



Catholic Education  
Commission NSW



## 2015 Annual Report



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## Catholic Education Commission NSW

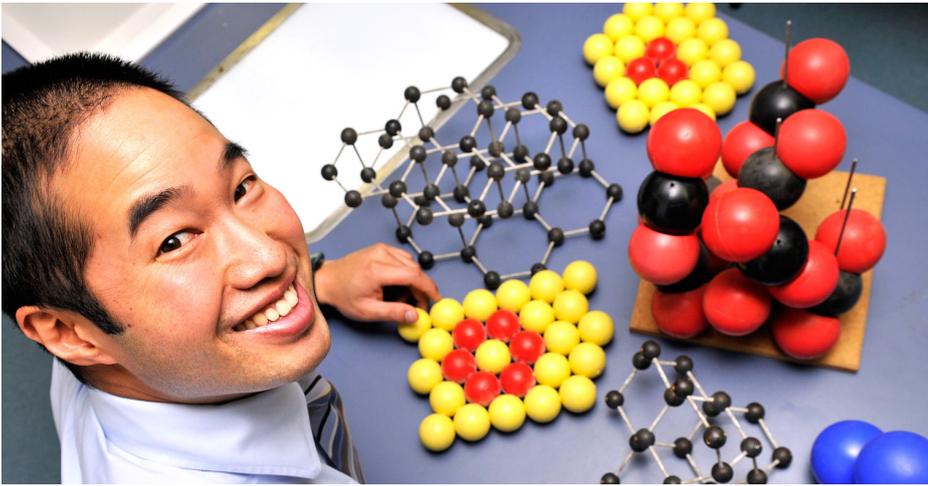
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## 1. TRANSMITTAL LETTER

Most Reverend Michael McKenna  
Secretary  
Trustees of the Province of Sydney and  
Archdiocese of Canberra and Goulburn  
118 Keppel Street  
BATHURST NSW 2795

My Lord,

It is with great pleasure that I submit the 2015 Annual Report of the Catholic Education Commission New South Wales (CECNSW) for the consideration of The Trustees of the Province of Sydney and Archdiocese of Canberra and Goulburn.

In accord with its Charter from the Bishops, the Commission continues to carry out its role of overseeing the disbursement of funds from the Australian and NSW Governments as well as representing the Catholic Schools sector and advocating on its behalf. This is evident in this report.

I commend the 2015 CECNSW Annual Report to the NSW/ACT Bishops.

Yours fraternally in Christ

A handwritten signature in black ink, appearing to read 'Peter A Comensoli', with a small cross symbol to the left of the first letter.

Bishop Peter A Comensoli DD  
Chairman

18 May 2016



## 2. CHAIRMAN'S REPORT

It is with great pleasure that I present my second report as Chairman of the Catholic Education Commission NSW.

Unfortunately, my predecessor, Archbishop Anthony Fisher OP, was struck with a serious health issue in December 2015. The thoughts of the Commissioners are with him and we pray that he has a full recovery.

Early in 2015 the Commission welcomed new member Mr Chris Smyth, nominated by the Bishop of the Diocese of Armidale. In November we farewelled Kay Herse who was a nominee of CLRI.

In March 2015, the Commission was pleased to learn of the success of its political lobbying for an increase in capital funding for non-government schools of \$50m over the next four years. Further, a letter has been forwarded to the NSW Minister for Planning urging a change in the NSW planning system to ensure Catholic schools are on a level playing field with government schools.

In May 2015, following receipt of independent advice, the Commonwealth and State Grants Distribution Model for 2016-2017 was approved by the Bishops. The Commission will continue to refine funding models from 2018 to ensure legislative compliance.

A key issue for the Commission was the implementation of the NSW governance and not-for-profit guidelines. These developments required much work on the part of the

Commission and Secretariat to ensure that all Catholic schools in NSW understand the new legal requirements including the training of all Responsible Persons.

In March 2015, the NSW/ACT Bishops decided to establish a working party to review the current structure of the NSW Catholic schools sector and explore options.

Ms Kathryn Greiner was engaged to undertake wide ranging consultations with stakeholders. The Bishops received her report in April 2016. The Bishops will continue their discernment on the recommendations of the report at their remaining meetings in 2016.

Of particular interest to the Bishops is the ongoing work of the Commission in addressing the implementation of the recommendations of the Bishops' 2007 Pastoral Statement, Catholic Schools at a Crossroads. The CECNSW Mission and Identity Working Party continues to progress this work and in 2015 developed a wonderful online resource for teachers, Catholic Principles in the Curriculum.

I would like to express my thanks to Dr Brian Croke and his staff in the CECNSW Secretariat for their professionalism and dedication.

A handwritten signature in black ink, appearing to read 'Peter A Comensoli'. The signature is written in a cursive style with a cross at the beginning.

Bishop Peter A Comensoli DD  
Chairman



### 3. EXECUTIVE DIRECTOR'S REPORT

#### Change of Leadership

At the outset may I begin by expressing my personal gratitude and that of CECNSW to Archbishop Anthony Fisher for his outstanding leadership as Chairman over the past 10 years. His understanding of, and insights into Catholic education, his ability to clarify, challenge and address the essential issues and his wisdom in judgement have helped Catholic schools to continue to fulfil the mission of the Church to our young people. His recent withdrawal from public duties due to ill health has only served to indicate his value to the Catholic community of NSW. Our prayers and thoughts are with him for a full recovery.

As his successor, Bishop Peter Comensoli has stepped into the role and is determined to ensure that CECNSW continues to provide strong leadership for Catholic schools in NSW. I have appreciated the gifts he brings to the Commission and his personal support for my role as Executive Director.

The Commission sadly farewelled Bill Walsh who passed away in February 2015 after a battle with cancer. Bill, who was formerly CECNSW's Director of School Resources and Capital Programs, had retired in 2012. He had a significant national reputation for his knowledge of Catholic school funding and capital grants in particular.

His work and his patient handling of the most difficult resources issues were greatly respected and valued by schools, congregations, diocesan offices and State and Territory commissions. May he rest in peace.

#### Major Challenges

Legislative monitoring and compliance, funding and curriculum developments characterised the Commission's advocacy, consultation and engagement roles with the Commonwealth and State governments, and the NSW Board of Studies, Teaching and Educational Standards (BOSTES) in 2015.

CECNSW's agreement with the Australian Government for funding under the *Australian Education Act 2013* requires annual certification of compliance across four essential requirements, including certification of the financial health of all systemic schools. These certification requirements challenged the Commission in its development of a funding model for the 2016-2017 years, which was finally approved by the Bishops in June 2015.

A further challenge with the Commonwealth has been the requirement for NSW Catholic schools to comply with the requirements of the Australian Charities and Not for Profit Commission (ACNC) – which is a clear duplication of reporting on the financial position of Catholic schools.

Equally challenging have been the amendments to the *NSW Education Act 1990 83C*, which tighten the not-for-profit requirements under the Act. BOSTES was charged

## EXECUTIVE DIRECTOR'S REPORT

with their implementation and related new school governance requirements pursuant to section 47 of the NSW Education Act. Subsequently, CECNSW initiated role clarification, advice and mandatory training for school and system leaders. The Secretariat provided four 4-hour programs of governance training for 294 Responsible Persons in 2015.

### Major Achievements

A key outcome of our lobbying with the NSW Government to restore capital grants to non-government schools (removed in 2012) was the announcement in May that \$50m will be made available over the next four years for capital works in non-government schools. We are now pursuing the removal of associated planning costs that significantly impact on our building costs, which are not required of public education.

The acceptance by the Bishops of a funding model for Catholic systemic schools 2016-2017 required significant shifts in our traditional approach to school funding via diocesan offices and acceptance of greater transparency of our accountability to government funding bodies. Such a transition will continue to be challenged as we develop a funding distribution model post-2018.

It goes without saying that the Commission is heartened by the continuing growth in enrolments for 2015 (255,397 up from 253,791 in 2014). More Aboriginal students and students with disabilities were enrolled and the number of teachers in our schools also rose (19,580 up from 19,281 in 2014). Our schools are well accepted by the Australian community as indicated by these enrolment trends.

### Outlook

CECNSW continues to be vigilant around the Catholic Identity of schools. The recent Congress in Rome, attended by the Chairman and myself, was both reassuring regarding our schools in Australia but challenging to ensure that we strive to reach the marginalised and provide viable schooling options for all areas of NSW.

While we have not experienced extremism and radicalisation among students in Catholic schools, we have joined with our counterparts in the government and independent schools to develop a strategy to address these issues. We know only too well how social networks and other media can influence disenfranchised youth.

The Commission's recent Capital and Facilities Review will challenge us to upgrade our current facilities and provide for the future students of Catholic schools. Building the Education Revolution (BER) certainly enhanced our building stock but we now need a coordinated plan for future developments.

### New Directions

The Bishops of NSW and ACT initiated a major review of Catholic education in NSW in the latter half of 2015. This review encompasses not only CECNSW and its Secretariat but also the very structure of Catholic schools and systems. Additionally, the Bishops are seeking an appropriate funding model for the distribution of government grants post-2018. Ms Kathryn Greiner, assisted by Deloitte Private, is the review Project Officer. The review will impact on the future operation of Catholic schools and CECNSW. The time is right to be planning for the future of Catholic schooling in an increasingly complex Australian society and one that is challenging to those insisting on the character and value of schools based on a religious faith.



Dr Brian Croke  
Executive Director

## 4. Governance

### 4.1 Catholic Education Commission NSW (CECNSW)

The Catholic Education Commission NSW (CECNSW) was established in 1974 by the Trustees of the Province of Sydney and Archdiocese of Canberra and Goulburn, initially to be the contract management authority with governments for the receipt of grants to be distributed to NSW Catholic schools. Since that time, CECNSW's mandate has been widened to include representation, engagement and advocacy on behalf of NSW Catholic schools. It also has a developing role in relation to early childhood education and care.

CECNSW provides advice to the NSW/ACT Bishops on education issues and related advocacy matters and leadership in Catholic education, through service to dioceses, religious institutes and parents. It functions through consultation with diocesan directors, religious institutes, and principal and parent associations. It represents NSW Catholic Schools Authorities in education and other general forums of relevance to the sector and negotiates with governments for grants in support of NSW Catholic schools.

The NSW/ACT Bishops' mandate is broader than that of CECNSW 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 not limited to, Catholic universities and Catholic adult education.

CECNSW has no authority to become involved in the administration of NSW Diocesan Catholic Schools Authorities nor congregational schools, except in relation to funding contract management. Responsibility for the direct management of NSW Catholic schools rests with the relevant Diocesan Catholic Schools Authority (under the canonical authority of the respective diocesan Bishop) for

systemic schools and with the religious institutes or their agents for congregational schools.

In accordance with *Australian Education Act 2013* provisions, from 2014, CECNSW is recognised by the Australian Government Department of Education and Training (AGDET) as the Approved System Authority and Representative Authority.

The operation of CECNSW is governed by the CECNSW Charter approved by the NSW/ACT Bishops. It has been reviewed by the Bishops several times since 1974, leading to both a widened mandate and to improved governance of the organisation.

