievement in Numeracy Project* in the Broken Bay Catholic Schools Office and the *Working Together to Succeed in Numeracy Project* in Wollongong Catholic Education Office.

Both projects focus targeted intervention support for Indigenous students along with professional learning support for their teachers to improve numeracy learning outcomes.

Total funding of \$0.517 million was made available for the *Raising Achievement in Numeracy Project* and \$0.353 million was expended in 2009. Total funding of \$0.024 million was made available for the *Working Together to Succeed in Numeracy Project* and \$0.015 million was expended in 2009. The projects are scheduled to be completed by the end of 2010.

The Australian Early Development Index

The Australian Government initiated the Australian Early Development Index (AEDI) in 2008 – 09 to identify communities where there is a high need for school readiness programs. The AEDI is a checklist of 100 skills/attitudes relevant to Kindergarten children.

New South Wales was allocated \$300,000 to assist with the administrative requirements of the roll out, of which \$36,000 was initially allocated to the CEC for the NSW Catholic schools sector. This allocation was determined by the number of Kindergarten enrolments in the sector.

NSW DET appointed a Project Officer to support implementation across all NSW schools. As part of cross sectoral cooperation, the CEC Secretariat seconded Karen Ferrante, a senior educationist to NSW DET to coordinate the Program for NSW. NSW DET reimburses the CEC for her staff costs.

\$146,000 was expended on the AEDI Program through the CEC. These outlays covered the staff cost of the seconded CEC Secretariat Officer and grants distributed to Diocesan Catholic Schools Authorities to cover some of the local costs of implementing the AEDI Program.

The three sectors in NSW worked together to establish a strategy that would work for NSW given the size of the kindergarten population and the number of schools across the state required to participate in the initiative. A cross sector Coordinating Committee managed implementation in NSW.

The CEC Secretariat held three AEDI briefing sessions for

- Diocesan AEDI contacts;
- Congregational school contacts (seven Congregational schools enrol Kindergarten students); and
- Catholic Special schools.

The briefing sessions covered issues related to timelines, communications /resources, reports, payment of casual teacher rates and funding support for Diocesan Catholic Schools Authorities.

Student Wellbeing

There were three main elements to the CEC's Student Wellbeing Program and \$1.042 million was expended in 2009 as follows:

Program	\$'000
Drugs Education	307
Road Safety	605
Values Education	130
Total	1,042

Funding was provided by:

- the NSW Road and Traffic Authority's Centre for Road Safety (NSWCRS) and the NSW State Government to support the delivery of a number of targeted Student Wellbeing Programs in road safety and drug education.

These funds were distributed as grants to Diocesan Catholic Schools Authorities to support the salaries of 5.6 FTE Diocesan Road Safety/Drug Education Advisers who delivered professional development support for these two programs.

These grants also partially fund the State Coordinator - Student Wellbeing position in the CEC Secretariat. The CEC State Coordinator coordinates the delivery of school based road safety and drug education in association with the Diocesan Catholic Schools Authorities.

- DEEWR extended the Australian Government's Values Education program for one year.

Funding allocations supported Diocesan project plans which included Values Education activities in systemic and Congregational schools. These funds also assisted the delivery of Values Education Professional Learning Workshops in March 2009.

Teacher Professional Development

The Australian Government Quality Teacher Program (AGQTP) supported the development of teachers in both Systemic and Congregational schools in 2009. \$1.537 million was expended in 2009 for this purpose.

During 2009, the CEC worked collaboratively with the other NSW school sectors (NSW DET and AIS NSW) to deliver a number of cross sectoral AGQTP initiatives. Supplementing these projects were a number of Diocesan managed projects that targeted specific Diocesan, regional and school needs. Plans for these projects were developed in response to need and many were school based projects using such techniques as *Lesson Study*, *Research Studies*, *Action Learning* and *Team teaching and analysis*. Congregational Catholic schools receive per capita equivalent funding to establish school-based professional support plans and to engage in the development of teaching and learning. Some schools worked in small cluster groups to enrich their engagement whilst others worked with academic partners to ensure quality and the inclusion of contemporary approaches.

The AGQTP provided professional learning opportunities for as many as 5,000 Catholic school teachers in 2009. Teachers reported a high level of satisfaction with the opportunities provided in both metropolitan and rural locations. The registration of some professional development programs with the NSW Institute of Teachers enabled New Scheme Teachers to include the hours of professional development against the requirements for them to maintain their Teacher Accreditation.

Vocational Education and Training

In 2009, VET in the NSW Catholic school sector, once again showed that meeting the needs of the individual and collective students in the context of their local environment provided a relevant option in engaging students and increasing retention.

Students studying a VET course have the opportunity to receive dual accreditation through the NSW Board of Studies and nationally as part of the Australian Quality Training Framework. Students begin their tertiary studies whilst still at school working towards an ATAR or a non ATAR HSC. School-based Apprentices can complete stage 1 of their apprenticeship and begin as a 2nd year apprentice on leaving school.

VET students interact and practice employability skills with industry through work placement, study greening and environment competencies and statistically have higher retention once at university.

Overall enrolment levels for Catholic sector students remained steady in 2009 at 12,879. There were 10,063 students undertaking at least one VET course, equivalent to 30.4 percent of students in years 11 and 12. 171 indigenous students (1.7% percent of the NSW Catholic schools sector's students) undertook one or more VET courses.

There were 4201 AQF VET qualifications completed. Completions by females (56.6 per cent) were predominant. Some trade based qualifications favoured by male students (e.g. Construction) were not able to be completed in a majority of schools.

Participation in School based apprenticeships (SBATs) increased in 2009, with 373 approved, 124 apprentices and 247 trainees. Of these, 61 apprentices and 171 trainees were 2010 approvals, showing the increase in SBATS to be in traineeships. (Figures are based on IVETS data).

VET is now available in Stage 5. Parramatta Catholic Education Office reports an overwhelming response to their Stage 5 (Years 9/10) pilot, with 101 students enrolled in Business and Information Technology. Wagga Wagga Catholic Schools Office schools have also been very enthusiastic adopters of whole cohort Stage 5 courses, using the early commencement of HSC model.

Professional Development

New VET teachers trained cross-sectorally, during 2009 were:

Certificate II in Construction	11	Certificate II in Primary Industries	4
Certificate II in Business	18	Certificate II in Retail	4
Certificate III in Entertainment	6	Certificate II in Hospitality Operations (Commercial Cookery)	17
Certificate III in Information Technology	8	Certificate II in Hospitality Operations (Food & Beverage)	12
Certificate II in Metal & Engineering	2	Certificate IV in Training and Assessment	37
Generic orientation pilot for BECS	2	Total Teachers Trained in New Frameworks = 121	

UPGRADES

Hospitality - Environment Unit SITXENV001A	126	Retail - Create a display SIRXMER005A	13
Total Teachers Upgrades = 139			

Catholic sector staff participated in a feasibility study, which led to approval of the development of a new Framework in the Human Services area, based on the Health Training Package (HLT07) and Community Services Training Package (CHC08) during 2010. They also participated in development of new Industry Curriculum Frameworks for implementation in 2010 in Construction, Entertainment Industry and Information Technology. They were represented at the Financial Services Industry Curriculum Framework Consultation Forum that was held in December 2009.

Gifted and Talented

HSC Results

Students were placed 1st in these HSC VET exams:

Category	Winner	School
Construction	Aaron Scott	St John The Evangelist Catholic High School Nowra
Hospitality	Ashleigh Campbell	Mount St Joseph Milperra
Information Technology	Patrick Hamid	Casimir Catholic College Marrickville
Primary Industries	Benjamin Romeo	St Joseph's College Hunters Hill
Retail Services	Adriana Francis	Our Lady of Mercy College Parramatta

The NSW Catholic Schools Sector was also prominent in the top ten places in the HSC exams. In Retail students took 8 places, Hospitality - 6 places, Business - 4 places and Information Technology - 2 of the 10 places. The majority of VET students study a VET course to be eligible for the ATAR.

The NSW Training Awards

The NSW Training Awards recognise outstanding achievement in the vocational education and training sector. Telecia Wehlow, a school based apprentice chef from Newman Senior Technical College Port Macquarie, won the 2009 NSW Australian School Based Apprentice of the Year and was selected in the top three to represent NSW at the National Competition in Canberra where she was runner-up. Nicholas Hovey, a Primary Industries Trainee from St Ignatius College Riverview, was runner-up in the NSW VET in School Student Awards.

Australian Vocational School Student Prize

This award recognizes Year 12 students who demonstrate exceptional skills, commitment and achievement while undertaking a Vocational Education and Training (VET) in Schools program or an Australian School-based Apprenticeship. Students are nominated by their school and each winner receives \$2000 and a certificate.

More than half of the Australian Vocational School Student Prize awards were from 52 successful applicants from NSW Catholic Schools.

Winners of the Prime Minister's Award for Skills Excellence in School winners 2009:

Category	Winner	School
New South Wales	Joel Sternberg	Marist College Eastwood
Manufacturing	Angus Brown	Trinity Catholic College Goulburn
Innovation and Business	Mitchell Honey	St Andrews College Marayong

Schools First

Schools First, is a national awards program that provides financial recognition of success in establishing and building stronger school-community partnerships. The 2009 Schools First Impact Award winners were selected from over 700 Australian schools that applied for this awards category. In addition, 21 schools received recognition including St Francis de Sales College Leeton which also won the NSW State Impact Award.

Worldskills

Nine VET students competing in Automotive, Business Services, Construction, Electro technology, Metal & Engineering and Retail represented Lismore, Maitland Newcastle, Wollongong and Parramatta Dioceses in the State Worldskills Competition. Students from Chevalier College Bowral, Newman Senior Technical College Port Macquarie, and St Mary's College Marayong were successful and selected to represent NSW in the 2010 National Worldskills Competition in Brisbane in 2010.

Workplacement

Australian Government Initiative

The On-The-Job Training Initiative of \$1.3 million was an Australian Government election commitment provided from their 2008-09 Budget to extend workplace learning opportunities towards 20 days for students involved in VET in Schools programs across Australia.

Dioceses supported schools to provide on-the-job training opportunities beyond the current 5 days mandated for the Industry Curriculum Framework (ICF) courses and to support up to 20 days of work placement in any other VET in Schools course.

Some positive activities and outcomes besides work placement were workplace literacy and numeracy, employability skills, resumes, career planning, positive feedback from employers and some year 10 male students at risk of leaving were convinced to continue into Yr 11. Students also gained statements of attainments in communication and occupational health & safety. Also a number of students were successful in gaining school based and fulltime apprenticeships and casual work for Christmas.

HSC Mandatory Work Placement

Average length of work placement increased to an average 8 days per annum per VET student in 2009, with the introduction of long work placements (40 days per annum) particularly in Trade Training Centres. 8,704 students attended a work placement in industry as required by the mandatory component of the HSC. 1902 students had a work placement longer than a week. Another 8,229 undertook work experience, introducing students to the variety of careers and transition to work.

Schools worked with Local Community Partnerships to manage work placements and transition activities.

Negotiations with insurance brokers resulted in a continuation of annual employer liability insurance on behalf of students in Catholic schools undertaking work placements that was expanded to cover long placements.

Other Strategies

Trade Training Centres

2009 saw Round 2 of the Commonwealth Trades Training Centre in Schools Program where seven Catholic sector led projects, involving 20 schools (including 3 AIS schools), were approved to a total value of \$32.84 million in the Dubbo, Terrigal, Maitland Newcastle, Western Sydney and Wollongong areas. All but one (the Dubbo project) had signed contracts with DEEWR. Two projects, in Dubbo and Terrigal are cross-sectoral.

In 2009, Round 1 Phase 1 Trades Training Centre project Southern Cross Vocational College at Burwood, commenced development for 2010 implementation. Another five projects led by Catholic schools from Round 1, Phase 2 prepared for implementation.

Australian Technical Colleges

The Australian Technical College Port Macquarie was absorbed back into the NSW Catholic school sector under the Lismore Catholic Schools office as Newman Senior Technical College, while still catering for school based apprentices and trainees. It is now better able to service non-trade courses serving female students and students with special needs.

Supporting Activities

The Vocational Education Advisory Group met 8 times in 2009, with 4 meetings incorporating afternoon workshops to support Registered Training Organisations (RTOs). New Terms of reference were devised, with a move to greater on-line support. Re-registration by VETAB of all 9 Diocesan RTOs under the AQTF 2007 was completed.

State-wide and Diocesan VET in Schools Committees met regularly to inform and support RTOs and schools.

While the NSW government agreed to fund payment from user choice funds for delivery of training to school based traineeship commencements by providers other than school at user choice rates, TAFE continues to charge the higher TVET rate, leaving a considerable shortfall to be met by school sectors. This cost impacts on marketing of SBATS in this sector.

Dioceses and schools built partnerships with prospective for School Community Partnership Brokers and Youth Pathways Brokers during 2009.