At present, CECNSW fulfils its objectives by developing state-wide education policies and commissioning/publishing research materials, which contribute to the betterment of education in all NSW Catholic schools, the maintenance of the Catholic ethos in education and the enhancement of the quality of education generally. It supports NSW Catholic Schools Authorities, liaising with and coordinating them, especially in relation to grant administration and curriculum/assessment directed by governments. As well, it liaises with the Council of Catholic School Parents, Association of Catholic School Principals, Conference of Leaders of Religious Institutes, National Catholic Education Commission and other State Catholic Education Commissions.

CECNSW provides guidance to NSW Catholic educators and fosters understanding and co-operation between the various administrative components of Catholic education including parents, parish priests, teachers, administrators and other supporters. It provides representation, engagement and advocacy for NSW Catholic schools with reference to governments, parliaments, boards of studies, other education bodies, employer groups, the media and the general public. In addition, it develops cooperative links with other education institutions, both government and non-government.

### 4.2 Tribute to Archbishop Anthony Fisher

Archbishop Anthony Fisher OP, Chairman since 2005 (apart from a short break attending to World Youth Day duties) resigned in March 2015 following his appointment as Archbishop of Sydney.

The Commission acknowledged his outstanding leadership over the 10-year period that achieved so much for Catholic schools in NSW and ACT:

- discussion, advocacy and negotiation with governments over legislation, funding, the Australian curriculum, data collection, analysis and public reporting
- responding to questions around teaching, learning and educational standards, evangelisation and catechesis
- advising the Bishops on complex educational matters and helping inform their decision-making on Catholic education
- informing and implementing the Bishops' Pastoral Letter Catholic Schools at a Crossroads to reposition Catholic schools and systems as agents of a new evangelisation
- launching new initiatives in Indigenous and Special education
- managing the challenges of the Global Financial Crisis, changes of Commonwealth and State governments, changes of Education Ministers and a multitude of Educational Partnerships
- engaging with "Gonski", "Better Schooling", "Students First" and "My School website"
- limiting cuts to recurrent funding in 2012 and regularly achieving agreement on grants distribution

The undoubted highlights were:

- Building the Education Revolution (BER) program – managing this boost to capital works successfully for the great benefit of NSW Catholic schools
- the exhilaration and success of World Youth Day 2008 under his leadership
- the canonisation of St Mary MacKillop in 2010

The Commission conveyed its thanks and offered its best wishes to the Archbishop for his future work in the Church.

Subsequently, Commissioners welcomed the appointment of Bishop Peter Comensoli DD as the new Chairman commencing on 1 April 2015.

In December 2015 the Commission was saddened to learn that Archbishop Fisher was struck with a serious health issue. Our prayers and thoughts are with the Archbishop in seeking a full recovery.

### 4.3 The Greiner Review

Previously CECNSW has had formal reviews in 1995, 2000, 2005 and 2010.

In 2014 the Bishops of NSW and ACT decided on a further, more comprehensive review of Catholic education across NSW. The Chairman, Bishop Comensoli, at the July 2015 meeting provided details of this planned review.

Ms Kathryn Greiner was engaged as the Project Officer for the Review to be assisted by Deloitte Private.

The Review was given the following Terms of Reference:

The Review will encompass the following three substantive matters:

1. analyse and review the existing governance structures and system of Catholic schools in NSW/ACT and recommend a preferred model
2. review the Catholic Education Commission NSW (CECNSW) and its Secretariat and propose a new model for the operation of the Commission and its Secretariat
3. develop a government grants distribution model for 2018 and beyond, noting that CECNSW can undertake and provide to the Bishops its own model.

The Review will involve wide consultations with all interested parties.

There will be a reference group for the project comprising Bishop Peter, Bishop Michael and Tony Farley (CCER).

The cost of the Review is to be met by CECNSW.

Kathryn Greiner attended the 20 August 2015 Commission meeting where she addressed Commissioners on her understanding of the task and clarified issues.

A draft report was due to be provided to the Bishops in December 2015 in preparation for a discussion at their March 2016 meeting.



Back (L to R) Br Paul Oakley cfc, Peter Turner, Peter Hamill, Ian Baker (Secretariat), Bishop Michael Kennedy, Bishop Peter Comensoli, Dr Brian Croke, Greg Whitby, Alan Bowyer, David Condon, John Kitney (Secretariat), Mark Mowbray, Michael Egan, Anthony Morgan, Brian McDonald (Secretariat),

Front (L to R) Kay Herse, Dr Dan White, Jenny Allen, Ray Collins, Moira Najdecki, Sharon Cooke, Chris Smyth, Catherine Ible, Linda McNeil.

#### 4.4 Membership of the Commission and Responsibilities

CECNSW 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.

At present the Commission comprises:

- the Chairman who is a Bishop 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 11 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
- other members as appointed from time to time.

In appointing Commissioners, the NSW/ACT Bishops endeavour to ensure that the Commission has access to skills in:

- education administration
- Catholic religious education
- corporate governance
- pastoral care
- finance functions of the Commission.

## The Commission is responsible for:

- meeting the policy and administrative requirements of the NSW/ACT Bishops as laid down in the CECNSW 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
- ensuring that there are processes in place for the good governance of CECNSW.

## The Commission is supported by the following Core Committees:

- Aboriginal and Torres Strait Islander Education Committee
- Audit and Risk Management Committee
- Education Policy Committee
- Executive Committee
- Public Policy Committee
- 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.

## 4.5 NSW Catholic Block Grant Authority

In 1986 the Trustees of the Province of Sydney and Archdiocese of Canberra and Goulburn formed an

authority known as the “NSW Catholic Block Grant Authority” (CBGA), which is the contract authority for capital and capital-related block grants received from the Australian Government and its agencies, for distribution to 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 2015, Bishop Peter Comensoli. The CBGA also oversees the allocation of capital funds provided by the NSW Government.

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 11 Diocesan Bishops, one representative of the Conference of Leaders of Religious Institutes (CLRI) and one representative of the Council of Catholic School Parents (CCSP). Each year the CBGA Delegate appoints the Chair of the Committee from their number. The Chair of the Committee in 2015 was Paul Holman, the Assistant Director of the Armidale Catholic Schools Office.

CECNSW Secretariat provides administrative support to the CBGA Delegate. Brian McDonald, Director Resources Policy and Capital Programs of CECNSW Secretariat also had the role of Executive Officer of the CBGA.

## 4.6 Commissioners Attendance in 2015

Commissioner	Nominating Authority	Attendance	
		Actual	Eligible
Jenny Allen Executive Director of Schools Catholic Education Office Diocese of Bathurst	Diocese of Bathurst	9	10
Alan Bowyer Director of Schools Catholic Schools Office Diocese of Wagga Wagga	Diocese of Wagga Wagga	8	10
Ray Collins Director of Schools Catholic Schools Office Diocese of Maitland-Newcastle	Diocese of Maitland-Newcastle	9	10
Bishop Peter Comensoli Bishop of Broken Bay (Chairman) <sup>1</sup>	NSW/ACT Bishops	6	8
David Condon Director of Catholic Schools Catholic Schools Office Diocese of Lismore	Diocese of Lismore	7	10
Sharon Cooke Aboriginal Education Consultant Catholic Schools Office Diocese of Armidale	NSW/ACT Bishops	9	10
Dr Brian Croke Executive Director CECNSW	Ex Officio	10	10
Michael Egan Principal, La Salle College Bankstown	Association of Catholic School Principals (Secondary)	9	10
Linda McNeil Executive Director Council of Catholic School Parents	Council of Catholic School Parents (Metropolitan)	9	10
Mr Peter Hamill Director of Schools Catholic Schools Office Diocese of Broken Bay	Diocese of Broken Bay	9	10
Kay Herse Executive Officer Good Samaritan Education	Conference of Leaders of Religious Institutes (NSW)	8	10
Catherine Ible Parent Representative	Council of Catholic School Parents (Regional)	9	10

Commissioner	Nominating Authority	Attendance	
		Actual	Eligible
Bishop Michael Kennedy Bishop Diocese of Armidale	NSW/ACT Bishops	6	10
Archbishop Anthony Fisher OP Archbishop of Sydney (Chairman) <sup>2</sup>	NSW/ACT Bishops	1	2
Anthony Morgan Director of Schools Catholic Education Office Diocese of Wilcannia-Forbes	Diocese of Wilcannia-Forbes	8	10
Mark Mowbray Principal St Joseph's Primary School, Taree	Association of Catholic School Principals (Primary)	7	10
Chris Smyth <sup>3</sup> Diocesan Director of Schools Catholic Schools Office Diocese of Armidale	Diocese of Armidale	9	9
Moira Najdecki Director of Education Catholic Schools Office Archdiocese of Canberra and Goulburn	Archdiocese of Canberra and Goulburn	9	10
Paul Oakley cfc President of the Council Edmund Rice Education Australia	Conference of Leaders of Religious Institutes (NSW)	10	10
Peter Turner Director of Schools Catholic Education Office Diocese of Wollongong	Diocese of Wollongong	8	10
Gregory B Whitby Executive Director of Schools Catholic Education Office Diocese of Parramatta	Diocese of Parramatta	8	10
Dr Dan White Executive Director of Catholic Schools Catholic Education Office Archdiocese of Sydney	Archdiocese of Sydney	10	10

## Notes:

- 1 Commenced as Chairman on 1 April 2015.
- 2 Retired as Chairman on 31 March 2015.
- 3 Commenced as Commissioner from the March 2015 meeting

## 5. NSW Catholic Schools

### 5.1 The Bishops' Mandate – Mission and Identity

On 8 August 2007, the Feast of Blessed Mary MacKillop, Founder and Patron of many Australian Catholic schools, the Bishops of NSW and ACT issued a significant Pastoral Letter, *Catholic Schools at a Crossroads*.

In this Pastoral Letter, the Bishops gratefully acknowledged the achievements of Catholic schools in our region and the quality and commitment of school staff, but they felt that Catholic education in NSW and ACT was at a crossroads. Changes in enrolment patterns and in the educational and cultural context had radically affected the composition and roles of the Catholic school in recent years.

They invited reflection on the implications of the changing educational and cultural context, of the rising proportion of nominally-Catholic and other-than-Catholic enrolments, and of the under-participation of students from poorer families.

Their understanding of the mission and identity of the Catholic school was put simply:

the Catholic school is the principal educational arm of Catholic families, parishes and the wider Church for those generally aged under eighteen. It is there to assist parents and parishes in their educational, evangelical and catechetical mission, as well as to help the wider community in its educational and civic service. (*Catholic Schools at a Crossroads: Pastoral Letter of the NSW and ACT Bishops, 2007*)

They asked all Catholic educational leaders, staff and parents, as well as the broader Catholic community, to join them in recommitting to Catholic schooling in the new situation of the 21st century. They challenged all those involved to dedicate themselves to ensuring that Catholic schools:

- were truly Catholic in their identity and life
- were centres of 'the new evangelisation'
- enabled their students to achieve high levels of 'Catholic religious literacy' and practice
- were led and staffed by people who would contribute to these goals.

The Bishops then identified a number of critical indicators against which progress could be measured.

In 2013 CECNSW established a Mission and Identity Working Party to assist schools and dioceses keep these purposes to the forefront. Central to its work was the ongoing monitoring of the progress of schools with regard to the critical indicators listed in the document and assisting them with responding to gaps in their implementation. Much has been achieved in this arena and reported on in previous CECNSW Annual Reports.

In 2015, with the advent of the new Australian Curriculum incorporated in the NSW BOSTES courses, the Working Party moved to develop a key resource to assist teachers in Catholic schools bring a Catholic perspective to the content of these courses. A website, containing key Catholic principles to assist teachers implementing new K-10 BOSTES courses in English, Mathematics, Science and History, is now accessible by teachers in all NSW Catholic schools via CEnet. This material – a collection of short video clips and extracts from the Catechism of the Catholic Church – has been well received by teachers.

In 2015 the Working Party also addressed the paper issued by the Vatican's Congregation for Catholic Education, *Educating Today and Tomorrow: A Renewing Passion*. The Vatican staged a world Congress for Catholic educators based on this document over four days, 18-21 November 2015, which was attended by the Chairman (Bishop Comensoli) and Executive Director (Dr Brian Croke). The opening and closing sessions were addressed by Pope Francis in the Paul VI Audience Hall in the Vatican.

This extract from the introduction to the Congress illustrates the continuing commitment of the Catholic Church to Catholic education and the challenges currently facing it.

This year, the Congregation for Catholic Education is celebrating the fiftieth anniversary of the Second Vatican Council's Declaration *Gravissimum Educationis* and the twenty-fifth anniversary of the Apostolic Constitution *Ex Corde Ecclesiae*. As part of these celebrations, the Congregation aims to re-energize the Church's commitment to education, by means of this World Congress. In the years following the Second Vatican Council, the Magisterium has repeatedly spoken of the importance of education, and has also invited the Christian community to play its part in education – particularly in the face of today's obvious, and often critical, “educational emergency”. In fact, Catholic centres of education are not only “expertise providers”; by their very nature, they are also places of encounter, dialogue and mutual enrichment. They foster education for living, in openness to others, with a view to the common good.

Some recent documents of this Dicastery – especially the *Instrumentum Laboris* “Educating Today and Tomorrow: A Renewing Passion”, which was distributed with this Congress in mind – are ideal springboards for understanding and analyzing the various challenges faced by society, which although fractured is looking for firm reference-points. This is the context in which Catholic schools and universities pursue their specific goals. These goals, part of the new evangelization, suggest several themes for our attention. Firstly, we can re-invigorate our pastoral care in this area. Secondly, we can encourage ways to offer a holistic formation to all those involved in the various sectors of education – primary, secondary and tertiary.

At its heart, the Catholic educational mission aims to create an environment of mutual appreciation.

This is based on certain values, which receive not just lip-service but are lived out on a daily basis, ensuring that social interactions are duly attentive to each student's individual needs. Seen from this angle, teaching and learning are living witnesses of the apostolate and of service to the community. The cultural contexts may differ, and the study paths may vary; but some common elements, free from external pressures, loudly proclaim the respect due to every human person and his/her dignity, as well as to his/her uniqueness vis-à-vis mass-produced education. This latter, in fact, can sometimes weaken the individual's gifts and talents, manipulating and limiting his/her critical capacities for judgement and analysis of reality.

The CECNSW Working Party on Mission and Identity will further reflect on this *Instrumentum Laboris* and the outcomes of the World Congress during 2016.

## 5.2 Information about NSW Catholic Schools

In 2015, there were 588 NSW Catholic schools recognised by the ecclesiastical authority of the respective local Diocesan Bishop, with 16,882 full-time equivalent (FTE) teachers educating 255,356 FTE students. Of the schools, 421 were primary schools, 132 secondary, 29 combined primary/secondary and six special schools (schools that cater predominantly for students with intellectual disabilities, sensory needs or behaviour disorders).

NSW Catholic schools are designated for funding and organisational purposes as Systemic (that is, administered by one or other of the 11 Diocesan Catholic Schools' Authorities) or congregational. CECNSW is the designated System Authority for the 543 NSW Catholic Systemic schools. Congregational schools, which number 45, are managed either independently or by a religious institute or their agents.

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 48% 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.

Most primary schools have fewer than 300 students and the median size is 275. Most secondary schools have more than 800 students and the median size is 864. Typical school sizes vary greatly between urban and rural schools. In urban areas, 89% of primary schools have more than 200 students compared with only 39% in non-urban areas. Similarly, 63% of urban secondary schools have more than 800 students compared with 32% of non-urban secondary schools.

### 5.2.1 Students

There were 255,311 full-time students in NSW Catholic schools in 2015, of which 129,950 were FTE primary students, 124,787 were FTE secondary students and 574 FTE students were enrolled in Special Schools. The gender mix was 128,902 male students and 126,409 female students, which has remained the proportionality for a number of years.

In addition, there were another 86 part-time students with an FTE of 45.1, bringing total FTE complement to 255,356.

Both primary and secondary enrolments showed a slight increase from 2014.

There were 14 schools with boarding facilities in 2015 – 11 secondary schools and three combined schools (although there were no primary boarders at any of these schools). The total number of boarding students was 2,215, comprising 1,423 boys and 792 girls.

There were 46,858 students in 2015 in need of English as Second Language assistance, comprising 18% of all

students. Of these, 29,383 were primary students (23%), 17,459 were secondary students (14%), and 16 were students in a special school.

For all students, the apparent retention rates from Year 7 to Year 12 in 2015 was 81.8% - a plateau after six years of steady growth - comprising male students at 78.9% and 84.8% for female students. The urban retention rate was higher than the rural rate.

### 5.2.2 Aboriginal and Torres Strait Islander Students

NSW Catholic schools have witnessed a significant increase in enrolments of Aboriginal and Torres Strait Islander (ATSI) students. ATSI enrolments have more than quadrupled in the last 20 years. In NSW Catholic primary schools, ATSI student enrolments have risen consistently from 2,101 in 2005 to 4,004 in 2015.

In Catholic secondary schools, the numbers have increased from 1,230 in 2005 to 3,207 in 2015. Numbers in urban schools have more than doubled and in 2015, 61% of ATSI secondary students were enrolled at urban schools.

ATSI enrolments as a proportion of total enrolments have also been increasing over the same period from 1.4% to 2.8%.

### 5.2.3 Students with Disabilities

The number of defined Students with Disabilities (SWD) enrolled in NSW Catholic schools has increased substantially since 1985, when there were 377 SWDs. SWD enrolments in NSW Catholic schools have been rising steadily over the last 10 years. In 2015, SWD enrolments totalled 7,300 at primary level and 6,058 at secondary level. These figures include the 554 students with disabilities enrolled at NSW Catholic Special Schools. SWD enrolments in NSW Catholic schools represent 5.2% of total students enrolled.

## 5.2.4 Teaching Staff

In 2015, there were 13,769<sup>1</sup> full-time teachers employed in NSW Catholic schools. There were also 5,811 part-time teachers, with a full-time equivalent (FTE) of 3,184.3. Teaching FTEs totalled 7,209.7 primary, 9,583.7 secondary and 88.9 special schools. After falling for a number of years, the proportion of males amongst staff in basic teaching positions in primary schools has stabilised since 2001 at about 11%. The corresponding proportion of male teachers in secondary schools is much higher at 36%.

Proportions of male teachers in leadership positions – Principals, Assistant Principals and Coordinators – are higher than in teaching positions, though here too there has been a gradual decline over the past few years. In 2015, the proportion of males in such positions was 24% in primary schools and 46% in secondary schools.

There were 324 Aboriginal and Torres Strait Islander staff employed in NSW Catholic schools in 2015 with an FTE of 218.6. Of these, 222 or 69% were employed in administrative and clerical positions, while another 72 or 22% were teaching staff. Geographically, Aboriginal and Torres Strait Islander staff are concentrated in remote areas. Of the total FTE of Aboriginal and Torres Strait Islander staff, 68 or 31% were employed in outer regional, remote and very remote schools. By comparison, only 5% of non-Aboriginal and Torres Strait Islander staff were employed in these schools.

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<sup>1</sup> Includes 71 full-time teaching staff working at both primary and secondary level within a school.

## 6. Advocacy, Consultation and Engagement

### 6.1 Overview

The main educational priorities addressed by the CECNSW during 2015 were:

1. Catholic Mission and Identity – Catholic Principles in the Curriculum
2. Resourcing NSW Catholic schools
3. The Commonwealth funding model 2016-2017 and reporting legislation
4. Issues arising from the *NSW Education Act 1990* Section 21A, now 83(C)
5. BOSTES consultation regarding the Accreditation of pre-2004 teachers
6. implementation of the Nationally Consistent Collection of Data for School Students with a Disability
7. response to requests from the Royal Commission into Institutional Responses to Child Sexual Abuse
8. the CECNSW Capital and Facilities Review
9. the Commonwealth Teacher Education (Craven) Review
10. the Commonwealth Reform of Federation Papers
11. Early Childhood Education and out-of-school hours care
12. the NSW Legislative Council Inquiry into VET in Schools
13. the joint submission (with AIS) to the NSW Government regarding costs associated with capital works and planning pathways
14. NSW Government funding of capital works in non-government schools 2015 - 2018

In addition, attention continued to be given to:

15. online delivery of NAPLAN
16. Closing the Gap for Aboriginal and Torres Strait Islander students

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17. the NSW Literacy and Numeracy Action Plan (concluding in 2016)
18. the participation of Catholic school students in high level HSC courses
19. teacher workforce data – developments and emerging requirements
20. socio-demographic trends in NSW Catholic education
21. NSW Child Protection legislation and developments
22. the Congregational Schools Working Party

Other advocacy and representation activities included:

23. emergency bushfire and other emergency response for NSW Catholic schools
24. introduction of Opal Cards for the student transport scheme
25. BOSTES incorporation into the PDHPE course of material regarding domestic violence
26. dealing with 'violent extremism' in Catholic schools
27. developments regarding Science, Technology, Engineering and Mathematics (STEM) education
28. Great Teaching Inspired Learning initiatives of the NSW Government
29. briefing newly elected NSW Members of Parliament regarding Catholic schools in NSW
30. BOSTES establishment of Expert Working Groups

### 6.2 Commonwealth government advocacy/consultation and engagement

#### 6.2.1 The Commonwealth funding model 2016-2017 and reporting legislation

In May 2015 the Commissioners approved a report for submission to the Bishops containing a revised grants-distribution model for 2016 and 2017. This report provided detailed background behind the construction of the Commission's recommended grants distribution model for 2016-2017. In particular, it explained the nature and impact of the recommendations in the Elder Report for

2016-2017 and provided an indication of the contextual trends, data and issues which will likely influence the further refinement of the model for the period from 2018.

This report was reviewed and endorsed by the NSW/ACT Bishops at their June 2015 meeting for implementation in 2016 and 2017.

In 2016 CECNSW will commence work on the grants distribution model for the NSW Catholic system for the period from 2018 onwards. That model will need to be approved by the NSW/ACT bishops no later than June 2017.