Support was provided for participation in VET teacher networks for development and implementation of strategies for shared delivery and validation of assessments.

Developed and maintained partnerships with individual employers and group training companies for the provision of part-time traineeships.

Catholic Schools and Environmental Sustainability

The NSW Department of Environment, Climate Change (DECC) in 2008 provided the CEC with a grant of \$38,500 to assist NSW Catholic schools reduce their carbon footprint. The Commission decided that the best use of these funds was to host a Forum on the issue drawing together all relevant stakeholders to learn about and expand the use of current best practice.

On Monday 16 March 2009, the CEC hosted a forum: *Our Footprint on Holy Ground* to address sustainability in Catholic schools. The keynote address was delivered by Bishop Chris Toohey, Chair of *Catholic Earthcare Australia*. Participants came from Diocesan Catholic Schools Authorities, Congregational schools, Religious Institutes, government and Church agencies. With a series of presentations and plenary sessions, participants had the opportunity to consider the strategic implementation of ecological sustainability in Catholic schools and Dioceses in NSW. This Forum cost \$10,047.

In 2010 CEC will, with the help of additional funding from the NSW Department of Environment, Climate Change and Water, undertake a new project to provide support for the implementation of sustainability in Diocesan Catholic Schools Authorities and Congregational and System schools.

Capital Programs

Capital Grant Programs for most NSW Catholic schools are managed by the Catholic Block Grant Authority NSW (CBGA). CBGA members are all NSW Catholic system schools and most NSW Congregational schools. The CEC Secretariat provides administrative support to the CBGA Delegate, Bishop Anthony Fisher OP to manage these Programs.

A major new program taken up by the CBGA in 2009 was the Building the Education Revolution (BER) Program with its components of Primary Schools for the 21st Century (P21), National School Pride Program (NSP) and Science & Language Centres. The BER Program allocation to the CBGA is \$1,037.2 million over the three years 2009-2011.

Significant investments from the Commonwealth continued on from 2008 for the National Secondary Schools Computer Program (renamed in 2009 as the Digital Education Revolution Program) and the Trade Training Centres Program.

During 2009, outlays from Capital Grant Programs totalled \$272.52 million, comprising:

Programs	\$Million
Capital Grants	22.78
Indigenous Boarding Infrastructure	0.17
Investing in our Schools	9.66
National Secondary Schools Computers	72.20
Trade Training Centres	12.98
Building the Education Revolution	
National School Pride	60.91
Primary Schools for 21 st Century	90.99
Science and Languages Centres	<u>2.83</u>
Total	<u>272.52</u>

General Capital Grants Program

In 2009, \$22.78 million was expended from the General Capital Grants Program. Although \$26.74 million in grants had been approved for 15 schools from the 2009 allocation schedule, capital projects are run over a three-year rolling triennium and the funds accessed were progress payments for some projects that began in 2009 and other projects approved in 2007 and 2008.

In 2009 (for the 2010 funding schedule), the Australian Government approved grants for 23 schools totalling \$42.09 million for projects estimated to cost over \$60 million. The balance of funds is from local contributions.

The 2009 grant approvals were as follows:

School	\$Million
St Pius X High School Adamstown	2.489
Xavier High School Albury	0.583
St Joseph's Primary School Bulli	0.704
Mater Dei Special School Camden	3.023
Our Lady of Mercy College (Burraneer) Cronulla	0.458
Rosebank College Five Dock	2.612
St Scholastica's College Glebe Point	0.822
Trinity Catholic College Goulburn	3.330
All Saints Catholic Girls College Liverpool	1.316
All Saints College (Lochinvar Campus) Maitland	3.218
All Saints College (St Peter's Campus) Maitland	3.296
Cerdon College Merrylands	0.998
Corpus Christi Catholic High Oak Flats	2.077
Lumen Christi Catholic College Pambula Beach	1.299
Good Shepherd Primary School Plumpton	0.805
St Joseph's Hastings Regional High School Port Macquarie	2.742
Xavier Catholic College Skennars Head	2.349
John XXIII Catholic Primary School Stanhope Gardens	0.471
Mater Dei Catholic College Wagga Wagga	1.405
MacKillop Catholic College Warnervale	0.873
Clancy Catholic College West Hoxton	2.623
St Paul's College West Kempsey	2.891
Catherine MaCauley College Westmead	<u>1.714</u>
Total	<u>42.09</u>

Indigenous Boarding Infrastructure Program

This was a once-off Program with projects of \$2.6 million approved for three NSW Catholic schools in 2007:

- St Joseph's College Hunters Hill;
- St Scholastica's College Glebe; and
- Red Bend Catholic College Forbes.

The Program was to assist boarding schools to add to or improve their facilities for indigenous students. One school project is finalised, the other two will be completed in 2010.

Investing in Our Schools Program (IOSP)

2009 marked the end of projects and expenditure under the IOSP program. The funding accessed was for major capital projects approved in 2006 and 2007. In 2009, \$9.66 million was expended from the IOSP Program. Over the life of the Program, some 250 schools benefited from small capital grants.

National Secondary Schools Computer Fund

This Program commenced in 2008. In 2009 it was incorporated under the Government's broader Digital Education Revolution Program. The Program aims to provide a computer for every student in Years 9 to 12.

At the end of 2008, 76 schools had accessed 9,800 computers at a cost of \$9.8 million. By the end of 2009, 133 secondary schools (out of 158) had accessed the Program and a further \$12.1 million was allocated to computer purchases. A further \$2.1 million is to be allocated early in 2010. This will bring all secondary schools up to a 1 computer: 2 students' ratio, with a further \$33 million available over 2010-2012 to bring all schools to a 1:1 ratio. There is provision to cater for new secondary schools, emerging Years 9-12 classes and increases in enrolments.

In addition to the initial rounds of computer purchases, in 2009 the CBGA allocated \$60.1 million in Infrastructure Support Funding. This was to assist the physical introduction of the already purchased computers and the future 1:1 ratio purchases, as well as for some replacement of computers after 2011. The Government's intention for the infrastructure funding was once only.

Overall, in 2009 a total of \$72.2 million was expended from this Program.

Trade Training Centres

The Australian Government announced in late 2007 the Trade Training Centres in Schools Program as an element of its Education Revolution. This Program was welcomed by the NSW Catholic schools sector as a major initiative. The Government announced the provision of \$2.5 billion over 10 years to enable all secondary schools in Australia to each apply for funding of between \$500,000 and \$1.5 million for Trade Training Centres. Overall, in 2009 a total of \$12.98 million was expended from this Program.

Trade Training Centre guidelines released early in 2008 indicated that this Program sought to increase the proportion of students achieving Year 12 or an equivalent qualification as well as address skill shortages in traditional trades and emerging industries.

Round 1.1 applications were submitted to the Australian Government in May 2008 for consideration; the CBGA submitted four applications on behalf of Catholic lead schools. Applications were assessed centrally by DEEWR.

One of those applications was successful, being the Sydney Catholic Education Office proposal to establish a Trade Training Centre on the site of the former Christian Brothers College Burwood. This project application involved the collaboration of twelve Catholic Systemic and Congregational secondary schools. The Australian Government awarded a grant of \$11 million towards the \$26 million cost of this new facility. The new TTC, known as Southern Cross Catholic Vocational College Burwood, undertook construction in 2009 to open in 2010.

Late in 2008, four new proposals were submitted in Round 1.2, together with three reworked applications that had been unsuccessful in Round One. Six of the proposals involving ten NSW Catholic schools were approved early in 2009 for a total of \$14.2 million in grants. Some of the approved projects were cluster projects.

The following submissions with Catholic school involvement were approved with indicative funding amounts shown, with final funding subject to contract negotiations:

Project	Grant \$Million	Consortia
Senior Pathways Program	1.2	Mater Dei Catholic College Wagga
McCarthy Catholic College Vocational Training Centre -	6.0	McCarthy Catholic College Emu Plains (also involving Caroline Chisholm College Glenmore Park; St Columba's High School Springwood; Xavier College Cranebrook)
Benedict Trade Training Centre -	0.4	Rosebank College Five Dock
Singleton Community Learning Cluster TTC	4.0	St Catherine's College Singleton (also involving Singleton High School and Singleton Christian College)
East Gosford Industry Pathways Project -	1.4	St Edmund's Christian Brothers College East Gosford (also involving St Joseph's Catholic College East Gosford)
Aberdeen Region TTC at St Joseph's	1.2	St Joseph's High School Aberdeen

Additionally:

O'Connor Catholic High Armidale is involved in a cluster with Duval High School (lead school), Armidale High School, Uralla Central School and New England Girls Schools [Armidale Regional – Government, Independent and Catholic Schools – TTC]. Total grant is \$6.3 million.

MacKillop College Bathurst and St Joseph's Central School Oberon are involved in a cluster with St Stanislaus College Bathurst (lead school, not a CBGA member) [Bathurst and Regional Catholic Schools – Metals, Automotive, Construction and Hospitality TTC]. Total grant is \$3.2 million.

Nine applications with Catholic schools as lead schools were submitted in June 2009 for Round 2. The value of the submissions was \$38.5 million and involved 26 Catholic secondary schools. Seven submissions were approved in November 2009 for \$32.8 million and involving 18 Catholic schools, plus other non-government schools.

The following TTC applications were approved in Round 2:

Project	Grant \$Million	Consortia
Tuggerah-Warnervale Industry Pathways Project	4.0	St Peter's Catholic College Tuggerah (with MacKillop Catholic College, Warnervale; and Central Coast School for Children with Autism, Tuggerah)
Orana Trade Training Centre	6.0	St John's College Dubbo (with St Mary's Central School Wellington; Dubbo Christian School; and Macquarie Anglican Grammar)
Newcastle Catholic Schools Trade Training Centre	6.8	St Francis Xavier College Hamilton (with St Pius X High School Adamstown; St Paul's High School Booragul; St Mary's High School Gateshead; San Clemente High School Mayfield)
Maitland Catholic Schools Trade Training Centre	4.3	All Saints College Maitland (three campuses)
Manning Valley Trade Training Centre	1.4	St Clare's High School Taree
Blacktown Catholic Vocational Training Centre	9.0	Loyola Senior High School Mt Druitt (with St Agnes Catholic High School Rooty Hill; Clare Catholic High School Hassall Grove; St Andrew's College Marayong; Terra Sancta College Schofields; Emmaus Catholic College (Kemps Creek)
Metal/Engineering Trade Training Centre	1.3	Edmund Rice College Wollongong

Round 3 applications will be assessed in 2010.

Several of the Round 1.2 approved projects commenced construction in 2009 to become operational in 2010. In 2009, \$12.98 million was expended from the TTC Program.

As required by the Program, the CBGA submitted, in 2009, a comprehensive Ten Year Strategic Plan projecting the number of schools proposing to be involved in the Program with concomitant capital funding requirements.

The CBGA employed in 2009 a part-time consultant experienced in VET to attend to:

- practical and policy issues arising for the approved TTCs;
- assist schools wishing to make a TTC application;
- monitor and update the CEC/CBGA annual strategic plan for TTCs; and
- identify and develop advice on policy issues needing to be addressed by the CEC/CBGA itself and with DEEWR.

Building the Education Revolution

At the end of 2008 and into the New Year, the CBGA had no expectation that the largest capital program in the history of Australian education was to be announced at the beginning of February 2009. On 9 February 2009, the CBGA was first briefed on the Government's \$16.4 billion schools building program that was to stimulate the economy through the building industry with improved school infrastructure as the positive outcome. The Program had short timelines with first applications due in late March 2009 and all applications submitted during 2009. The Government's priority was to implement the Program immediately and run the three Program elements concurrently.

BER was welcomed by CBGA members (all eleven NSW Diocesan Catholic Schools Authorities and most NSW Congregational schools) and its benefits recognised. The NSW Catholic schools sector is grateful to the Australian Government for the huge investment in infrastructure for all schools, especially in the primary schools.

As the program elements, funding and guidelines unfolded the funding available to allocate to schools and administered by the CBGA over 2009-2011 was determined to be \$1,037.2 million, an amount equating with forty years of normal Capital Grants Program funding.

With a small percentage (1.5%) allocated for program administration, the allocations finalised for the NSW program elements were:

Primary Schools for the 21 st Century (P21)	\$ 901.5 million
National School Pride Program (NSP)	\$ 85.6 million
Science & Language Centres (SLCs)	\$ 50.1 million

In 2009, \$154.73 million was expended from the BER Program.

The CBGA implemented the BER Programs on a decentralised basis. CBGA members were required to use local builders in order to meet the Australian government's economy stimulus objectives. They were required to sign back to back agreements with the CBGA, similar to those in place with DEEWR. The CBGA implemented tight cost control and cash flow measures by requiring all projects to be paid for locally and then reimbursed by the CBGA based upon invoices paid which are scrutinised by a specialist capital team to ensure that projects are in line with DEEWR approvals.