#### Compliance issues arising from the Australian Charities and Not-for-Profit legislation Section 83C

Since April 2013, CECNSW has been tracking the Australian Charities and Not for Profit Compliance (ACNC) requirements for NSW Catholic schools.

Commissioners strongly supported efforts to reduce the duplication of reporting to the Australian Government Department of Education and Training (AGDET) and to ACNC as, until recently, the ACNC had accepted the Financial Questionnaire for its purposes.

Commissioners recognised that an attempt had been made to re-purpose the Financial Questionnaire to satisfy the requirements of both AGDET and ACNC. This has proven to be more problematic than first thought. Discussions with the ACNC are continuing.

Commissioners are encouraged that the ACNC Commissioner (Ms Susan Pascoe) is committed to developing one report that would be satisfactory for both the ACNC and AGDET.

#### 6.2.2 Nationally Consistent Collection of Data for School Students with a Disability (NCCD)

During 2015, CECNSW coordinated the third collection year of the NCCD. To date the NCCD has been

implemented in three stages in Catholic schools throughout NSW with participation as follows:

Stage One (2013) - approximately 30% of Catholic schools

Stage Two (2014) – 74% of Catholic schools

Stage Three (2015) – 100% of Catholic schools (subject to Ministerial direction).

The NCCD underpins the quest to establish a national definition for Students with a Disability (SWD) drawing on that contained in the Commonwealth Disability Discrimination Act which could be used to calculate the SWD loading in the new national recurrent funding model for schools.

The CECNSW Secretariat has co-ordinated the implementation of the Personalised Planning Tool as the CECNSW compliance instrument for this national data collection. AGDET has continued to engage PricewaterhouseCoopers to conduct quality assurance with the jurisdictions/sectors, including 21 NSW Catholic schools, with the aim of distilling the lessons learned from the 2014/2015 NCCD to improve the 2016 process.

It is anticipated that the thoroughness of government checking will lead to enhanced standardised and quality data across the nation.

### 6.2.3 The Royal Commission into Institutional Responses to Child Sexual Abuse

Since 2013, CECNSW has contributed to the work of the Royal Commission into Institutional Responses to Child Abuse through both the National Catholic Education Commission (NCEC) and the Truth Justice and Healing Council (TJHC). On 6 August 2015, CECNSW received a formal TJHC request through NCEC to engage in the development of the Catholic sector response to the Royal Commission Issue Paper 9, Addressing the Risk of Child Sexual Abuse in Primary and Secondary Schools.

CECNSW in its response to NCEC highlighted the need for coordination of the Catholic sector input, to speak with 'one voice'. With respect to the proposals for the National Regulation of Schooling, Commissioners argued for a 'Standards' and 'Harmonisation' approach utilising existing state-based School Regulators such as BOSTES and the Ombudsman. In this context, the existing school registration requirements in respect of 'Safe and Supportive Environment' were noted.

In developing its response CECNSW consulted with NSW DoE, AIS and took advice from the Catholic Social Services Coordinating Committee (CESSCC) and the Diocesan Directors Child Protection Practitioners Group (CPPG).

### 6.2.4 The Commonwealth Teacher Education (Craven) Review

The Teacher Education Ministerial Advisory Group (TEMAG) report was released on 6 February 2015. Commissioners considered recommendations around the entry requirements for teacher education and specialisation by primary school teachers.

Commissioners are divided on the degree to which primary school teachers should specialise their practice by Key Learning Areas. The general view was that specialisation to support holistic primary education is supported. What would not be supported is a reshaping of primary school teaching by adopting a secondary school model. The community and family orientated nature of primary schools was identified as an approach to early schooling that needs to be maintained. Holistic Catholic primary schooling would be put at risk by excessive approaches to teacher specialisation.

CECNSW continues to advocate for policies to attract high quality candidates to teacher education and high quality teachers to rural schools.

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### 6.2.5 The Commonwealth *Reform of Federation Papers*

The Reform of Federation consultation process identified four policy options for schooling:

1. full State responsibility for government and non-government schools
2. States fund government schools and have full policy responsibility but the Commonwealth continues to fund non-government schools
3. improved status quo with less Commonwealth involvement in school programmes
4. Commonwealth funds all schools but there is a shared policy and regulatory responsibility.

CECNSW has decided to support the status quo despite some reservations. The key reservation relates to the continuing Federal/State disputes over funding obligations and how these 'play out' in the context of every Federal election. This gives rise to an unresolved recurring uncertainty with respect to recurrent funding for schools especially in relation to all forward estimates at every level of planning.

CECNSW advised the NCEC of its conclusions, which are aligned with the NCEC position and can be summarised as follows:

- the NCEC is concerned that any proposed change to school education funding as part of reforming the federation may unravel the funding arrangements for non-government schools
- assigning full responsibility for schooling to the States and Territories would end the longstanding direct funding relationship between the Commonwealth Government and Catholic schools
- direct Commonwealth funding is valued by Catholic schools – Commonwealth funding has provided funding certainty for Catholic schools
- Catholic school systems are currently in the process

of undertaking significant reforms as part of the implementation of funding arrangements under the *Australian Education Act 2013*

- current education funding arrangements are a testament to how good Commonwealth-State relations can give effect to the principles of diversity and subsidiarity; supporting a vibrant non-government school sector alongside a strong government school sector.

### 6.2.6 Online delivery of NAPLAN

Transition to NAPLAN online will commence across Australia from 2017, with voluntary take-up by jurisdictions and/or schools. Full uptake by schools must be in place no later than 2019. The NSW Minister has not yet committed to an opt-in date for all NSW schools, however, 2018 is the targeted date. CECNSW is represented on the NSW NAPLAN Online Work Group along with representatives from DoE, AIS, BOSTES (the NSW NAPLAN Test Administration Authority) and CEnet.

Whilst the first NAPLAN online test is not scheduled for delivery before May 2017, national user acceptance testing of the platform will commence in July 2016 and will be available to schools in September 2016. The test window for online testing will be two weeks (10 days) in May 2017, with the Monday of the first week being dedicated to preparation. On 9 November, ACARA released an update on the technical requirements for NAPLAN online. Current NAPLAN online issues include the feasibility of BYO/unmanaged devices and implementation costs for the Catholic sector.

### 6.2.7 *Closing the Gap* for Aboriginal and Torres Strait Islander students

A range of Aboriginal Education initiatives are currently being addressed across NSW Catholic Schools:

- school attendance strategies and targeted case study Catholic schools

- the CECNSW Reconciliation Action Plan: purposes and planning
- more Aboriginal and Torres Strait Islander Teachers Initiative (MATSI)
- analysis of CECNSW 'Closing the Gap' NAPLAN Data.

CECNSW is aware of the significance of the developing NSW Bilateral Agreement on Aboriginal Education outcomes as this Agreement is likely to drive the implementation of an Accountability Framework linked to the National Funding Model loading for Aboriginal students.

### 6.2.8 Teacher Workforce data – developments and emerging requirements

Information about the teaching workforce has been the subject of a number of data collection efforts in the past. These efforts have been hampered by the limited and aggregated nature of the data collected and the lack of clear data definitions for the key information being sought.

Accurate teaching workforce data is necessary to provide the following benefits:

- improved student education outcomes
- improved teacher workforce planning, and
- satisfying the information requirements of stakeholders.

The Australian Government recognises that the existing teaching workforce data sets are inadequate. To address this problem, the Australian Government has tasked the Australian Institute of Teaching and School Leadership (AITSL) with developing a National Teaching Workforce Data (NTWD) collection.

CECNSW Secretariat has contacted BOSTES with the aim of seeking access to Teacher Accreditation data in order to lessen the amount of information to be collected from schools in relation to their teaching workforce.

CECNSW is actively considering enhancing its annual schools' census data collection to address the teaching workforce data collection requirements of AITSL. This initiative would allow CECNSW to meet any obligations for teacher information likely to be imposed by governments at minimal cost.

### 6.2.9 Developments regarding Science, Technology, Engineering and Mathematics (STEM)

The Ministers for Industry and Science, and Education and Training released a consultation paper to stimulate discussion and receive feedback that will assist with the development of a national strategy to foster STEM skills and knowledge. The paper addressed the key issues raised by the Chief Scientist, Professor Ian Chubb, in his report, *Science, Technology, Engineering and Mathematics: Australia's Future*, released in September 2014.

A roundtable chaired by the Parliamentary Secretary was held in Sydney in which CECNSW was represented by Mr Ian Baker. Representatives for school education were a minority among the industry, science and academic representation. Concerns voiced included the artificial grouping together of four disciplines as a field of study and 'ensuring every primary school has at least one teacher with specialist STEM skills'. CECNSW felt that the list of education and training recommendations overlooked the efforts schools have been making to promote the four disciplines, raised unrealistic expectations for schools and teachers especially in primary and pre-service and in-service teacher training.

Nonetheless, the Commission accepts that the STEM movement has considerable momentum and needs to be taken seriously by school educators. CECNSW will monitor developments and engage in any associated BOSTES consultations.

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### 6.3 NSW government advocacy/consultation and engagement

#### 6.3.1 The NSW Education Act 1990 Section 21A (now 83C)

In NSW the Department of Education's External Affairs and Regulation Division advises the Minister for Education in relation to non-government schools policy matters and is responsible for the distribution of NSW government funding to non-government schools pursuant to Section 83B of the NSW Education Act.

It oversees the functions outlined in Section 83C-83L of the Education Act 1990, which states that to be eligible for NSW government funding, non-government schools must not operate for profit. In October 2014, the NSW Parliament enacted Section 83C which tightens the Act's not-for-profit requirements:

The definition of not-for-profit has been made clearer and specifies that:

- all income and assets must be used for the operation of the school
- members of school governing bodies cannot be paid sitting fees
- all payments, including payments to related parties, must be at market value
- schools must meet the new requirements by January 2015.

Schools can now be audited at any time. BOSTES is involved with the implementation requirements of this policy change and the Minister for Education issued Guidelines which have been carefully considered by CECNSW. In addition, the Minister has established a Section 83C Advisory Committee, which includes CECNSW and AISNSW nominees.

It was decided that implementation workshops to address the guidelines should be sector specific. That is, CECNSW and AIS would organise separate workshops.

Commissioners addressed a number of issues arising from this legislation:

- identification of each School's/System of schools Governing Body and Responsible Persons (Section 47 of the Act). Legal opinion was sought as to the definition of Responsible Persons
- identification of all related party transactions and the management of a related parties transactions register
- assessment of reasonable market value for each 'material' transaction
- management of conflicts of interest
- development of policies and record-keeping
- creation of an assets register(s)
- audit processes/requirements.

Face to face training (four hours mandatory) for Responsible Persons across Systems and Congregational schools was conducted by CECNSW on four separate occasions. A workshop for Commissioners was delivered by a senior partner of Makinson and D'Apice and the CECNSW Secretariat delivered a workshop for Business Managers from both dioceses and Congregational schools. Future training for Responsible Persons will be delivered in an online format.

#### 6.3.2 Early Childhood Education and Care (ECEC) and Out-of-School Hours Care (OSHC)

The Commission has engaged with the Productivity Commission Inquiry into ECEC and OSHC since April 2014. Commissioners noted the analysis of the recommendations arising from the Productivity Commission Report in the context of its agreed CECNSW ECEC policy positions.

The NSW Government established the \$20 million Before and After School Care Fund in accordance with its March

2015 election commitment. The fund is to establish new before and after school care services in government and non-government schools. CECNSW is represented on the cross-sectoral steering committee. During 2015, funds have been provided to assist with the establishment of 17 new OSHC services in Catholic schools. The initiative will continue in 2016.

The Commission will continue to engage with both the Australian and NSW Governments' policy developments for Pre-school services, Long day care services and Out of School Hours Care.

Where ECEC is an area of national policy, CECNSW works with and through NCEC on the issues arising.

### 6.3.3 NSW Legislative Inquiry into Vocational Education and Training (VET) in schools

The NSW Legislative Council announced an inquiry into VET. The terms of reference included inquiry into and reporting on:

- the factors influencing student choice about entering the VET system
- the role played by public and private VET providers and industry
- factors affecting the cost of delivery of affordable and accessible VET
- the effects of a competitive training market on student access to education, training, skills and pathways to employment
- the level of industry participation in the VET sector
- the NSW Smart and Skilled reforms.

CECNSW highlighted the following matters for attention in its submission to the Inquiry:

- the need for the further provision of school-based Trade Training Centres
- the review of the Higher School Certificate and the Record of School Achievement (ROSA) in a manner which promotes and facilitates the development of VET

in Stage 5 and 6

- that Australian Skills Quality Authority (ASQA) should refer its functions related to the delivery of VET through the HSC to BOSTES (wherever possible) when this is consistent with the maintenance of industry recognition of school-based VET credentials
- that Careers and Pathways Education be prioritised
- in the further development and recognition of school-based VET programs, the commercial imperatives of industry and the learning imperatives of school education both need to be addressed
- to review the funding needs of school-based VET provision across the three school sectors to facilitate increased student participation across Years 9 to 12 for all NSW schools.

### 6.3.4 NSW Government funding of Capital Works in non-government schools 2015 – 2018

The Commission welcomed the announcement in June 2015, by the Minister for Education Adrian Piccoli, that the NSW Government would increase capital grants funding to non-government schools by \$50 million over four years, beginning 2015-16. The capital grants increase will be advanced in equal instalments of \$12.5 million per year for four years.

Through much of 2014, CECNSW undertook detailed research to prepare a strategy for reversing the capital funding reduction decision of 2012 for the purpose of establishing a new growth-linked capital funding model ahead of the March 2015 state election.

CECNSW is aware of the support for non-government schools expressed by both major political parties but is concerned about their level of understanding of the infrastructure charges and local planning issues associated with capital works undertaken by Catholic schools. CECNSW is addressing these issues directly with the Minister for Planning. It will also continue to lobby the NSW and Australian governments for capital grants funding to meet increasing demand for places in NSW Catholic schools.

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### 6.3.5 Joint submission (with AIS) to NSW Government regarding costs of capital works

On 20 November 2015, CECNSW and AISNSW provided a joint submission to the NSW Minister for Planning entitled, *Uniform Rules: Reforming planning for non-government schools*.

The submission addressed four elements of the NSW planning system that impact on non-government schools differently to government schools. These four elements are:

- infrastructure contributions
- approval pathways
- major rezoning processes
- strategic planning.

The non-government school sector in NSW, if it is to cope with growing enrolments across the State, needs to be working in close partnership with government planners and be relieved of inequitable financial imposts.

### 6.3.6 NSW Literacy and Numeracy Action Plan

Over 2015–2016, the Literacy and Numeracy K–2 Implementation Plan is providing \$17.04M in funding for 109 targeted NSW Catholic Primary Schools and supports 145.6 FTE additional staff. The NSW Minister has approved the CECNSW 2015-2016 Plan. Implementation of the Action Plan will conclude in December 2016. One of the requirements for engagement in the initiative is participation in the external evaluation.

Erebus International was appointed as the external evaluator of the initiative in 2013. The evaluation methodology includes annual visits and reports on six longitudinal case study schools (two are Catholic). Each year an additional group of schools is visited (25 schools in 2015, including seven Catholic schools).

Analysis of the 2015 NAPLAN data for both targeted government schools and targeted Catholic schools was submitted to the Minister.

There has been significant improvement in the reading and writing results in targeted Catholic schools in 2015 compared with the 2012 base year. However, over the same period significantly fewer students in targeted schools have achieved above the numeracy national minimum standard. Terms 3 and 4 focused on the evaluation of results with examination of data collected from eight principle sources. CECNSW submitted its accountability report to the NSW Education Minister in November 2015.

CECNSW accepts that there is a numeracy issue. It also agrees that this is a capacity building matter and attention should not be restricted to targeted schools. The Commission expects that the final report will address how best practice is shared and promoted across all schools.

### 6.3.7 NSW Child Protection legislation and developments

The NSW Government has undertaken to further strengthen existing child protection education measures in NSW schools by providing \$4 million over four years to deliver a specialised program to children and young people. Representatives from CECNSW and AISNSW have been invited to be part of an Advisory Group to oversight this project.

The Advisory Group is tasked with contracting an academic partner to undertake a review of national and international research findings on child protection education. The review will identify the current provisions in NSW schools and emerging issues. The Advisory Group will oversee a three phase process to deliver a program for all NSW schools in Semester Two 2016. The Advisory Group is yet to decide whether the program will initially target K-2 and then progress to Years 9-10 or follow an alternative model.

Education authorities will be responsible for achieving minimum performance targets, formulating criteria to identify less resourced schools and/or schools

with identified child safety issues in their respective jurisdictions. Each sector will select schools to participate in the project in accordance with minimum performance targets.

### 6.3.8 Introduction of *Opal* Cards for student transport scheme

Over the past 12 months, Transport for NSW has consulted CECNSW on the proposed introduction of the Opal Card for school student transport. CECNSW's key concerns have been preserving the current entitlements under the School Student Transport Scheme (SSTS) and reducing to a minimum the administrative burden for schools.

In 2016, students whose travel includes areas covered by the Opal card will be able to apply for a 'School Opal Card'. Conversely, students who travel in areas not covered by the Opal Card will continue to use the current cardboard passes. Once a pass has been issued, annual renewals will be automatic unless a student changes schools. Detailed information has been provided to all schools.

### 6.3.9 Dealing with 'violent extremism' in Catholic schools

CECNSW is under legal obligation to contact police in the case of concerns that a criminal act may about to be committed and in circumstances where the act would impact on the safety of a school's students and/or staff. Incitement to such acts is addressed by both the NSW Crimes Act at Section 60E and the Commonwealth Crimes Act.

In response to NSW Government concerns arising from an incident in a government school on 30 July, CECNSW wrote to metropolitan Dioceses, attaching advice to Principals from the Department of Education (DoE) and the NSW Police Force.

CECNSW, AISNSW and DoE have signed a protocol regarding students about whom concerns are held

because of extremist views/behaviours. This protocol provides for a common, cross-sectoral response process. On 21 October 2015 the Premier announced a range of measures to support all schools including decisions:

- To establish up to five Specialist School Support Teams of psychologists and student support workers to work pre-emptively as potential threats are identified and to deal with incidents that have occurred. This measure is available to all schools
- To develop additional resources for teachers and parents to ensure they are able to identify and manage violent extremist behaviour by students, including in prayer groups (all schools)
- To enhance the case management framework for supporting students identified as being at risk of radicalisation. This will be tailored support for young people who are identified as being at risk of violent extremism or already engaged in extremism, and their families (all schools)
- To establish a telephone hotline to securely report to the DoE any suspected radicalised behaviour by students (all schools).

### 6.3.10 Great Teaching Inspired Learning initiatives of the NSW Government

The Great Teaching Inspired Learning (GTIL) work group, consisting of representatives from BOSTES, the Education Minister's Office, NSW DEC, AISNSW and CECNSW, continued to meet regularly during 2015 to progress and report on GTIL reforms. Implementation of GTIL in 2015 included actions to:

- better understand and share what makes an excellent teacher
- ensure beginning teachers are well suited and thoroughly prepared for the classroom
- make the Australian Professional Standards for Teachers central to delivering high quality professional development

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- ensure the career paths and improved support for school leaders.

The Minister sought a GTIL progress report from each sector for inclusion in a public statement. CECNSW prepared a brief and factual report for public release based on advice provided by dioceses.

### 6.3.11 Briefing newly elected NSW Members of Parliament regarding Catholic schools in NSW

CECNSW wrote to each new Member of Parliament (by post, not email) to congratulate them on their election and to offer a briefing to help them engage more positively with their local Catholic schools. The briefings:

- explained the separate and distinct roles of CECNSW, the 11 NSW Catholic schools authorities and Congregational schools
- outlined the various sources of recurrent and capital school funding
- summarised the diverse student profile
- provided electorate-specific funding and school information
- highlighted the key issues facing Catholic schools.

More than 20 of the newly elected 25 Members of Parliament were briefed by CECNSW's Senior Manager, Government Relations and Media.

### 6.3.12 Gallipoli 2015 School Tour

The NSW Government sent 100 students and 25 supervising teachers from 25 schools to the official Anzac Day commemorative services at Gallipoli on 25 April 2015. From a secret ballot of nominating schools, four Catholic schools were selected: Delany College Granville, De La Salle Catholic College Caringbah, Holy Cross College, Ryde and Stella Maris College Manly. The students were selected by their schools through a rigorous process. Travel, accommodation and meal costs were met by the NSW government. Additionally, students were

provided with a suitable uniform.

The students and staff visited the Gallipoli battlefields including Cape Helles and Suvla Bay. The students camped at Anzac Cove on the night of 24-25 April. Additionally, the students visited the site of ancient Troy and key sites in Istanbul. Dr Tony McArthur, CECNSW Secretariat, accompanied the tour as one of three tour directors with colleagues from DoE.

## 6.4 Board of Studies, Teaching and Educational Standards (BOSTES) advocacy/consultation and engagement

### 6.4.1 BOSTES consultation regarding the accreditation of non-accredited teachers (including pre-2004)

In mid-October, BOSTES released the Draft Accreditation of Non-Accredited Teachers Policy for consultation. This version of the draft policy, which has been endorsed by the BOSTES Quality Teaching Council (QTC), was provided for comment to dioceses via the Catholic Accreditation Authorities Group.

Concurrently, BOSTES asked its Reference Group, comprising representatives of the three school sectors, the unions, the Professional Teachers Council, Principals and CCER, to advise if the October public consultation draft, which has been endorsed by the QTC, requires additional changes and improvements.

The revised Child Protection legislation now requires all existing teachers to have a Working with Children Check (WWCC) clearance by March 2017 (secondary teachers) and March 2018 (primary teachers). It also requires employers (schools) to verify a teacher's WWCC clearance.

The Office of the Children's Guardian (OCG) determines all WWCC outcomes. Where the decision is 'Clearance is not granted', employment as a teacher must be immediately terminated by the employer.