The CBGA instituted inspections of all contract materials and of some physical sites. The CBGA encouraged local involvement of Principals and school communities to ensure best value and local ownership was achieved. In implementing the BER Program, the CBGA was required to ensure that capital projects approved would be in addition to those normally planned for NSW Catholic schools over the economic stimulus timeframe.

Over 23-24 February 2009, the CBGA ran information sessions for personnel of Diocesan Catholic Schools Authorities (directors, finance managers, facilities officers) and member Congregational schools (principals, business managers). BER elements, requirements and obligations were clarified, questions resolved and questions for resolution with DEEWR taken on notice. The CBGA encouraged Diocesan Catholic Schools Authorities to conduct their own information seminars for Principals and school communities. A briefing was provided to all of the NSW/ACT Bishops on 5 March 2009.

Based on experience with the Capital, Computers and TTC Programs, the CBGA was quickly able to develop simple electronic web based application forms, Participant Agreement forms, monthly progress reports and invoice claim forms for school authorities in order to meet the 24 March 2009 deadline for the first round of BER applications. The CBGA signed a Funding Agreement with DEEWR on 31 March 2010.

For the various BER elements, the CBGA established 1,750 electronic and hard copy project files.

The CEC and CBGA acknowledge the support, goodwill and cooperation of principals, school and parish communities, Diocesan Catholic Schools Authorities and the Diocesan Bishops in enabling the BER Program to be implemented within pressing timeframes and adhering to the requirements of Program Guidelines.

Under the P21 Program, every primary school, primary section of a combined school and special schools were eligible to apply for a grant ranging from \$250,000 to \$3,000,000 depending upon enrolment. Schools intended for closure were ineligible. School authorities could add their own funds to projects. Diocesan Catholic Schools Authorities had the ability to “mix and match” among their school projects depending upon local priorities and the availability and condition of existing facilities.

The Government’s intention was the construction of contemporary and flexible learning spaces with priority to libraries, multipurpose halls, classrooms, major refurbishments, and child care facilities. Applications on behalf of all the 449 eligible schools were submitted to DEEWR by July 2009. DEEWR subsequently approved 734 building projects in the schools.

By the end of 2009, 732 projects had proceeded to post-design phase and were eligible to claim expenditure, on-site construction had commenced on 251 of the projects and 10 projects were fully completed. The rate of project construction starts and completions was projected to increase exponentially into 2010.

During 2009 the Senate Education, Employment and Workplace Relations Committee commenced an Inquiry into the operation of the BER P21 Program. The CBGA made a submission to the Committee. The Australian National Audit Office (ANAO) also commenced an audit of the P21 program; the CBGA made a submission. The Senate Committee and ANAO will both report in 2010.

Under the National School Pride Program (NSP), all primary, secondary and special schools were eligible to apply for a grant to upgrade school facilities. Grants based on school size ranged from \$25,000 for schools with up to 50 students to \$200,000 for schools of 400 or more students. Projects were typically for minor works, maintenance, refurbishment, shade shelters and grounds improvements, with the projects designed to make a quick impact on local economies.

The NSP Program was to be largely completed by the end of 2009 with a minor extension into 2010. Apart from a few special cases, all approved 1,111 NSP projects had commenced during 2009 and the majority of them completed by the end of the year. The CBGA had paid out 73% of the NSP Program funding by the end of 2009.

The ***Science and Language Centres Program*** was a nationally competitive secondary schools program with up to 500 schools across Australia to be funded up to \$2 million each. Socio-economic criteria applied to the Program.

The CBGA submitted 95 applications on behalf of secondary schools, with the applications put forward under three categories of high priority (25 schools), medium priority (50 schools) and low priority (20 schools). Twenty-nine SLC applications were approved for CBGA member schools for a total of \$50.1 million in grant funds. Approved grants ranged from \$483,000 to \$1,970,000.

Originally, projects were to be completed by 30 June 2010; DEEWR subsequently extended the required completion date to the end of 2010. Of the approved projects, nine had commenced construction by the end of 2009.





CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

Advocacy and Representation

Overview

During 2009, the CEC continued to engage with the Australian Government's education agenda chiefly by implementing:

- the continued roll-out of the Digital Education Revolution;
- programs associated with the Building the Education Revolution;
- National Partnerships in Teacher Quality, Literacy and Numeracy and Low SES;
- the National Asian Languages and Studies in Schools Program; and
- the Australian Early Development Index.

In addition, due attention was given to programs associated with:

- Education of Children with Special Needs; and
- Aboriginal Education.

During 2009 the CEC Secretariat engaged with the Australian National Audit Office which undertook a performance review in the Department of Education, Employment and Workplace Relations titled *Funding for Non – Government Schools*. The Australian Auditor General forwarded his Report to the President of the Senate and the Speaker of the House of Representatives on 23 June 2009. As a consequence, further information on distribution models was provided to DEEWR.

In order to demonstrate its accountability, the CEC ensured that the requirements of the *Schools Assistance Act 2008* were understood and complied with by Diocesan Catholic Schools Authorities and Congregational schools. The CEC certified compliance to DEEWR of the NSW Catholic schools system with the educational accountabilities of the Act. Certification of the financial health of all schools was introduced in 2009 and the CEC managed that process in response to DEEWR.

Other advocacy and representation activities involved:

- Child Protection and Support;
- Australian National Curriculum, MySchool and NAPLAN;
- HSC Analysis;
- NSW Inquiries;
- Religious education;
- Early Childhood Education and Care;
- Copyright;
- Bushfire Response; and
- other matters.

National Partnerships

In 2008, the Australian Government decided on a new way to fund schools reform through agreements with individual States and Territories involving cross sectoral cooperation and participation. As part of that process, the Australian Government announced that up to \$720 million in National Partnership funding would be available to NSW schools over the following five years to meet certain education outcomes, in line with Council of Australian Governments education quality, equity and participation objectives. Funding would come in the form of facilitation moneys and then reward funds for achieving agreed outcomes.

The first three education National Partnerships are:

- **Teacher Quality:** this Partnership is designed to drive reform and innovation to improve the quality of teaching and leadership in Australian schools and to sustain a quality teaching workforce.
- **Literacy and Numeracy:** this Partnership focuses on the key areas of teaching, leadership and the effective use of student performance information to deliver sustained improvement in literacy and numeracy outcomes, especially for those students who are falling behind.
- **Low Socio-economic Status School Communities:** this Partnership supports a range of in and out of school reforms that are aimed at transforming the way schooling takes place in our most disadvantaged school communities. The Partnership aims to improve student engagement and attainment, and to start to overcome entrenched disadvantage in these communities.

In order to participate in the Partnerships, each State and Territory was required to agree with the Commonwealth on how each Partnership Agreement would be implemented. During 2009, the CEC entered into sectoral agreements with the NSW government in order to access funding for these three National Partnership Agreements.

Consultation in New South Wales involved the three education sectors in the State including the NSW Catholic schools sector represented by CEC. There was a particular concern to ensure parent engagement in all planning for National Partnerships and to address the needs of Indigenous students.

Following consultation, the NSW Government will agree a State Implementation Plan with the Commonwealth. There were several iterations of the NSW Implementation Plan during 2009 with the final document expected to be approved in early 2010.

As part of the Catholic sector consultation, the CEC organised implementation forums for NSW Catholic schools as follows:

19 August 2009	Congregational schools
26 August 2009	National Partnerships Coordination Group
28 August 2009	Literacy and Numeracy NPA SMART analysis workshop
28 September 2009	National Partnerships Coordination Group
20 October	National Partnerships Coordination Group
26 October 2009	CCER and Catholic schools Employers
7 December 2009	National Partnerships Coordination Group

Other CEC activities in respect of National Partnerships were:

- a Catholic sector coordination group with representatives from each Diocesan Catholic Schools Authority, Congregational schools, the CEC Aboriginal Education Advisory Committee, the Council of Catholic Schools Parents NSW and the NSW Catholic Commission for Employment Relations (CCER). This Committee has met monthly since mid-2009 and has been responsible for overseeing the planning and implementation of the National Partnerships reforms;
- a detailed Catholic Teacher Quality Implementation Plan has been developed for sectoral use as a subset of the Final NSW Implementation Plan; and
- briefing of the Independent Education Union by representatives of the CCER and CEC Secretariat concerning the progress and intent of reforms in the NSW Catholic schools sector.

The CEC Secretariat worked alongside the NSW Department of Education and Training and the Association of Independent Schools NSW to undertake integrated, collaborative cross-sectoral preparation and planning for the National Partnerships. This has laid the basis for ongoing collaboration during the implementation phase, as well as for reporting and evaluation processes.

Collaboration and consultation has been undertaken in the development of the Bilateral Agreements and Implementation Plans for all three National Partnerships to ensure they incorporate reforms that meet students' needs across the sectors. This was achieved in the early planning stages through regular cross-sectoral stakeholder forums, individual meetings between government senior officers and key stakeholder representatives and regular communication between the Catholic, government and independent sectors.

On 1 July 2009, the Commonwealth and State Governments agreed on the content of the Youth Attainment and Transitions National Partnership for the period to 31 December 2013. The agreement had as its major focus:

- the improvement of Youth retention in Schooling, Education and Training;
- the success of transitions from school to post-school endeavour; and
- the better alignment of Commonwealth and State services that relate to youth employment and transitions.

The Program was to be Australian Government led and managed for the first two years of the implementation, with States taking greater responsibility after this time. The process required the development of a State Plan for a small portion of activity that was to be State managed in 2010. The CEC collaborated with the other schooling sectors to support the plan for the consideration of the Australian Government in late 2009.

ANAO Report- Non-Government Schools Funding

On 24 June 2009, the Australian Auditor-General tabled in the National Parliament a performance audit on the management by the Department of Education, Employment and Workplace Relations (DEEWR) of *Funding for Non-Government Schools*. Senior staff of the CEC Secretariat met with ANAO officers to provide a briefing on how Commonwealth grant funds were managed and provided feedback on the NSW Catholic schools system relationship with DEEWR.

The Auditor General reported to the Parliament that DEEWR had no direct knowledge of how system grants were distributed by the CEC among NSW system schools and whether the Commonwealth's priorities for supporting schools on a needs basis was being achieved.

As a consequence of that performance review, DEEWR requested from CEC information on how grants are distributed within the NSW Catholic schools system. The CEC Resources Policy Committee considered the ANAO Report at its meeting on 9 July 2009. It was decided that CEC would act in a co-ordinated way with the NCEC on this matter and that the NSW Catholic schools system response to DEEWR would be in two parts, namely, advising that:

- the GRG distribution model is well documented and aims to distribute funds to Diocesan Schools Authorities based upon the school profile of each Diocese. This model takes into consideration a range of equity issues such as remoteness, school size, school density, high cost of establishing new schools in growth areas, as well as SES. The model further focuses the governments' funding formulae. The model is approved periodically by the NSW/ACT Bishops.
- each Diocesan Catholic Schools Authority further refines need and modulates their distributions to meet the requirements of individual schools. Resources are shared across the Dioceses as appropriate. The Diocesan Bishop ensures that school policies achieve equity of family access to systemic schools irrespective of economic circumstances while maintaining high quality education across the Diocese.

Financial Health Assessment

The new Commonwealth Financial Health Assessment Framework (FHAF) was introduced by the Australian Government for the 2009-2012 funding Quadrennium under the *Schools Assistance Act 2008*. The Act requires non-government schools to be financially viable in order to receive Government funding. The annual FHAF is based on the Financial Questionnaire (FQ) and Census data reported by schools and there was no requirement for schools to do their own assessment.

DEEWR requested the CEC on behalf of the NSW Catholic Schools System, to guarantee the financial support of systemic schools identified as failing their financial benchmarks.

In responding to this request, the Chairman of the Commission, on behalf of the NSW/ACT Bishops, provided the written guarantee to DEEWR that the NSW Catholic Schools System would provide sufficient support, including funding if necessary, to ensure the financial viability of all schools.

In addition, the CEC:

- formed a small expert working group to analyse the outcomes of the FHAF pilot program with a view to providing material to contribute to a DEEWR review of the FHAF and related Financial Questionnaire; and
- approached all Congregational schools to determine if any schools in FHAF Groups 2 and 3 required CEC assistance.

Commonwealth Accountabilities Compliance Certification

Schools receive funding from the Australian Government under the Schools Assistance Act, 2008, subject to certain conditions which are set out in the Act. To receive funding, the CEC signs Funding Agreements with DEEWR representing the Commonwealth of Australia. (In some instances, the Funding Agreement is with an individual school, in which case the agreement is signed by authorities of those particular schools). The Funding Agreement encompasses commitments and financial and educational accountability requirements which need to be met by Diocesan Catholic Schools Authorities and individual Catholic schools.