Commissioners are aware that non-teaching staff in schools and Catholic Education/Schools Offices may also need to obtain a WWCC depending on the classification of each employee position by the Office of the NSW Children's Guardian.

CECNSW hosted two informal meetings involving representatives of all school sectors, BOSTES and CCER. The intention of these meetings was to enable broad cross-sectoral discussion based on the understanding that there are benefits when all sectors share their interpretations of requirements, current thinking, policy and communication strategies.

Matters raised by Commissioners:

- given the central importance of teacher development to Catholic schooling, consideration be given to creating a Commission Core Committee for Teacher Development
- the accreditation of Principals of Congregational schools
- the status of 'group' schools such as Edmund Rice Education Australia (EREA), being neither systemic nor non-systemic
- whether the process for pre-2004 teachers should be termed 'one-off' or not?
- the need to clarify advice for Congregational schools in respect of 'the legal entity that is approved by the Teacher Accreditation Authority (TAA)'.

### 6.4.2 BOSTES incorporation into the PDHPE Course of material regarding domestic violence

On 7 August 2015, BOSTES released an Official Notice outlining the amendments to the Years 7-10 PDHPE course to include Domestic and Family Violence education. The amendments become effective at the start of 2016. Whilst the PDHPE course has always provided the opportunity for students to learn about domestic violence, the amended content enables the issue to be taught more explicitly to ensure it is addressed appropriately.

CECNSW has collaborated with BOSTES and other partners in developing a support document or toolkit containing a suite of activities to assist in the delivery of domestic violence education in Stages 4 and 5 PDHPE classes. The Toolkit is available on the BOSTES website.

### 6.4.3 BOSTES establishment of Expert Working Groups

#### **K-6 Mathematics**

An Expert Working Group for K-6 Mathematics was formed to assist in the evaluation of K-6 Mathematics units in initial teacher education programs. The CECNSW nominee is Mrs Christine Mae, a Mathematics Leader of Learning (previously known as Adviser) in the Southern Region, Catholic Education Office Sydney.

#### **Early Childhood and Teacher Accreditation Working Party**

The CECNSW representative is Ms Trudy Hill from the Catholic Education Office Parramatta.

#### **Early Childhood Professional Learning Working Party**

The CECNSW representative is Mr John Gildea from the Catholic Education Office Parramatta.

## 6.5 Catholic Education Commission NSW consultation and engagement

### 6.5.1 The CECNSW Capital and Facilities Review

In August 2014, CECNSW endorsed a comprehensive review of capital and facilities management across Catholic schools in NSW. The commencement of the project was deferred until 2015, following the external review of schools grants funding and finalisation by the NSW/ACT Bishops.

The 'Building the Education Revolution' (BER) capital investment, which was managed by CBGA on behalf of NSW Catholic schools, demonstrated the strong capabilities and benefits of Catholic education capital grant funding systems. It also drew attention to the

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importance of detailed consideration and systematic monitoring of school facilities. Support for capital grants became a major public policy area in NSW and the focus of political campaigning energy during the 2015 NSW State election.

CECNSW saw this review as a once in a generation opportunity to perform a comprehensive and purposeful review of a vitally important process for CECNSW that will have long-term implications on Catholic education in NSW.

Congregational schools were included at their request. A specialist external firm (Ernst & Young) was engaged to undertake the review. A report is due to CECNSW by the end of 2015.

### 6.5.2 Participation of Catholic school students in High-Level HSC courses

Dr John DeCourcy (private consultant, previously employed by Catholic Education Office Parramatta) has monitored for some 10 years participation in higher-level courses by the Catholic sector in the HSC and included this aspect in his annual reports to the Commission.

CECNSW has now engaged Professor George Cooney of Macquarie University to undertake further research on the issue. In his research proposal, Cooney noted that

'The finding that high performing students are not always undertaking high level HSC courses is not confined to Catholic high schools: there are adequate data available to indicate that the finding is also applicable to students in government schools. Published data show that courses where enrolments are increasing tend to be the courses regarded as "easier" or "non-academic". In Mathematics, enrolment data show a decline in the number of students undertaking 2 unit Mathematics in favour of General Mathematics, and there is anecdotal data to indicate that this trend is encouraged by schools'.

There are, he advises, many possible reasons for the low participation rates in higher level courses by students enrolled in NSW Catholic Schools.

The research seeks an explanation for why students in Catholic secondary schools are under-represented in the highest performance bands and why high performing students in Catholic schools do not appear to be undertaking higher level HSC courses in which they are likely to perform well. The research addresses two questions:

1. Why are students in Catholic secondary schools under-represented in the highest performance bands?
2. Why are high performing students in Catholic schools not undertaking courses in which they are likely to do well?

Professor Cooney's research methodology includes an analysis of Catholic sector NAPLAN and HSC data, interviews with relevant school leaders in 12 selected project schools and surveys of current Year 12 students in those schools. His report will be available in early 2016.

### 6.5.3 Socio-demographic trends in NSW Catholic education

CECNSW received a presentation on issues of strategic socio-demographic significance. At the request of the Chairman, the presentation focussed enrolments, workforce, funding and educational performance trends in NSW Catholic education.

Following the presentation, four significant issues for detailed research were accepted for 2016/2017:

1. changes in enrolments across grades and schools
2. how can Catholic schools maintain growth, 2017-2027 given that unprecedented population pressure will accelerate over the next few years
3. the changing religious face of Catholic schools –

including the religious affiliation of teachers and parents and the inter-relationship of students, schools and parents to highlight future trends

4. improving the educational outcomes for all students in NSW Catholic schools through analysis of publicly accessible performance data.

Reports on topics 1 and 2 are planned for 2016. Topics 3 and 4 are planned for 2017. CECNSW has highlighted the special importance of topic 3, the 'Changing religious face of Catholic schools'.

### 6.5.4 The Congregational Schools Working Party

On 8 September 2014, 85 representatives of NSW congregational schools, their founding religious bodies and governing councils met with representatives of CECNSW, the Catholic Commission for Employment Relations (CCER) and the Conference of Diocesan Directors to explore future directions. The meeting endorsed a set of operational principles to guide understanding and cooperation between NSW Catholic schools and their governing entities. In addition, the meeting identified a set of collective priorities for ongoing cooperation. In 2015, CECNSW was kept informed of the progress of discussions between Congregational schools and System authorities by the newly titled Congregational Schools Working Party.

### 6.5.5 Emergency Bushfire Planning for NSW Catholic schools

Since 2009, the Commission has been required to act as a conduit for the State Emergency Operations Centre (SEOC) emergency notifications for all NSW Catholic schools. During the 2015-2016 bushfire season, the Secretariat sent updates to diocesan emergency contacts. CECNSW developed the Catholic Education Commission Emergency Management System (CECEMS) to meet the requirement to transmit emergency messages to Catholic schools. CECEMS sends emergency alerts to dioceses and relies on dioceses having their own systems to relay

alerts to all schools, including congregational schools. The Secretariat contacted Diocesan Directors to ensure that the lists of emergency contacts are up to date.

CECNSW has been working to promote consistent cross-sectoral approaches to emergency preparation following a request from local Catholic schools. On 28 August 2015, CECNSW, in partnership with Winmalee Rural Fire Brigade, conducted the Hawkesbury Road Project II at Winmalee High School. The exercise built on the experience of the 2013 fires to develop a proof of concept to prepare school executive staff for bushfire emergencies. This year, all the local schools attended reflecting the understanding that bushfire emergencies are local, determined by geography and climate, irrespective of who conducts the school.

On 4 December 2015, following a suggestion from diocesan emergency contacts, a workshop was held at Polding House to support preparations for the summer. While CECNSW has focused on bushfires, it has become clearer now that climate variability requires more of an 'all hazards' approach to emergency preparation to include storms and flash flooding. An issue now arising is how dioceses prepare school leaders for emergency management.

### 6.5.6 The Brother John Taylor Fellowship

The Brother John Taylor Fellowship is offered each year to an applicant who has demonstrated a capacity for research and effectiveness as a teacher in Catholic schools and who can contribute significantly in the future. The initial Fellowship for 2015 was awarded to Mark Gronow. Mark has researched the area of Mathematics teaching.

The 2016 Fellowship attracted 13 entries, nine more than the previous year. It was presented on 10 November 2015 to Miss Zeina Chalich of St Finbar's Primary School, Sans Souci, by the Chairman, Bishop Comensoli. Zeina will be focusing her 2016 research on the links between digital technologies, creativity and learning in primary schools.

### 7. School Resourcing

#### 7.1 Legislation

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

CECNSW acts as the NSW Catholic Schools System Authority and contracts with both the Australian and NSW Governments for grants for the NSW Catholic systemic schools.

Congregational schools contract individually with the Australian Government Department of Education and Training (AGDET) and with the NSW Department of Education (DoE) for their recurrent grants.

#### 7.2 National Schools Funding Model

The National Education Reform Agreement (NERA) signed between the Commonwealth and participating States in 2013 is predicated on a National Schools Funding Model, which takes into consideration all sources of funding in the allocation of resources to individual schools. Consequently, Commonwealth and State recurrent grants are allocated to schools in the same manner, assigning a base amount per student and a mix of loadings to address a range of student and school needs. Needs-based funding arrangements apply to both Commonwealth and State recurrent funding received by non-government schools located in a participating State or Territory. (Australian Education Regulation 2013 [Reg 61])

#### 7.3 Australian and NSW Government Funding 2015

For 2015, school recurrent grants were based upon legislation, procedures and accountability requirements under the *Australian Education Act 2013*, the Australian Education Regulation 2013 and the funding agreement with the AGDET. Recurrent grants are paid to CECNSW through NSW State Treasury.

CECNSW's agreement with the Australian Government for funding under the *Australian Education Act 2013* requires annual certification of compliance with certain education accountability requirements. In order to demonstrate its accountability, CECNSW certified to AGDET the compliance of the NSW Catholic schools system. This included certification of the financial health of all systemic schools. In 2015, Dioceses certified compliance for the year 2014 across four requirements:

1. implementation of the Australian Curriculum (Teach, Assess and Report on Student Achievement Standards in the Curriculum) as required in NSW
2. collection and reporting of required student background characteristics information
3. issuance of readily understandable reports (A to E or equivalent) on student achievement to parents and carers, and
4. implementation of the Australian Teacher Performance and Development Framework and provision of access to ongoing professional development consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders.

In 2015, the Australian Government provided \$1.727 billion in recurrent grants to CECNSW for the NSW Catholic schools system. This represents a \$97 million increase in Commonwealth recurrent funds from 2014 (\$1.630 billion). The grant includes loadings as follows:

- students with disabilities
- Indigenous status
- low Socio-economic status
- low English language proficiency
- school location
- school size.

The six loadings are designed to address additional student needs and replace many Commonwealth targeted programs and National Partnerships which ceased in 2013.