Each Congregational school certified that it is compliant in each of the areas listed below. The CEC did this for systemic schools as a single group.

The 2008 Certificate of Compliance covered the following 4 areas:

- participation in literacy and numeracy testing for Years 3, 5, 7 and 9;
- reporting to parents on performance against literacy and numeracy national minimum standards for Years 3, 5, 7 and 9;
- provision to parents of reports which complied with the Schools Assistance Act and Regulations as set out in the 2009 Administrative Guidelines; and
- public availability of school performance information as set out in the 2009 Administrative Guidelines.

Specific areas for compliance are as follows:

- support of the achievement of the National Declaration on Educational Goals for Young Australians and the Council of Australian Governments (COAG) Outcomes for Schooling;
- carrying out the national student assessments specified in the Regulations;
- preparing national reports on the outcomes of schooling, providing the necessary performance information by a date determined by the Minister;
- making publicly available, within six months of the end of each program year, a report that includes information about the school;
- provision of plain language student reports to the parents or carers of each child twice a year;
- provision to the Minister, or to a person or body determined by the Minister, the individual school information for each school as specified in the Regulations;
- progress towards the implementation of a national curriculum;
- financial viability;
- completion of the Financial Questionnaire; and
- meeting reporting requirements relating to information sought by DEEWR as well as information being collected in connection with the Annual National Report on Schooling.

To assist school authorities in their compliance obligations, the Commission amended the *Commonwealth Accountabilities Users Guide* on the CEC website.

In addition, the terms of the NSW Government “Education Amendment (Publication of School Results) Bill 2009” require compliance. This Bill facilitates reporting of school results to the Australian Government or one of its agencies. The Commission endorsed the view that Parents and the public have a right to know the absolute and relative performance of all schools and hence recognised the importance of school performance data for school planning purposes.

With the publication of the ACARA financial and educational accountability requirements for individual schools the CEC Secretariat secured an alignment of reporting requirements for both the Australian and NSW Governments. Workshops to assist Diocesan officers and Congregational school personnel understand requirements and ensure compliance were held in October and November.

Child Protection and Support

Special Commission of Inquiry into Child Protection Services

Catholic Social Services NSW/ACT is leading the Catholic sector response process to the Wood Report. To this end Catholic Social Services has established a Child Protection Working Group and the CEC Director of Policy and Programs is a member of this group. CEC is also liaising with AIS on issues of mutual concern.

In 2008 the CEC made a written submission to the Wood Special Commission of Inquiry. During 2009, the NSW Government released its response to the Wood Report recommendations.

The NSW Premier’s statement *Keep Them Safe* is a five-year plan to improve the safety and wellbeing of children and young people, the key measures of which are:

- raising the threshold for reporting children at risk of harm, commencing in January 2010;
- less serious matters to be handled by each agency in partnership with community organisations;
- specialist Child Wellbeing Units to be established in Area Health Services, Westmead Children’s Hospital, NSW Police, DET, NSW Housing, Dept of Ageing, Disability and Home Care and Dept. of Juvenile Justice;
- special Units to provide training and support to reporters, identify appropriate agencies for the provision of services on a case by case basis, promote a gradual change towards shared responsibility for the support and protection of children, and drive better alignment of agency service systems;
- developing a case tool to assist reporters in identifying threshold reporting requirements; and
- placing a greater focus on prevention and early intervention.

To facilitate implementation of these measures the CEC:

- held a meeting of Inter-diocesan Child Protection Officers Group on 27 May 2010 to discuss Wood Report implementation issues;
- held a meeting of the Catholic Education Commission Social Welfare Committee on 29 May to explore further issues raised in *Keep Them Safe*;

- met with the Hon. Linda Burney MP, the NSW Minister for Community Services, on 4 June 2009. It was agreed at that meeting that non-government school sectors will be involved in development of guidelines and that training opportunities will be made available to key mandatory reporters across all sectors;
- monitored the following *Keep Them Safe* implementation actions which were agreed in October 2009:
 - information exchange by prescribed Agencies; and
 - training for mandatory reporters e.g. School Principals; and
- briefed lawyers Minter Ellison to amend the *Privacy Manual* for NSW Non government schools.

The NSW Department of Premier and Cabinet (DPC) advised the CEC that a small Government implementation grant of \$60,000 was available to assist with the coordination of *Keep Them Safe* activities.

This grant was used to engage a specialist Child Protection Consultant on a part-time basis for a period of approximately six months to develop Catholic sector specific *Keep Them Safe* Guidelines and Templates to assist Catholic Schools to implement:

- *Chapter 16A Exchange of information* requirements;
- the Mandatory Reporter Guidance Tool and a Common Assessment Framework;
- the addition of two new grounds that indicate a child may be at risk of significant harm through (i) education neglect, and (ii) cumulative impact;
- record-keeping procedures which address confidentiality and privacy requirements;
- *Chapter 16A and 245E Co-ordination of services* requirements and cross agency case management coordination;
- *engagement* strategies with challenging families;
- related complaints handling procedures; and
- related staff training.

It is clear that this grant addressed only the immediate needs of NSW Catholic schools. The NSW Catholic schools sector has ongoing *Keep Them Safe* concerns and resourcing requirements related to:

- the provision of support for mandatory reporters in the absence of any Child Wellbeing Unit (s) for the non-government sector;
- the provision of further and continuing staff training;
- the provision of wellbeing services for children and students (and their families) who are identified as being at a risk of harm not amounting to risk of significant harm; and
- the likely need that Catholic Schools will have to support local intervention processes in the absence of a properly funded State-wide network of “Family Referral Service Centres.”

The CEC will continue to monitor these matters during 2010.

Students Who Pose a Risk of Violence

Amendments made to the Education Act during 2008 provide for the exchange of information so that school reporting officers have a clearer picture of the history of the behaviour and needs of individual students. The NSW Minister for Education and Training and the Director General of NSW DET were given greater powers over students across all school sectors. At the end of 2008, CEC conducted a forum to assist school personnel in carrying out the provisions of the amended Act. However, subsequently, some changes were made. Thus, under CEC guidance, protocols were developed with peak agencies leading to memoranda of understanding.

Commissioners noted the growth of information exchange requirements across various Acts of Parliament and agreed that confusion is likely to arise if these requirements are not properly distinguished.

Furthermore, increased responsibilities are being placed on School Principals without their being provided with access to the same level of support as their Government School counterparts. CEC will continue to monitor these matters during 2010.

Amendments to the NSW Education Act

(i) School Leaving Age

Amendments to the Education Act to change the school leaving age were passed by the Legislative Council in 2009.

These mean that from 2010:

- all students in NSW will complete Year 10; and
- a student under 17 wishing to leave school after Year 10 will need to be in vocational training, an apprenticeship or paid employment for more than 25 hours per week.

CEC noted that these provisions substantially followed the recommendations in their 2008 submission to the Inquiry into the School-leaving Age and encouraged schools to review their current enrolment/transition practices for students moving from Year 10 to Year 11.

To assist with planning for the implementation of these amendments, the CEC organised a state-wide forum for Catholic Secondary Schools.

For the purpose of satisfying school-leaving age requirements, the CEC agreed that a common date for systemic schools be set for the purpose of defining/determining the “completion of Year 10”; and agreed to adopt the NSW DET date each year for such purposes.

(ii) School Attendance

In addition to the specific provisions concerning attendance, a further amendment to the NSW Education Act strengthened school attendance requirements. The Education Minister is to define by Regulation whether a child has completed Year 10 and whether a child is participating in paid work. It is expected that more detail will be provided on these matters during 2010.

Australian National Curriculum

CEC activities with regard to the Australian National Curriculum included:

- Dr John DeCourcy Head Strategic Accountabilities Services Parramatta Catholic Education Office attended a workshop on achievement standards;
- Mr Seamus O’Grady Director Curriculum Sydney Catholic Education Office was the CEC representative at a meeting of curriculum directors to help ACARA develop a clearer understanding of the nature and structure of the curriculum;
- organisation of a Forum *Implementing the National Curriculum in the NSW Context* for Catholic Secondary School personnel;
- representation by the Director, Education Policy and Programs, 4 Diocesan education office personnel and 3 teachers at a cross-sectoral briefing on the activities of ACARA;
- engagement with ACARA in the consultation process on position papers and draft syllabus documents; and
- coordination of the descriptive statements prepared by NSW Catholic schools in preparation for the launch of the Commonwealth’s My School website, managed by ACARA.

National Assessment for Year 3, 5, 7 and 9 – NAPLAN

Results of the National Assessments Program in Literacy and Numeracy for Years 3, 5, 7 and 9 for all jurisdictions were released on 11 September 2009.

Results indicated that NSW was one of the highest ranked in the top three jurisdictions, along with ACT and Victoria, on all measures. NSW was also significantly above the remaining jurisdictions and the Australian average.

Analysis of the NAPLAN data through the electronic report SMART is facilitated through the Like School Group (LSG) function. From 2009 the CEC comparative school group function has been expanded to include all NSW systemic and Congregational schools and enable analysis by a school with any type of group of Catholic schools.

A further development is the decision by the Commission to sponsor a pilot project to enable linking of NAPLAN and School Certificate student identification numbers to assist a more detailed analysis of the sources of variance in student performance. The pilot project, undertaken for the CEC by Dr John DeCourcy linked the following two sets of data:

- 2008 Year 9 NAPLAN data; and
- 2009 School Certificate data.

CEC HSC Data Analysis

Dr John DeCourcy provided an analysis of HSC data reports for 2008 to all NSW Catholic secondary schools, highlighting the following areas:

- a slight decline in the number and percentage of students in Year 12 at Catholic schools;
- a continuing positive trend in comparison between Catholic sector and whole of state results;
- web-based delivery of results;
- participation in higher-level courses; and
- gender discrepancies.

Dr. DeCourcy briefed senior officers of the NSW Board of Studies on the issues arising from the analysis of the 2008 HSC results.

Parliamentary Inquiries

During 2009, CEC directly engaged with the following Parliamentary Inquiries:

- a submission to the House of Representatives Inquiry into School and Work; and
- a submission to the NSW Legislative Council Inquiry into Bullying of Children and Young People;

With regard to the latter, the Commission restated unequivocally its opposition to bullying and other aberrant behaviour declaring them to be anathema to Catholic teaching and practice.

Following the submission, the CEC was requested to attend a public hearing to be held in May 2009.

In responding to these inquiries, the CEC was conscious of overlapping issues with the Inquiry into 9 – 14 year olds, Part 5A Education Act guidelines and the Wood Inquiry Report.

In 2008, the CEC provided input to the NSW Parliamentary Inquiry into Children and Young People aged 9 to 14 in NSW. In March 2009, CEC Officers attended a reconvened hearing of the Inquiry and subsequently provided a written response to an additional seven questions forwarded by the Inquiry Secretariat.

Religious Education

CEC / CCRESS Collaboration

The following are examples of collaborative activities to facilitate cooperation between CEC and CCRESS:

- representatives of CCRESS attended meetings of the Education Policy Committee;
- an Education Policy Committee representative attended the 13 May 2009 CCRESS Annual Conference;
- planning for the development of a Religious Education Best Practice Paper facilitated by the Australian Catholic University ; and
- a CEC / CCRESS Forum is planned for mid 2010.

Chaplaincy Program

In August 2009, the Commission was requested to submit views on the possible future of the National School Chaplaincy Program which was introduced in 2007 and was operating in 81 Catholic schools in NSW. The request specifically invited reflections on options for supporting “Student Wellbeing”.

The view of the Commission was that in general the program was successful in supporting students and their families in such ways as enabling:

- the promotion of values at the heart of Catholic education;
- targeted pastoral support to families and children in need, including Indigenous students’ families and disabled students’ families, resulting in greater community cohesiveness;
- the provision of specific programs to support social and emotional growth;
- more effective partnerships between pastoral services and support services, thus building a more collaborative approach to pastoral care with counsellor, clergy, student coordinators;
- the employment, in some instances, of an ordained minister who could perform liturgical as well as pastoral and support functions; and
- networking with community support and counselling services providing more consistent referral of families to externally-provided support services.

The Commission supported the retention of the Program but suggested that it be redesigned as a 4-year program to allow schools the capacity to integrate its elements into their strategic planning. In addition, it was noted that a specific refocus on the promotion of student wellbeing would enable greater flexibility in selection of programs and personnel.

Early Childhood Education and Care

During 2009, the CEC assisted the implementation of the *Australian Early Development Index* (AEDI) which is the first Australian population measure of children's development on entry to school. Teachers of Kindergarten students completed online checklists across five development domains during Term 2.

The CEC contribution included:

- membership of the NSW AEDI Steering Committee;
- secondment of a senior CEC educationist to a NSW Project Officer position in NSW DET; and
- establishment and support for a network of Diocesan and Congregational school AEDI contacts through briefing meetings and maintenance of an electronic distribution list.

NSW Catholic schools sector access to other significant national early childhood education and care reforms has been limited. No Commonwealth funds for additional child care and learning centres were allocated to NSW Diocesan Catholic Schools Authorities or Congregational schools.

Although the CEC made several representations to relevant Ministers and senior government officials, the Commonwealth – NSW bi-lateral National Partnership agreement to provide universal access to 15 hours per week pre-school is directing funds to existing and licensed community pre-schools rather than to school-based services. The CEC is seeking to work with NSW Department of Community Services (DOCS) for the purpose of including existing and planned school-based services in the State's ongoing Universal access National Partnership strategy. To this end, the CEC has joined the reference group managed by DOCS with the task of coordinating the implementation of the National Partnership and new standards for child care and pre-schools.

The NSW/ACT Bishops decided to have a more active policy engagement in determining the Church's goals with regard to early childhood education and care. Bishop David Walker was designated to have special responsibility for this area to lead a more strategic and coordinated approach. In the meantime, the CEC is assuming a coordinating role by establishing a network of Diocesan contacts from Church agencies working in the area.

Copyright

CEC managed the following Copyright licences for NSW Catholic schools in 2009:

- Copyright Agency Limited (Print);
- Copyright Agency Limited (Digital);
- Screenrights;
- Australian Mechanical Copyright Owners Society Limited;
- Australian Mechanical Copyright Owners Society Limited / Australian Performing Rights Association: and
- Australian Performing Rights Association.

In total for 2009, CEC paid \$5.0 million in copyright fees on behalf of NSW Catholic schools. These fees were then recovered on a per capita basis from schools.

A survey of photocopying trends for 2008 (published 2009) documents the following trends in photocopying activity by schools:

- a gradual increase in the annual per student total copying page rate; and
- a decline in the number of remunerable pages from 235.14 pages in 2006/2007 to 226.46 pages in 2007/2008; and

The difference between total copying and remunerable copying appears to be largely attributable to the impact of licensing arrangements, including NEALS implementation, which the Commission noted has reduced costs.

The CEC continued to clarify electronic copying issues and made progress towards achieving a combined Print and Electronic copying student fee.

Negotiations have begun with *Roadshows Films* to secure a licence allowing Catholic schools to show films to students for purposes other than educational instruction. This licence is expected to be put into place in 2010.

In addition to Copyright licences management issues, CEC coordinated the provision of Copyright legal advice for Catholic School authorities in NSW. CEC also represented NCEC in relation to MCEETYA Copyright matters, including those arising from the implementation of the Australian Government's Digital Education Revolution for Schools.

Licence		2009 Costs Per Student ¹	
CAL	Print	FTE Secondary	\$15.227
		FTE Primary	\$15.4
	Digital (EUS)	FTE	\$0.958
Screenrights		FTE	\$4.67
AMCOS		FTE	\$0.54
AMCOS/ARIA		FTE	\$0.50
APRA		FTE	\$0.1545

Note: 1: rates exclude GST.

Bushfire Emergency Response

The New South Wales Government is implementing new bush fire management systems in the light of the findings of the Inquiry into the 2009 Victorian bush fires. In 2009, the NSW Minister for Emergency Services, Steve Whan, announced, consistent with the lessons from the Victorian fires, a new top level bushfire danger category: *Catastrophic* as part of NSW's compliance with a newly agreed uniform national fire weather classifications.

In considering the implications for schools sited in bushfire prone areas, the CEC advised Diocesan Catholic Schools Authorities and Congregational schools that:

- some schools may be compelled to remove trees and other fuel sources;
- school proprietors may need to consider any impact on current insurance policies; and
- the Rural Fire Service (RFS) is working to identify *Neighbourhood Safer Places* to which students and staff might be evacuated if a catastrophic fire approaches buildings when a school is in session.

CEC assisted the RFS by supporting Diocesan Catholic Schools Authorities and Congregational schools in developing appropriate response procedures and in appointing contacts for notification.

RFS has begun to send information on *Catastrophic* fire weather warnings out through education authorities. This has required the CEC Secretariat, Diocesan Catholic Schools Authorities and Congregational schools to establish means of communication warnings to school communities.

Information Technology

Catholic Network Australia

The Australian Catholic Bishops Conference has directed that a national information technology network be established Australia wide for the Catholic sector and that education is to be the first group to participate.

Catholic Network Australia offers the potential for a substantially improved portal and speed of access to the internet than currently available to many NSW Catholic schools. Diocesan Catholic Schools Authorities and Congregational schools have been invited to subscribe to CNA which has been established as a company limited by guarantee reporting to Church Resources. A constitution for the new company has been approved.

CEC discussed aspects of the CNA proposal, relating to participation, legal issues and funding. The NSW Dioceses participating in CNA agreed that cost equalisation needs to be applied to ensure equitable participation.

Domain Names

The process of reforming all .catholic.edu.au domains to conform with auDA (Australia Domain Name Authority) policies was completed by 31 December, 2009. All .catholic.edu.au domain names in New South Wales now occupy only four levels; each school is separately registered with AusRegistry and Catholic schools are paying fees for their school domains equivalent to all other education sectors. These actions will contribute to the integrity and the sustenance of the .edu.au domain. The process of transferring the whole domain to AusRegistry (as also required by auDA) will be accomplished by early 2010.

Overseas Students

CEC is the registered provider of courses for overseas students offered by the majority of NSW Catholic schools enrolling full-fee-paying overseas students. CEC is therefore listed on the “Commonwealth Register of Institutions and Courses for Overseas Students” (CRICOS). CEC also manages the “Provider Registration and International Student Management System” (PRISMS) on behalf of these Catholic schools

In 2009, CEC managed up to 600 PRISMS-recorded overseas students and paid \$17,516 in CRICOS licensing fees. A further \$3480 in registration fees was paid to VETAB NSW.

Animal Welfare

The Catholic Education Commission NSW is the approved Corporation for the purposes of the NSW Animal Research Act on behalf of all NSW Catholic Schools. It is also the Scientific Licence holder for the purpose of tadpole collection by NSW Catholic Schools, noting that such collection is regulated by published guidelines.

In 2009 the CEC maintained this role, discharging its animal welfare responsibilities through the joint NSW Schools Animal Care and Ethics Committee (SACEC). In 2009, CEC contributed towards the operational costs of SACEC.

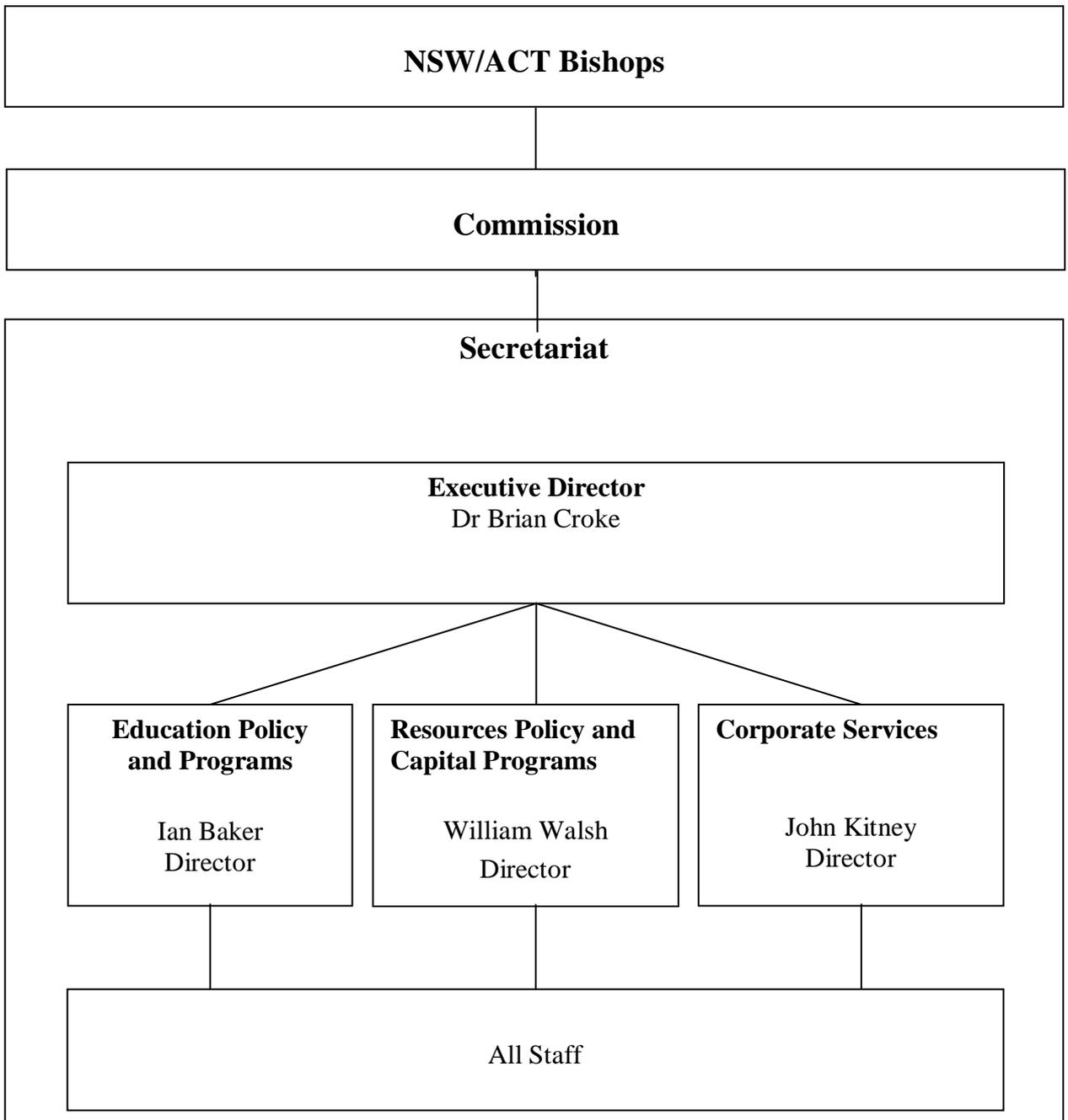




CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

Our People

The Commission is supported by the CEC Secretariat. As at 31 December 2009, there were 39 staff members in the Secretariat or 35.2 full time equivalents. This represents a temporary increase of 4.3 FTEs required to manage the Building the Education Revolution programs over 2009 – 2011. The 2009 gender mix was 24 female and 15 male.



Executive Director's Office

The Executive Director is Dr Brian Croke and he:

- manages the CEC Secretariat;
- is the principal adviser to the Commission and to the NSW/ACT Bishops on education strategic directions, education policies and resource matters;
- ensures compliance with the CEC Charter;
- represents the NSW Catholic schools sector on high level National and State education bodies;
- advocates for the NSW Catholic schools sector with governments and other agencies; and
- co-ordinates with other Catholic education and related organisations for the betterment of NSW Catholic schools.

Dr. Croke is also:

- a Commissioner of the National Catholic Education Commission;
- a member of the NSW Board of Studies; and
- a member of the Board of Directors of the:
 - Australian Curriculum Assessment and Reporting Authority;
 - Australian Council for Education Research; and
 - Education Services Australia;
- a Fellow of the Australian Humanities Academy.

Staffing of the Executive Director's Office as at 31 December 2009 was as follows:

Executive Director	Dr Brian Croke
Personal Assistant to the Executive Director & Chairman	Anne Phillips
Professional Assistant to the Executive Director	Dr Tony McArthur

Education Policy and Programs

The Education Policy and Programs Directorate is led by the Director, Ian Baker. This Directorate covers the following responsibilities:

Advocacy and Liaison – representing NSW Catholic schools

Grant Programs

- Negotiates targeted funding contracts with the Australian and NSW governments.
- Liaises with Governments on the administration of grant programs.
- Ensures that grant authorities are satisfied that targeted grant conditions are met and “value for money” is achieved.

Education Programs

- Participates in the development of National and NSW State education programs.
- Advocates for Catholic religious freedom with Governments and in other forums.
- Liaises with cross sectoral agencies on key education issues.
- Compiles sectoral reports to demonstrate achievement of education outcomes against Government targets.

Services to NSW Catholic schools

- Manages government targeted education programs.
- Maintains sectoral databases relating to certain targeted programs.
- Advises on grant administration requirements and acquittal of targeted education programs.
- Coordinates the audits of targeted education programs and the finalisation of grant requirements.
- Advises Diocesan Catholic Schools Authorities and Congregational schools on implementation of Government education programs.
- Undertakes research and develops education materials
- Manages Government mandated testing regimes.
- Provides data analyses on HSC results and other education outcomes.
- Liaises with other Catholic agencies for the coordination of effort or to resolve sectoral issues.
- Coordinates implementation of Government education policies and intra sectoral guidelines.
- Runs forums on key education issues.
- Disseminates information on key education issues.