Also in 2015, the NSW Government paid \$520 million to CECNSW for State recurrent grants to NSW Catholic systemic schools. This represents a \$22 million increase in State recurrent funds from 2014 (\$498 million)

The provision for NSW Government recurrent funding for NSW Catholic schools is legislated under Section 83B of the *Education Act 1990*. In 2015, contractual arrangements (including accountability requirements) with the NSW Government were mediated through the NSW Department of Education (DoE).

### 7.3.1 Students First Support Fund

Following the signing of the National Education Reform Agreement (NERA) in April 2013, it was announced that the National Plan for School Improvement (NPSI) would be adopted by the NSW Government as its blueprint for NSW school reform.

As required by the Commonwealth, CECNSW developed an Implementation Plan addressing the five objectives of the *Australian Education Act 2013*, interpreted in the context of the Abbott Government's education policy commitments, namely:

- quality teaching
- quality learning
- empowered school leadership
- transparency and accountability
- meeting student needs.

Approval of this plan, known as 'Students First', allowed funds to be granted to CECNSW for the support of systemic schools beginning 2014 (\$4.6m per year for four years 2014-2017). All congregational schools were required to finalise a school improvement plan by 2015. The adoption of the Implementation Plan committed dioceses, through CECNSW, to a range of school reform requirements and tasks consistent with:

- the relevant Education Council (SCSEEC) resolutions and agreements

- the Australian Government Department of Education and Training Guide for the implementation of the *Australian Education Act 2013* and Regulation 2013
- the Commonwealth and State of NSW NERA Bilateral Agreement as executed 4 August 2013
- the BOSTES requirements in relation to NSW school curriculum and school and teacher registration.

Subsequent additional Australian Government requirements related to:

- the success indicators CECNSW intended to use to monitor the impact of the identified activities
- a notional estimate of how funding was to be allocated across each of the five objectives.

In March 2015, CECNSW provided the first annual statement for the 2014 Students First Support Fund in which CECNSW reported progress towards achieving its Implementation Plan. The 2015 Statement is due in March 2016.

## 7.4 Grants Distribution

Recurrent grants assist schools with recurrent costs, mainly staff salaries. Targeted education grants provide funding for certain specific government priorities such as NSW Literacy and Numeracy Action Plan, special learning needs, vocational education, road safety education and the national schools chaplaincy program. In 2015, \$21.1 million in Targeted Education Programs grants were disbursed.

## 7.5 Parental Contributions

School fees and donations make up the balance of total operating income (approximately \$800 million or almost 30% of recurrent funding).

School fees are determined by the diocesan Catholic schools authorities or parishes and individual congregational schools. They vary significantly across NSW Catholic schools. Lower socio-economic systemic schools

## School Resourcing

and special schools generate a lower proportion of their funding requirements from private income. On the other hand, some congregational schools, which receive the lowest levels of government grants, generate up to 85% of their annual operating costs from private income.

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

CECNSW has no involvement in the determination of fees and charges or in the collection of them.

### 7.6 Capital Programs

Capital programs are administered by the Catholic Block Grant Authority of NSW (CBGA), for which Archbishop Anthony Fisher OP was the Bishop's Delegate until April 2015 when he was replaced by Bishop Peter Comensoli. Members of the CBGA are all NSW diocesan Catholic schools authorities and a majority of NSW congregational schools. The management of the CBGA is delegated to the CBGA Executive Officer, Brian McDonald.

### 7.7 General Capital Grants (Commonwealth) and Building Grants Assistance Scheme (NSW)

Capital grants funding from these two government programs provide financial support for approved applications by schools and colleges to establish, augment and refurbish new, developing and existing schools. In 2015, these programs provided \$44.8 million to support 49 separate projects.

During 2015, \$44.7 million in capital grants were disbursed by the CBGA, with \$36.0 million or about 81% from the Australian Government for National Partnership and General Capital Grant funding programs. The

Trade Training Centres in Schools Program comprised \$1.8 million, which represents 5% of total Australian Government funds.

During 2015, \$8.7 million in capital grants were disbursed by the CBGA for the Building Grants Assistance Scheme. This represents 19.5% of all capital grant funding. All capital programs administered by the CBGA in 2015 complied fully with government requirements and received an external audit opinion without qualification.

Programs	\$ million
Trade Training Centres in Schools	1.8
Sub-Total: National Partnership Programs	1.8
General Capital Grants	34.2
Total Australian Government	36.0
Building Grants Assistance Scheme	8.7
Total New South Wales Government	8.7
<b>Total Government</b>	<b>44.7</b>

### 7.8 State targeted programs continuing in 2015

#### 7.8.1 NSW Literacy and Numeracy Action Plan (LNAP)

The NSW Government made a commitment to implement LNAP with funding of \$261 million from 2012 to 2016, focused on years K-2.

The plan has the following key implementation elements:

- personalised learning including the use of tiered interventions according to need
- diagnostic assessment, tracking and reporting student performance
- teacher professional development in the classroom under the direction of an instructional leader.

In 2015 LNAP funded 99 FTE positions across 109 Catholic schools. These schools receive \$17m over the two year period 2015-2016. .

## 7.8.2 Special Needs Support

In 2009, the NSW Government abolished the Back to School allowance and redirected some \$20 million to all NSW schools through a 'needy schools' allocation based upon the February census. NSW Catholic schools' share of these funds in 2015 was \$2.7 million.

CECNSW distributed the funds to Students with A Disability under the Disability Discrimination Act requiring additional assistance according to the same formula developed for the Commonwealth-funded Students with A Disability program. Funds were distributed according to 2014 enrolment data.

Ten Special Schools received a total of 9% of these funds, apportioned according to the former Commonwealth Special Schools allocation.

## 7.8.3 Vocational Education and Training (VET)

CECNSW receives two annual grants to support the delivery of VET in Catholic secondary schools. These grants are:

- Vocational Education and Training in Schools, or VETiS (support for RTOs), and
- Externally provided HSC VET

These grants are an annual appropriation made at the discretion of the NSW Minister for Education, on the advice of the NSW Skills Board.

As part of the current COAG Funding Agreement for VET, CECNSW receives an annual grant from NSW DoE. This grant is for the purpose of supporting the implementation of VET in Schools courses delivered in NSW Catholic schools.

VETiS funds are distributed to dioceses based on the total number of students in Stage 6, years 11 and 12 (inclusive of congregational school students where the school is a member of the diocesan RTO). Dioceses are required to include congregational schools in both their funding allocations and expenditure planning.

In 2015, \$1.7 million was expended on VETiS and a further \$2.6 million was expended on externally-delivered Higher School Certificate Vocational Education (HSC VET), known as the TVET program and primarily delivered through Technical and Further Education (TAFE) colleges.

## 7.8.4 Student Wellbeing Programs

### 7.8.4.1. Road Safety Education

During 2015, approximately \$0.6 million was expended on the NSW Road Safety Education K-12 program, managed by the CECNSW State Coordinator - Student Wellbeing, on behalf of Roads and Maritime Services NSW.

The funding provided by Transport for NSW, via the Centre for Road Safety (NSWCRS), was distributed as grants to Diocesan Catholic schools authorities to support the salaries of Diocesan Road Safety Education Advisors (5.2 FTE) and to help fund professional learning activities for teachers.

Diocesan advisors continued to deliver professional development to schools, with particular focus on Transport for NSW road safety education resources and school road safety policies. Support services are available for both systemic and congregational schools. They participated in two workshops during 2015 to support developments in Road Safety Education, including annual planning, resource development and evaluation. They also participated in the annual Transport for NSW Centre for Road Safety Workshop. Each diocese was allocated funds to support professional development activities with teachers in schools.

## Education Services to Schools

### 7.8.4.2. National Schools Chaplaincy Program

In 2015, 98 Catholic schools in eight dioceses and 13 congregational schools received annual funding totalling \$2m to support up to 400 hours of a chaplaincy service for pastoral care services to students in each school.

The majority of these schools received and acquitted an annual grant of \$17,400. Most of these schools will continue to receive an annual grant between \$15,000–\$20,000 for the next three years.

Between 2015 and 2018, the pastoral care services of 111 NSW Catholic schools will be supported by an \$8m grant from the National Schools Chaplaincy Program.

## 8. Education Services to Schools

### 8.1 Aboriginal and Torres Strait Islander Education

The CECNSW Aboriginal and Torres Strait Islander Education Committee is to guide the Commission in their deliberations on all matters pertaining to Aboriginal and Torres Strait Islander Education by providing strategic advice informed by Aboriginal and Torres Strait Islander voices involved in Catholic education from across NSW.

Overview of the work of the Committee in 2015:

- Students First Support Fund accountability
- COAG goals for NAPLAN attendance
- more ATSI Teachers Initiative (MATSI) National Catholic Education Tier 1 project
- more ATSI Teachers Initiative (MATSI) Tier 2 projects (Teachers' Forum & Internships).
- BOSTES curriculum and teacher accreditation processes
- National ATSI Education Strategy 2015
- Indigenous Advancement Strategy (IAS)
- Aboriginal Education Worker Conference

- data: Attendance, NAPLAN, Retention, Progression
- capability framework Teaching Aboriginal and Torres Strait Islander EAL/D Learners
- website development
- Reconciliation Action Plan (RAP)
- DEC Connected Community Schools Strategy
- AITSL TEMAG – Action Now Classroom Ready Teachers
- engaging with research improving attendance
- engaging with National Aboriginal and Torres Strait Islander Catholic Council (NATSICC)
- developing the CECNSW Aboriginal and Torres Strait Islander Education Strategic Directions Framework
- review Committee's Terms of Reference
- improving attendance research framework
- potential website development
- structure and processes for Meetings
- responding to and networking with DET NSW, NSW AECG

### 8.2 General Curriculum

#### 8.2.1 NSW Syllabus Implementation Support of the Australian Curriculum K – 10

In 2013, the NSW Government provided \$4.9 million to support the implementation of the Australian Curriculum K–10 across NSW Catholic schools. The funds were distributed to dioceses and congregational schools on a teacher FTE basis to enable teachers to be supported in their professional learning. Dioceses and schools collaborated in this endeavour to ensure the best possible outcome across the NSW Catholic sector.

Of the total provided by government, 2% (\$100,000) is being used in support of collaboration across the sector. Curriculum materials resulting from the investment have been made available. The project continues throughout 2015.