Advocacy and Liaison – representing NSW Catholic schools

Compliance

- Undertakes environmental scans on compliance issues.
- Liaises with Governments and their agencies on compliance matters including negotiations on the cost of compliance.
- Liaises with cross sectoral agencies with the view to resolving compliance issues.

Teacher Professional Development

- Negotiates funding for NSW Catholic teacher professional development.

Services to NSW Catholic schools

- Disseminates information on compliance matters.
- Provides an advisory service on compliance matters.
- Coordinates implementation of key schools compliance requirements and other legal matters.
- Coordinates professional development compliance for Diocesan teachers.
- Coordinates professional development activities for NSW Catholic teachers and keeping of databases.

Staffing of the Education Policy and Programs Directorate as at 31 December 2009 was as follows:

Director	Ian Baker
Personal Assistant to Director	Erica Boundy
Administrative Assistant (part-time)	Grace Archibald
CEC Testing Officer – NSW DET	Brigitte Ellis
NSW Project Officer – AEDI	Karen Ferrante
State Coordinator–Special Learning Needs	Gerry Gray
Assistant Director – Education Policy	Rosalie Nott
Programs Support Officer (Finance)	Margaret O’Connor
State Coordinator – Aboriginal Education	Frank Pearce
State Coordinator – Student Welfare	Christine Rheinberger (acting)
Assistant Director – Education Programs	Paul Rodney
Administrative Assistant	Alana Seymour
Senior Project Officer – Vocational Education (part-time)	Patricia Strauss
State Coordinator – VET and Teacher Development	Sue Watts

Resources Policy and Capital Programs

The Resources Policy and Capital Programs Directorate is led by the Director, William Walsh. This Directorate serves both the CEC and provides administrative support to the CBGA Delegate and covers the following responsibilities:

Advocacy and Liaison – representing NSW Catholic schools

CEC

- Negotiates GRG funding contracts with the Australian and NSW Governments.
- Liaises with Governments on the administration of GRG funding programs.
- Liaises with the Australian Bureau of Statistics on key statistics relating to schools administration.
- Liaises with cross sectoral agencies on schools resources matters.
- Ensures that grant authorities are satisfied that GRG funding conditions are met and “value for money” is achieved.
- Coordinates the annual census of schools as required under legislation.
- Coordinates the annual Financial Questionnaire for the NSW Catholic schools system to DEEWR

Catholic Block Grant Authority NSW

- Negotiates block grant contracts with the Australian Government.
- Liaises with the Australian Government on the administration of block grants.
- Liaises with the NSW Government to improve DA processing.
- Liaises with other Block Grant Authorities and other cross sectoral agencies on block grant matters.
- Ensures that DEEWR is satisfied that block grant funding conditions are met and “value for money” is achieved.

Services to NSW Catholic schools

- Manages the development of GRG funding models for Diocesan Catholic Schools Authorities including analyses of resource needs and cost profiles.
- Maintains sectoral databases on schools’ resources, number of students, numbers and profile of teachers and demographics of schools.
- Facilitates forums to better understand school resource matters and to share strategies across Diocesan Catholic Schools Authorities.
- Provides a statistical and research service to Diocesan Catholic Schools Authorities on school resources and demographics.
- Advises on GRG funding conditions, and on their administration and acquittal.
- Coordinates the audits of GRG funding programs and the finalisation of grant requirements.
- Provides briefings on block grant programs.
- Undertakes surveys and develops materials to support sectoral block grant applications.
- Maintains databases in support of sectoral applications.
- Coordinates sectoral applications, develops application guidelines and ensures compliance with funding criteria.
- Manages block programs on behalf of the NSW Catholic schools sector and coordinates acquittals of grants.

Staffing of the Resources Policy and Capital Programs Directorate as at 31 December 2009 was as follows:

Director	William Walsh
Personal Assistant to Director	Wendy O'Connor
Education Officer – School Data	Andrew Forbes
Project Officer – Capital Programs	Jessica Hermosilla
Administrative Assistant	Kristi Jarvis
Professional Assistant – State Priority Committee	Greg Kervin
Senior Project Officer – Trade Training Centres	Merril Land
Project Officer – Capital Programs	Tanya Lee
Coordinator – Capital Grants Programs	Kevin Morrison
Project Officer – Capital Programs	Elizabeth Neale
Education Officer – School Resources	Crichton Smith
Data Management/Processing Support Officer	Elizabeth Smith

Corporate Services

The Corporate Services Directorate is led by John Kitney, who is also the Commission Secretary. This is a general support group with a particular responsibility for corporate governance.

The responsibilities of the Directorate are as follows:

- secretarial support for the Commission and Audit and Risk Management Committee;
- CEC Secretariat Office administration;
- Corporate compliance;
- Risk management; and
- support for:
 - Finance , Accounting and Treasury;
 - Human Relations; and
 - Information Technology.

The Corporate Services Directorate also carries out the following functions in direct support of NSW Catholic schools.

Advocacy and Liaison – representing NSW Catholic schools

- Liaises with Governments on grant administration, particularly in respect of the acquittal of grants and the satisfaction of grant conditions.
- Manages the CEC public web site which *inter alia* disseminates information to and about NSW Catholic schools and is the portal for CEC business.

Services to NSW Catholic schools

- Safeguards grant funds in transit.
- Effects the distribution of grant funds to Diocesan Catholic Schools Authorities and Congregational schools.
- Manages the CEC website, which supports education programs, and the dissemination of information and data analyses.
- Provides IT support for the maintenance of certain education data bases.
- Manages certain events and awards of a State wide nature.
- Provides IT and administrative support for certain Educational Forums.
- Manages archives of CEC initiated State wide educational resources.

Staffing of the Corporate Services Directorate as at 31 December 2009 was as follows:

Director	John Kitney
Personal Assistant to Director	Natalie Bell
Education Officer–Technology	Adrian Brown
Administrative Assistant	Kate Chojnowski
Receptionist	Jason Garrick
Internal Auditor	Bridgett Leslie
Administrative Assistant	Veronica Lina
Senior Accountant	Andrew Mandigora
Project Accountant	John Salman
Assistant Accountant	Mei Sumardi





CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

Appendix A: 2009 Financial Report

The Catholic Education Commission New South Wales is an unincorporated authorised body of the Trustees of the Province of Sydney and Archdiocese of Canberra and Goulburn under the Roman Catholic Church Communities' Land Act 1942 as amended.

Its principal place of business is:

Catholic Education Commission New South Wales
Level 9, 133 Liverpool Street

Sydney NSW 2000

The financial report was **authorised for issue by** the Commission on 21 April 2010. The Commission has the power to amend and reissue the financial report.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2009**

	Note	2009 \$	2008 \$
Revenue from Continuing Operations	2	6,607,446	6,262,928
Employee benefits expense		3,655,883	3,237,111
Depreciation expense		162,331	179,413
Projects and grant costs		641,997	682,973
Office services expense		581,842	480,641
Travel expense		351,936	329,690
Information technology expense		662,211	368,436
Administration expense		421,381	293,509
Surplus for the year	3	129,865	691,155
Other comprehensive income		-	-
Total Comprehensive Income for the year		129,865	691,155

This Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2009**

	2009	2008
	\$	\$
Total Equity at the Beginning of the Year	3,889,259	3,198,104
Total Comprehensive Income for the Year	<u>129,865</u>	<u>691,155</u>
Total Equity at the End of the Financial Period	<u>4,019,124</u>	<u>3,889,259</u>

This Statement of Changes in Equity should be read in conjunction with the accompanying notes.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**BALANCE SHEET
AT 31 DECEMBER 2009**

	Note	2009 \$	2008 \$
CURRENT ASSETS			
Cash and cash equivalents	4	412,991	3,828,000
Trade and other receivables	5	78,869	73,891
Other financial assets	4, 6	6,862,617	24,257,554
Other assets	7	146,151	103,168
Total Current Assets		<u>7,500,628</u>	<u>28,262,613</u>
NON-CURRENT ASSETS			
Property, plant & equipment	8	523,149	534,465
Total Non-current Assets		<u>523,149</u>	<u>534,465</u>
Total Assets		<u>8,023,777</u>	<u>28,797,078</u>
CURRENT LIABILITIES			
Trade and other payables	9	3,138,728	24,099,777
Total Current Liabilities		<u>3,138,728</u>	<u>24,099,777</u>
NON-CURRENT LIABILITIES			
Provisions	10	865,925	808,042
Total Non-current Liabilities		<u>865,925</u>	<u>808,042</u>
Total Liabilities		<u>4,004,653</u>	<u>24,907,819</u>
Net Assets		<u>4,019,124</u>	<u>3,889,259</u>
EQUITY			
Establishment Fund	11	1,434,194	1,434,194
Accumulated Funds	12	2,584,930	2,455,065
Total Members' Equity		<u>4,019,124</u>	<u>3,889,259</u>

This Balance Sheet should be read in conjunction with the accompanying notes.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**CASH FLOW STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2009**

	Note	2009 \$	2008 \$
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from customers (inclusive of goods and services tax)		6,667,319	6,187,442
Payments to suppliers and employees (inclusive of goods and services tax)		<u>(6,404,000)</u>	<u>(5,725,454)</u>
		263,319	461,988
Interest received		2,477,954	3,126,505
Other revenue		21,759	6,414
Interest paid		<u>(2,374,174)</u>	<u>(2,854,440)</u>
Net Cash Inflow (Outflow) From Operating Activities	14(a)	<u>388,858</u>	<u>740,467</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for property, plant & equipment		(244,200)	(90,880)
Proceeds from sale of property, plant & equipment		65,236	21,819
Net (decrease) increase in associated entities' current accounts	14(b)	(17,995,612)	8,848,837
Net (decrease) increase in government program current accounts		(2,729,978)	(319,189)
(Decrease) increase in GST liability re government programs		<u>(294,250)</u>	<u>(186,777)</u>
Net Cash Inflow (Outflow) From Investing Activities		<u>(21,198,804)</u>	<u>8,273,810</u>
Net Increase (Decrease) In Cash Held		<u>(20,809,946)</u>	<u>9,014,277</u>
Cash and cash equivalents at the beginning of the year		<u>28,085,554</u>	<u>19,071,277</u>
Cash and Cash Equivalents at the End of the Year	4	<u><u>7,275,608</u></u>	<u><u>28,085,554</u></u>

This Cash Flow Statement should be read in conjunction with the accompanying notes.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2009**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

In the opinion of the Commissioners, the Commission is not a reporting entity as the users of its financial report have the ability to obtain information not contained in this report. This financial report is therefore a "Special Purpose Financial Report" which has been prepared to meet the requirements of the Commission's Charter to prepare financial statements.

Set out below is a summary of the significant accounting policies adopted by the Commission in the preparation of the financial statements. The accounting policies adopted are consistent with those of the previous period.

(a) Basis of preparation

As the Commissioners are of the opinion that the Commission is a non-reporting entity, no Accounting Standards have mandatory applicability. However, the financial statements have been prepared in accordance with Australian Equivalents to International Reporting Standards (AIFRS) and other authoritative pronouncements of the Australian Accounting Standards Board, with the exception of the following:

- (i) Financial Instruments: Disclosure (AASB 7);
- (ii) Related Party Disclosures (AASB 124);
- (iii) Financial Instruments: Presentation (AASB 132);
- (iv) Provisions, Contingent Liabilities and Contingent Assets (AASB 137);

The financial statements are prepared in accordance with the historical cost convention and do not take into account changing money values or current valuations of non-current assets. Comparative information is reclassified where required to enhance comparability.

Accounting Standards issued but not yet operative will have no material effect on the financial statements of the Commission when these become operative.

(b) Transactions as trustee

The Commission is the representative voice of the Catholic schools of New South Wales. It acts as the official agency for the distribution of funds allocated under government financed education programs with state-wide application, co-ordinates the administration of these programs, and meets appropriate accountability requirements. In this capacity, the Commission receives funds from various government authorities and distributes those funds to Diocesan Catholic Schools Authorities and Congregational schools throughout New South Wales.

These financial statements reflect the fact that the Commission administers government funds in its capacity as Trustee. The income statement and cash flow statement do not include the financial effect of any funds received or disbursed in trust under government grants except to the extent that the Commission receives administration fees (shown as operating revenue) for the management of grants.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2009**

(b) Transactions as trustee (continued)

The Commission depends on these administration fees from State and Commonwealth governments for a significant volume of its revenue. During the 12 months ended 31 December 2009, approximately 66% (year ended 31/12/2008 - 64%) of the Commission's revenue from operating activities was received from government programs.

(c) Investments

Negotiable certificates of deposit and bank accepted bills are stated at face value less unearned income. Income is brought to account on a daily accrual basis.

(d) Depreciation of property, plant & equipment

Depreciation is calculated on a straight-line basis to write off the net cost of property, plant and equipment over its expected useful life to the Commission. Estimates of useful lives are made on a regular basis for all assets.

The depreciation rates are:

Leasehold improvements	10%
Office furniture & equipment	20% to 40%
Motor vehicles	12.5%

(e) Leased non-current assets

A distinction is made between finance leases which effectively transfer from the lessor to the lessee substantially all the risks and benefits incidental to ownership of leased non-current assets, and operating leases under which the lessor effectively retains substantially all such risks and benefits. All of the Commission's leases are considered to be operating leases.

Operating lease payments are charged to the income statement in the periods in which they are incurred.

(f) Employee leave entitlements

The amounts expected to be paid to employees for their entitlement to annual leave and long service leave and vesting sick leave (if applicable) expected to be paid within the next twelve months are provided for at current pay rates and disclosed as current liabilities.

A liability for long service leave is recognised, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to balance date. In assessing expected future payments the Commission has based the provision on remuneration rates current for all employees with one or more years of service. This method provides an estimate of the liability that is not materially different from the estimate that would be made by using a present value basis of measurement. Related on-costs have also been included in the liability.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2009**

(f) Employee leave entitlements (continued)

The Commission has not made provision for non-vesting sick leave as the Commissioners believe it is not probable that payment will be required.

(g) Work experience claims

In prior periods amounts were transferred to a "provision for excess on work experience insurance claims" to cover payments that the Commission may be required to make for the self insured portion of such claims. Claims paid by the Commission are charged against this provision.

(h) Cash and cash equivalents

For purposes of the cash flow statement, cash and cash equivalents include deposits at call and bank accepted bills which are readily convertible to cash and subject to an insignificant risk of changes in value.

(i) Segment Information

The Commission operates only in New South Wales and its only area of business is as a representative body for Catholic Schools Authorities.

	2009	2008
	\$	\$
2. REVENUE		
Levies received	2,029,159	1,974,319
Administration costs recovered	4,364,398	4,003,527
Interest received (see below)	155,771	278,668
Other income	58,118	6,414
	<hr/>	<hr/>
Revenue from Continuing Operations	6,607,446	6,262,928
	<hr/> <hr/>	<hr/> <hr/>

The Commission earned total interest of \$2,529,946 (year ended 31/12/2008 - \$3,133,108) of which \$2,374,175 (year ended 31/12/08 - \$2,854,440) was applicable to funds held on behalf of Government Programs and \$155,771 (year ended 31/12/08 - \$278,668) was applicable to the Commission's own funds.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2009**

	2009	2008
	\$	\$
3. OPERATING SURPLUS		
The operating surplus was determined after charging the following specific amounts:		
Depreciation of leasehold improvements	82,173	72,349
Depreciation of plant and equipment	80,158	107,064
Loss on disposal of fixed assets	27,949	4,588
Bad debts expense	697	-
Provision for employee entitlements	210,917	76,612
Rental expense relating to operating leases		
Minimum lease payments	290,938	241,735
Remuneration of Auditors		
Remuneration for audit of the financial report	19,500	18,500
Remuneration for other audit related work – grant acquittals	92,350	66,500
4. CASH AND CASH EQUIVALENTS		
Cash at bank and on hand	412,991	3,828,000
For the purposes of the Cash Flow Statement, cash and cash equivalents are made up as follows:		
Cash at bank and on hand	412,991	3,828,000
Other financial assets	6,862,617	24,257,554
Cash and Cash Equivalents as per Cash Flow Statement	7,275,608	28,085,554
5. TRADE AND OTHER RECEIVABLES		
Accounts receivable	55,902	69,224
Sundry debtors	22,967	4,667
Total Receivables	78,869	73,891

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2009**

	2009	2008
	\$	\$
6. OTHER FINANCIAL ASSETS		
Unsecured		
Deposits at call	3,428,534	21,276,825
Bank accepted bills		
Face value	3,446,148	3,000,000
Less unearned income	(12,065)	(19,271)
	<u>3,434,083</u>	<u>2,980,729</u>
Total Other Financial Assets	<u>6,862,617</u>	<u>24,257,554</u>
7. OTHER ASSETS		
Prepayments	12,541	21,550
Accrued Income	133,610	81,618
Total Other Assets	<u>146,151</u>	<u>103,168</u>
8. PROPERTY, PLANT & EQUIPMENT		
Leasehold improvements - at cost	758,293	726,903
Provision for depreciation	461,151	378,978
	<u>297,142</u>	<u>347,925</u>
Office furniture, equipment and motor vehicles - at cost	841,845	786,632
Provision for depreciation	615,838	600,092
	<u>226,007</u>	<u>186,540</u>
Total Property, Plant & Equipment	<u>523,149</u>	<u>534,465</u>

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2009**

8. PROPERTY, PLANT & EQUIPMENT (continued)

Reconciliations of the carrying amounts of property, plant and equipment at the beginning and end of the current and previous financial years are set out below.

	Office furniture, equipment and motor vehicles	Leasehold Improvements	Total
Year ended 31 December 2009	\$	\$	\$
Carrying amount at start of year	186,540	347,925	534,465
Additions	212,810	31,390	244,200
Disposals	(93,185)	-	(93,185)
Depreciation expense	(80,158)	(82,173)	(162,331)
Carrying amount at end of year	<u>226,007</u>	<u>297,142</u>	<u>523,149</u>
Year ended 31 December 2008			
Carrying amount at start of year	243,081	406,324	649,405
Additions	76,930	13,950	90,880
Disposals	(26,407)	-	(26,407)
Depreciation expense	(107,064)	(72,349)	(179,413)
Carrying amount at end of year	<u>186,540</u>	<u>347,925</u>	<u>534,465</u>
		2009	2008
		\$	\$

9. TRADE AND OTHER PAYABLES

Funds held on behalf of Government Programs	1,952,524	22,737,983
GST payable	202,930	514,751
Accounts payable	207,803	194,932
Annual leave payable	294,918	219,521
Long service leave payable	100,000	100,000
Other Creditors	380,553	332,590
Total Accounts Payable	<u>3,138,728</u>	<u>24,099,777</u>

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2009**

	2009	2008
	\$	\$
10. PROVISIONS		
Long service leave	847,376	787,747
Excess on work experience insurance claims	18,549	20,295
	<u>865,925</u>	<u>808,042</u>
11. ESTABLISHMENT FUND		
Establishment Fund at the beginning and end of the financial period	<u>1,434,194</u>	<u>1,434,194</u>
<p>The Commission was formed in 1974 by the then Trustees of the Province of Sydney under the Roman Catholic Church Communities Lands Act 1942 as amended. The Commission is governed by a Charter approved by the Trustees. As part of a restructure approved by the Commission on 13 March 1986, accumulated funds as at 31 January 1986 amounting to \$507,670 were regarded as the Establishment Fund. In May 2003, funds of \$926,524 held in the name of the Chairman of the Commission were transferred to the Commission.</p>		
12. ACCUMULATED FUNDS		
Accumulated funds at the beginning of the financial period	2,455,065	1,763,910
Surplus for the year	129,865	691,155
Accumulated funds at the end of the financial period	<u>2,584,930</u>	<u>2,455,065</u>
13. COMMITMENTS FOR EXPENDITURE		
<p>Commitments for minimum lease payments in relation to non-cancellable operating leases contracted for at the reporting date but not recognised as liabilities are payable as follows:</p>		
Within one year	<u>325,398</u>	<u>257,948</u>
Later than one year but not later than 5 years	<u>732,066</u>	<u>966,604</u>
Commitments not recognised as liabilities in the financial statements	<u>1,057,464</u>	<u>1,224,552</u>

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

**NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2009**

	2009	2008
	\$	\$
14. CASH FLOW INFORMATION		
(a) Reconciliation of surplus (deficit) for the period to net cash inflow (outflow) from operating activities		
Surplus for the year	129,865	691,155
Depreciation	162,331	179,413
Net loss on disposal of office furniture, equipment and motor vehicles	27,949	4,588
Change in operating assets and liabilities		
Decrease (Increase) in receivables	(7,188)	(5,646)
Decrease (Increase) in other assets	(42,983)	(11,937)
Increase (Decrease) in payables	61,001	(75,312)
Increase (Decrease) in provisions	57,883	(41,794)
Net Cash Inflow (Outflow) From Operating Activities	388,858	740,467
(b) Net increase (decrease) in associated entities' current accounts		
Professional Standards Resource Group	2,148	(27,865)
Catholic Secondary Schools Association	63	(78)
Council of Catholic School Parents	57,659	(65,232)
NSW Catholic Block Grant Authority	(18,055,482)	8,942,012
	(17,995,612)	8,848,837
(c) NSW Catholic Block Grant Authority – Current Account		

In prior years the Catholic Education Commission has held funds on behalf of the Catholic Block Grant Authority (CBGA), but as from the end of 2009 year the CBGA now holds most of the funds in accounts in its own name. This explains the material reduction in the CBGA funds held by Catholic Education Commission at the end of 2009.

**CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES**

DECLARATION BY COMMISSIONERS

As stated in Note 1 to the financial statements, in the Commissioners' opinion the Commission is not a reporting entity because there are no users dependent on general purpose financial reports. This is a special purpose financial report that has been prepared to meet the requirements of the Commission.

In the Commissioners' opinion the financial statements and notes set out on pages 83 to 94 present fairly the Commission's financial position as at 31 December 2009 and its financial performance and its cash flows for the year ended on that date in accordance with Accounting Standards as detailed in Note 1 to the financial statements.

This declaration is made in accordance with a resolution of the Commissioners.



Bishop Anthony Fisher OP
Chairman



Dr. Brian Croke
Executive Director

Sydney
21 April 2010

CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

INDEPENDENT AUDITOR'S REPORT

To the members of The Catholic Education Commission New South Wales:

We have audited the accompanying financial report, being a special purpose financial report, of the Catholic Education Commission New South Wales ("the Commission"), which comprises the statement of financial position as at 31 December 2009, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, a summary of significant accounting policies and other explanatory notes as set out on pages 83 to 95.

The Responsibility of the Commissioners for the Financial Report

The Commissioners are responsible for the preparation and fair presentation of the financial report and have determined that the accounting policies described in Note 1 to the financial statements which form part of the financial report are appropriate to meet the financial reporting requirements of the Commission and are appropriate to meet the needs of the members. The Commissioners' responsibility also includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. No opinion is expressed as to whether the accounting policies used, as described in Note 1, are appropriate to meet the needs of the members. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance that the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Commissioners, as well as evaluating the overall presentation of the financial report.

The financial report has been prepared for distribution to members for the purpose of fulfilling the Commissioners' financial reporting requirements. We disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

Our audit did not involve an analysis of the prudence of business decisions made by the Commission or management.

HLB Mann Judd (NSW Partnership) ABN 34 462 821 289

Level 19 207 Kent Street Sydney NSW 2000 Australia | DX 10313 SSE | Telephone +61 (0)2 9020 4000 | Fax +61 (0)2 9020 4190

Email: mailbox@hlbnsw.com.au | Website: www.hlb.com.au

Liability limited by a scheme approved under Professional Standards Legislation

HLB Mann Judd (NSW Partnership) is a member of  international, A world-wide organisation of accounting firms and business advisers.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Auditor's Opinion

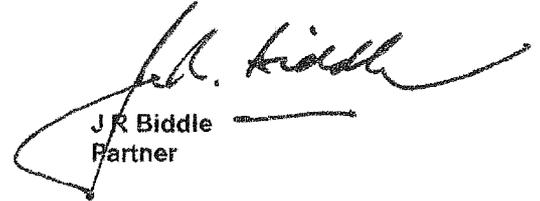
In our opinion, the financial report presents fairly, in all material respects, the financial position of the Commission as at 31 December 2009 and of its financial performance and its cash flows for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

A handwritten signature in black ink that reads 'HLB Mann Judd'.

HLB Mann Judd
Chartered Accountants

Sydney

21 April 2010

A handwritten signature in black ink that reads 'J R Biddle'.

J R Biddle
Partner

HLB Mann Judd (NSW Partnership) ABN 34 482 821 289

Level 19 207 Kent Street Sydney NSW 2000 Australia | DX 10313 SSE | Telephone +61 (0)2 9020 4000 | Fax +61 (0)2 9020 4190

Email: mailbox@hfbnsw.com.au | Website: www.hlb.com.au

Liability limited by a scheme approved under Professional Standards Legislation

HLB Mann Judd (NSW Partnership) is a member of  HLB International, A world-wide organisation of accounting firms and business advisers.



CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

Appendix B: Commission Committees

Commission Core Committees

Aboriginal Education Advisory Committee

The Aboriginal Education Advisory Committee met four times in 2009. This Committee was chaired by Commissioner Sharon Cooke.

The functions of the Committee are to:

- advocate for the integration of Aboriginal culture and history into everyday school learning;
- develop education policies, which improve opportunities for Aboriginal students;
- advise on Aboriginal student wellbeing;
- prepare responses on key education issues specific to Aboriginal students; and
- advise the Education Policy and Resources Policy Committees on matters of funding allocation pertinent to Aboriginal students.

Membership of the Committee in 2009 was:

Sharon Cooke (Chair)	Aboriginal Commissioner, Armidale Diocese
Frank Pearce (Executive Officer)	State Co-ordinator – Aboriginal Education, CEC
Karen Andriske	Aboriginal Education Advisor, Bathurst Diocese
Jane Bridges	Aboriginal Education Advisor, Sydney Archdiocese
Louise Campbell	Aboriginal Education Advisor Maitland-Newcastle Diocese
Dave Ella ¹	Aboriginal Education Advisor, Broken Bay Diocese
Doreen Flanders	Aboriginal Education Advisor, Lismore Diocese
Karen Gardiner	Aboriginal Education Advisor, Wagga Wagga Diocese
Margaret Harrison	Aboriginal Education Advisor, Parramatta Diocese
Kerry Hogan	Aboriginal Education Advisor, Canberra and Goulburn Diocese
Julianne Manson	Aboriginal Education Advisor, Congregational Schools
Kerry O’Callaghan ¹	Aboriginal Education Advisor, Canberra and Goulburn Diocese
Mary Senj	Aboriginal Education Advisor, Broken Bay Diocese
Karan Taylor	Aboriginal Education Advisor, Wollongong Diocese
Merindah Wilson	Aboriginal Education Advisor, Wilcannia-Forbes Diocese

Note: ¹ from 17 November 2009.

Audit and Risk Committee

The Audit and Risk Management Committee met five times in 2009. The Committee was chaired by Brother Tony Whelan cfc.

The functions of the Committee are to:

- assist the Commission in complying with its governance and other obligations;
- satisfy itself that the CEC Secretariat has:
 - a comprehensive risk management framework in place to identify and manage risks;
 - processes to support an appropriate system of internal controls; and
 - management processes to ensure that CEC complies with its legal, contractual and financial compliance obligations;
- review accounting policies and disclosure in the Annual Financial Report and Annual Report prior to release; and
- ensure that CEC has adequate procedures on matters of audit independence.

Membership of the Committee in 2009 was:

Brother Tony Whelan cfc (Chair)	Director of Schools, CSO Broken Bay
Alan Bowyer	Director of Schools, CSO Wagga Wagga
Danielle Cronin	Executive Director, Council of Catholic School Parents NSW
Brian Goodacre ¹	Chartered Accountant

Note: ¹ external member.

The Secretary of the Committee was John Kitney, Commission Secretary.

Education Policy Committee

The Education Policy Committee met 11 times in 2009. The Committee was chaired by Commissioner Brian Lacey.

The Committee has prime responsibility for advising the Commission on all aspects of education policy from a State perspective. The functions of the Committee are to:

- develop and review education policy;
- prepare responses on key education issues;
- recommend on the level and type of targeted funding either within the General Recurrent Grant formula or separately and specify program outcomes;
- review the performance of targeted education programs;
- advise on the catechetical purposes of Catholic schooling; and
- liaise with CCRESS on matters relating to the religious education of Catholic children in Government schools.

Membership of the Committee in 2009 was:

Brian Lacey (Chair)	Principal, St Catherine's Singleton
Ian Baker (Executive Officer)	Director – Education Policy and Programs, CEC
Berenice Kerr ¹	Educational Consultant ,Mercy Congregation, Lismore
Anne Maree Creenaune ²	Senior Professional Officer - CEO Wollongong
Dr Brian Croke	Executive Director, CEC
Kathryn Fox	Head – Teaching and Learning, CSO Maitland- Newcastle
Fay Gurr ³	Principal, St Vincent's College, Potts Point
Sr Judith Lawson op ⁴	Promoter of Charism in Dominican Schools
Lee Herden	RE Consultant, CSO Armidale
Bronwyn Hession	Senior Education Officer, CSO Broken Bay
Rosalie Nott	Assistant Director – Education Policy, CEC
Seamus O'Grady	Director of Curriculum, CEO Sydney
Dr Paul Thornton	Assistant Director – Education Services, CSO Lismore

- Notes:**
- 1 ceased as member on 4 February 2009.
 - 2 appointment commenced on 20 May 2009.
 - 3 ceased as member on 31 December 2009.
 - 4 appointment commenced on 17 November 2009.

Executive Committee

The Executive Committee met ten times in 2009, ahead of and to plan Commission meeting agendas. The Committee was chaired by Bishop Anthony Fisher OP and in his absence by Bishop David Walker.

The functions of the Committee are to advise the Commission Chairman on Commission meeting strategies. It may also make delegated decisions on behalf of the Commission between Commission meetings in circumstances where an urgent decision needs to be made and a Commission meeting is not practical.

Membership of the Committee in 2009 was:

Bishop Anthony Fisher OP	Commission Chairman
Bishop David Walker	Deputy Chair
Dr. Brian Croke	Executive Director, CEC

Public Policy Committee

The Public Policy Committee met three times in 2009. The Committee was chaired by Brother Kelvin Canavan fms.

The prime responsibility of the Committee is to advise the Commission on strategies to raise the awareness of Governments and the community generally about Catholic schooling. The functions of the Committee are to:

- monitor support for Catholic schools and track social, political and other trends, which may affect that support;
- identify options and recommends strategies for the Commission to implement in support of Catholic schools;
- develop educative strategies and advocacy programs for the Catholic community in support of Catholic schools; and
- work with other Commission Committees to raise awareness of the quality of Catholic schools and their importance to the social fabric of the Australian community.

Membership of the Committee in 2009 was:

Br Kelvin Canavan fms (Chair)	Former Executive Director of Schools, CEO Sydney
Anne Phillips (Executive Officer)	PA to Executive Director, CEC
Sue Bull	Communication and Development Officer Council of Catholic School Parents
Dr Brian Croke	Executive Director, CEC
Danielle Cronin	Executive Director, Council of Catholic School Parents
Ian Jordan	Principal, John XXIII Catholic Primary School
Paul Murray	Head of Financial Services CEO Maitland / Newcastle
Sue Walsh	Head of School Services CEO Parramatta

Resources Policy Committee

The Resources Policy Committee met 11 times in 2009. The Committee was chaired by Commissioner Peter Turner

The functions of the Committee are to:

- advise on funding formulas for the distribution of general recurrent grants to Diocesan Catholic Schools Authorities and on other grant programs generally;
- work with the Education Policy Committee to ensure that both key priorities within local communities and government priorities are met;
- undertake research on school resources and outcomes; and
- monitor the performance of grant programs as required.

Membership of the Committee in 2009 was:

Peter Turner (Chair)	Director, CEO Wollongong
William Walsh (Executive Officer)	Director – Resources Policy and Capital Programs, CEC
John Barker	Head of Finance and Planning, CEO Canberra and Goulburn
Helen Bentham	Head of School Accounting, CSO Broken Bay
Dr Brian Croke	Executive Director, CEC
Peter Fogarty	Head of Financial and Administrative Services, CEO Wollongong
Terry Keogh	Director of Finance, CEO Sydney
Bernard Ryall	Director of Finance, CEO Parramatta
John Sheridan	Head of Financial Services, CEO Armidale
Greg Smith	Director of Finance, OLMC Parramatta

Crichton Smith was Secretary to the Committee.

Other Committees/ Working Parties

Other key Committees/ Working Parties of the Commission and their roles are as follows:

Catholic Education and Social Welfare Co-ordinating Committee

The Catholic Education and Social Welfare Co-ordinating Committee supports and advises the Commission in developing strategies to address social welfare issues that impact on students and their families.

Membership of the Committee in 2009 was:

Dr Kristin Johnston rsj (Chair)	IACE, ACU
Ian Baker (Executive Officer)	Director, Education Policy and Programs, CEC
Deirdre Cheers	Director – Centacare, Broken Bay
Margaret Chittick	Senior Professional Officer Safety and Professional Services CEO, Wollongong
Mary Gow	OHS Consultant, CEO Broken Bay
Faye Green	Deputy Chief Executive Officer, Centacare Canberra and Goulburn
Carolyn Hadley	Education Officer – Employment Relations, CEO Sydney
Kathleen McCormack	Director – Centacare, Wollongong

Special Education Working Party 2

In 2009, the Special Education Working Party provided advice to the Education Policy Committee and the Resources Policy Committee in regard to the revised funding mechanism for the allocation of grants to support *Students with Disabilities* under the LNSLN targeted program.

Membership of the Working Party in 2009 was:

John Couani (Chair)	Director Eastern Region, CEO Sydney
Geraldine Gray (Executive Officer)	State Coordinator – Special Learning Needs CEC
Ian Baker	Director – Education Policy and Programs CEC,(ex Officio)
Barry Bermingham	Manager of Targeted Programs, CEO Lismore
Anne Marrins	Principal – Our Lady of Mount Carmel Primary
Fran Moloney	Project Officer, CEC (Private Consultant)
Frank Pitt	Principal Mater Dei Special School, Camden
Danny Rankin	Senior Education Officer – Students with Special Needs, CSO Broken Bay
Elizabeth Rowe	Team leader – Student Services, CEO Parramatta
John Sheridan	Head of Financial Services, CEO Armidale, Resources Policy Committee nominee.

Student Wellbeing Working Group

The Student Wellbeing Working Group was established to assist the Commission to provide feedback on the Australian Government's scoping study exploring the possibility of developing a National Student Wellbeing Framework. The purpose of this Group was to review current practice in Catholic schools, and explore implications for Diocesan Catholic Education Authorities should a Framework be developed linked to the emerging National School Curriculum K – 12.

Membership of the Group in 2009 was:

Lorraine Walker ¹ (Convenor)	State Coordinator – Student Welfare Programs, CEC
Christine Rheinberger ² (Convenor)	Acting State Coordinator – Student Welfare Programs, CEC
Ian Baker	Director – Education Policy and Programs, CEC
Dominic Braybon	Senior Officer – SACS, Leaders and Support, CEO Canberra and Goulburn
Monica Cameron	Education Officer – Learning and Teaching , CSO Wagga Wagga
Linda Densmore	Consultant, CEO Bathurst
Margaret Donnelly	Senior Education Officer, CEO Broken Bay
Gerry Gray	State Coordinator–Special Learning Needs, CEC
Kate O'Brien	Consultant Curriculum : Primary , CEO Sydney
Linda McNeil	Parent Liaison and Resources Officer, CSO Maitland-Newcastle
Clare Noonan	Education Officer (Student Welfare), CEO Lismore
Elizabeth Rowe	Manager (Student Welfare), CEO Parramatta
Joan Shanahan	Additional Needs Consultant, CSO Armidale
Kerrie Haynes-Williams	Education Officer, CEO Wollongong

Notes:
1 Convenor until June 2009.
2 Convenor from June 2009.

Vocational Education Advisory Group (VEAG)

The Vocational Education Advisory Group advises the Commission, through the Education Policy Committee, on Catholic Sector implementation options arising from both National and State policies for Vocational Education Training (VET) in schools. This includes policies and programs developed through the NSW Vocational Education and Training Accreditation Board (VETAB), the NSW Board of Vocational Education and Training (BVET), the NSW Board of Studies and the MCEETYA Transition from School Taskforce. Currently, VEAG meets monthly with this meeting schedule subject to review.

Membership of the Group in 2009 was:

Danielle Cronin (Chair)	Executive Officer, CCSP
Patricia Strauss (Minute Secretary)	Senior Project Officer – Vocational Education, CEC
Stefan van Aanholt	Educational Services, CSO Armidale
Ian Baker	Director – Education Policy and Programs, CEC
Vince Connor	Education Officer, CEO Bathurst
Chris Graham	Vocational Education, Stella Maris Institute RTO
Glenda O’Brien	Education Officer – VET , CSO Maitland-Newcastle
Petty O’Loughlin	Vocational Education, CEO Wollongong
Fiona Mulhall	Conference of Leaders Religious Institutes
Bill Owens	Education Officer – Secondary Vocational Learning, CSO Broken Bay
Phil Pettit	Education Officer, CEO Canberra and Goulburn
Magda Quinlan	Vocational Education Officer, CEO Parramatta
Paul Rodney	Assistant Director – Education Programs, CEC
Karen Ruppert	Vocational Education Officer, CEO Parramatta
Christine Shakya	Vocational Education Officer, CEO Sydney
Michelle Swan	Vocational Education Officer, CSO Wagga Wagga
Sue Watts	State Coordinator – VET, CEC
Tony Winter	Vocational Education Officer, CEO Lismore





CATHOLIC EDUCATION COMMISSION NSW

Polding Centre
Level 9, 133 Liverpool Street
SYDNEY NSW 2000
(PO Box A169, SYDNEY SOUTH NSW 1235)
Phone: +612 9287 1555 – Fax: +612 9264 6308
Website: <http://www.cecsw.catholic.edu.au>