### 8.3 Vocational Education and Training (VET)

In 2015, HSC VET in Schools enrolments in the Catholic sector totalled 11,170 students, based on data sets from BOSTES. Total VET course enrolments have increase to 23,515 students. (Source: BOS Data Warehouse)

#### 8.3.1 Enrolments by Course

Subject Name	Male Enrolment	Female Enrolment	Total Enrolment
Automotive	1,878	114	1,992
Business Services	580	1,542	2,122
Construction	2,850	50	2,900
Electro-technology	786	18	804
Entertainment Industry	336	491	827
Financial Services	178	122	300
Hospitality	1,466	3,122	4,588
Human Services	56	578	634
Information and Digital Technology	894	96	990
Metal and Engineering	577	13	590
Board Endorsed Courses	2,003	3,672	5,675
Primary Industries	223	127	350
Retail Services	261	656	917
Tourism, Travel and Events	119	707	826
<b>Total Enrolment</b>	<b>12,207</b>	<b>11,308</b>	<b>23,515</b>

#### 8.3.2 Professional Development

CECNSW coordinates the training of VET teachers for all NSW Catholic schools. The numbers of new VET teachers trained cross-sectorally during 2015 were:

Training	Participants
Construction	25
Business Services	19
Entertainment	6
Information and Digital Technology	8
Metal and Engineering	2
Primary Industries	3
Retail Services	6
Hospitality - Commercial Cookery	19
Hospitality - Food and Beverage	5
Generic Orientation BECS	9
<b>Total</b>	<b>102</b>

Gap training was provided for trained teachers to meet the requirements of new training packages and qualifications as follows:

Entertainment	CUA13 Training Package	5
Business Services	BSB Training Package	85
Information and Digital Technology	ICA Training Package	50

All VET teachers are now required to hold the Certificate IV in Training and Assessment (TAE) TAE40110. Many teachers gain this training pre-service or during training for another framework course. Some 86 teachers enrolled in this training in 2015, via an arrangement with South Western Sydney TAFE Institute.

## Education Services to Schools

In addition, CECNSW engaged South Western Sydney TAFE Institute to develop an RPL (Recognition of Prior Learning) process to ensure government and non-government teachers holding the TAA40104 Certificate IV in Assessment and Workplace Training were transitioned to the Certificate IV in TAE40110. In 2015, 31 teachers in the Catholic sector completed the transition process to the TAE40110. All other teachers completed this transition in 2014.

### 8.3.3 Vocational Education and Training Challenges

In 2014, the Commission Secretariat identified several key VET challenges faced by the Catholic school sector. These challenges were further developed and explored by a working party, the Vocational Education Advisory Group and the Education Policy and Program Committee. The identified challenges include:

1. competing definitions of VET
2. funding/resourcing VETiS in a climate of austerity
3. impact of the Raised School Leaving Age and the Needs of 15 to 17 Year Olds
4. place of VET in Stage 5 and Evolving Role of ROSA
5. role of VET within the HSC Structure
6. career Education in NSW Catholic Schools
7. challenges to VET in Schools from Industry
8. future of Trade Skills Centres/Trade Training Centres
9. industrial concerns
10. ASQA as the National VET Regulator.

Ten challenge papers, designed to stimulate discussion and dialogue, were provided for the internal use of dioceses as they plan for VET provision in 2015 and 2016. The Vocational Education Advisor Group utilised these Challenge Papers in a number of meetings and provided advice to the Education and Policy Core Committee.

### 8.3.4 Work Placement

The NSW Skills Board had allocated National Partnership

Youth and Attainment funding to support a network of 30 Work Place Service Providers (WPSP) who assist schools in sourcing quality placements for students enrolled in Industry Curriculum Frameworks (ICF). CECNSW was involved in maintaining the multi-year funding model to ensure continuity of work placement coordination services. This resulted in certainty for schools and TAFE NSW that quality work placement coordination services will be available to support their HSC Industry Curriculum Framework students for three years, servicing schools across sectors.

CECNSW worked with insurance broker Marsh Pty Ltd to secure employer liability cover with QBE Insurance for 18,844 students undertaking structured work placement and work experience programs. Work placement is a mandatory requirement of all school-delivered Industry Curriculum Framework VET courses and some BOSTES Endorsed VET courses. This QBE cover indemnifies employers, complementing diocesan and school policies, which provide 24-hour insurance cover to students. Policies are provided under strict conditions and exclusions are reviewed annually. Reporting is managed through CECNSW.

## 8.4 Students with Disabilities

### 8.4.1 Nationally Consistent Collection of Data for Students with Disability

During 2015, CECNSW coordinated the implementation of the Nationally Consistent Collection of Data (NCCD) on School Students with a Disability (SWD).

Using the NCCD Model, schools are required to collect and report on the:

- number of school students being provided with a reasonable adjustment to enable them to participate in education on the same basis as other students
- level of adjustment provided (No adjustment at this time/support within quality differentiated teaching practices; Supplementary adjustment; Substantial

adjustment; Extensive adjustment)

- broad category of disability under four groupings that the student best fits (physical, cognitive, sensory or social/emotional) using the definition outlined in the Disability Discrimination Act.

PricewaterhouseCoopers conducted quality assurance with the jurisdictions/sectors during November 2015 as part of the Continuous Quality Improvement Project for the Department of Education.

## 9. Legislative monitoring and compliance

### 9.1 Teacher Accreditation Act Amendments

The Teacher Accreditation Amendment Bill 2014 contained provisions relating to:

- pre-2004 school teachers being required to meet the teaching standards and accreditation requirements of the Teacher Accreditation Act
- clearer definition of the requirements for mandatory and voluntary accreditation under the Teacher Accreditation Act
- early childhood teachers being required from 2016 to meet the teaching standards and accreditation requirements of the Teacher Accreditation Act
- BOSTES' oversight of initial and continuing teacher accreditation courses and programs and providers approved by the Minister
- the revocation of a teacher's accreditation by a Teacher Accreditation Authority (TAA).

The revised child protection legislation requires all existing teachers to have a Working with Children Check (WWCC) clearance by March 2017 (secondary teachers) and March 2018 (primary teachers). It also requires employers (schools) to verify a teacher's WWCC clearance.

CECNSW is aware that non-teaching staff in schools and Catholic Education/Schools Offices may also need to obtain a Working with Children Check (WWCC) depending on the classification of each employee position by the Office of the NSW Children's Guardian.

CECNSW continues to monitor developments regarding compliance emanating from this legislation.

(See also 6.4.1)

### 9.2 The Australian Education Act 2013 – CECNSW Representative Body

Under the Better Schools Implementation Plan, CECNSW was required, pursuant to Sections 70 and 89 to 99 of the *Australian Education Act 2013*, to sign a Memorandum of Understanding (MOU) with the Commonwealth of Australia as a precondition to CECNSW obtaining funding under Section 70 of the Act. The MOU allows Commonwealth funds to flow to NSW Catholic schools for years 2014 to 2017. CECNSW was confirmed as a Non-Government Representative Body (NGRB) under Section 91 of the Act.

### 9.3 Australian Department of Education Compliance Certificate - CECNSW 2014

CECNSW's agreement with the Australian Government for funding under the *Schools Assistance Act 2008* requires annual certification of compliance with certain education accountability requirements. Dioceses have certified compliance across the four requirements.

CECNSW completed the online 2014 compliance certificate on 8 September 2015. 2015 Compliance is regulated by the *Australian Education Act 2013*.

### 9.4 Australian Charities and Not-for-Profit Commission (ACNC)

Both CECNSW and NCEC have a policy commitment to

## Legislative monitoring and compliance

reducing or eliminating the ACNC compliance burden on non-government schools. This position is based on the reality that schools are already the subject of significant public reporting through both BOSTES and ACARA, including MySchool.

Since ACNC compliance is a national issue, CECNSW progressed its reform objectives through NCEC and the Australian Catholic Bishops Conference (ACBC). The ACNC Commissioner has indicated her commitment to developing a reporting mechanism acceptable to both the ACNC and the Australian Government Department of Education and Training.

### 9.5 NSW Education Act Section 83C Not-for-Profit Compliance

Following the enactment of the BOSTES Act in November 2013, school registration requirements have been amended to include requirements relating to policies and procedures for the proper governance of the school.

The amendments came into force from 1 January 2015, when the key obligation would be to ensure that all transactions including those involving related parties and church agencies were at reasonable market value.

Auditing of schools has commenced as part of the school's regular Registration and Accreditation. The first Section 83C audits of Catholic schools began in October 2015 under the direction of the Section 83C Advisory Committee.

### 9.6 Animal Welfare Management Arrangements for NSW Catholic Schools

In accordance with the requirements of the *NSW Animal Research Act 1985* CECNSW is the Accredited Corporation responsible for the use of live animals by all NSW Catholic schools.

CECNSW discharges this responsibility through the joint DoE, AIS and CECNSW NSW Schools Animal Care and Ethics Committee (SACEC).

### 9.7 BOSTES Service Level Agreement for 2015 NAPLAN

CECNSW has a role managing NSW Catholic schools' access to NAPLAN. Each year, CECNSW enters into a Service Level Agreement with the NSW Test Administration Authority. The CECNSW Management and SMART Services Agreement 2015 NAPLAN includes provision of School Measurement, Assessment and Reporting Toolkit (SMART) services to NSW Catholic dioceses and schools. NSW DEC continues to have responsibility for SMART services.

The 2015 per student NAPLAN and SMART costs (totalling \$42.90 per student) are as set out in the agreement:

- NAPLAN 38.90 per student
- SMART \$4.00 per student

### 9.8 CECNSW access to NSE DoE Literacy and Numeracy Continuum Statements

'Best Start Kindergarten Assessment' is an assessment tool for kindergarten students developed by NSW DoE. Integral to 'Best Start' are the NSW DoE Literacy and Numeracy K-10 Continuum Statements which provide a syllabus-based description of literacy and numeracy development K-10.

CECNSW, on behalf of Catholic schools, has an agreement with NSW DoE for digital access to the Literacy Continuum K-10 and the Numeracy Continuum K-10 to enhance tracking and reporting.

### 9.9 Copyright Compliance and Schools

CECNSW has responsibility on behalf of NCEC in leading Catholic sector input to national copyright negotiations in respect of the six common Australia-wide copyright licences for schools:

- Copyright Agency Limited (both print and digital)
- Screenrights
- Australian Mechanical Copyright Owners Society Limited
- Australian Mechanical Copyright Owners Society Limited/Australian Performing Rights Association
- Australian Performing Rights Association
- Roadshow.

In 2015, CECNSW paid a total of \$5.5 million in copyright fees on behalf of NSW Catholic schools. These fees were then recovered on a per capita basis from NSW diocesan Catholic schools authorities and congregational schools.

During 2015, a critical emerging negotiation issue was the matter of how Learning Management Systems (LMS) have impacted on the copying and communication practices of schools and school authorities.

Another key focus was Catholic sector engagement with the Australian Law Reform Commission Review of the Copyright Act through the work of the Ministerial Copyright Advisory Group (CAG).

Copyright licence negotiations were proposed in relation to music involving AMCOS, APRA and ARIA. Commissioners were kept advised that in the absence of appropriate copyright law reform, the cost of school-based copying could substantially increase over the next four years. It was noted that NCEC is actively involved in supporting the Australian Education Council and its Copyright Advisory Group (CAG) priorities for copyright law reform.

Copyright fees payable to the various collecting societies on behalf of copyright owners for 2015 in terms of the copyright agreements held by CECNSW on behalf of NSW Catholic schools were:

COLLECTING SOCIETY	RATES PAYABLE 2015 \$ per pupil*
AMCOS	0.8519
AMCOS / ARIA / APRA	0.7819
APRA	Primary: 0.2266 Secondary: 0.3296
CAL (Combined digital & print)	16.934
SCREENRIGHTS *	\$3.12 for July 2015-Dec 2015 (half a year)
ROADSHOW	Average per pupil rate: \$78,955/248160 students = \$0.3182/ student

The Screenrights licence was subject to renegotiation during 2014/2015.

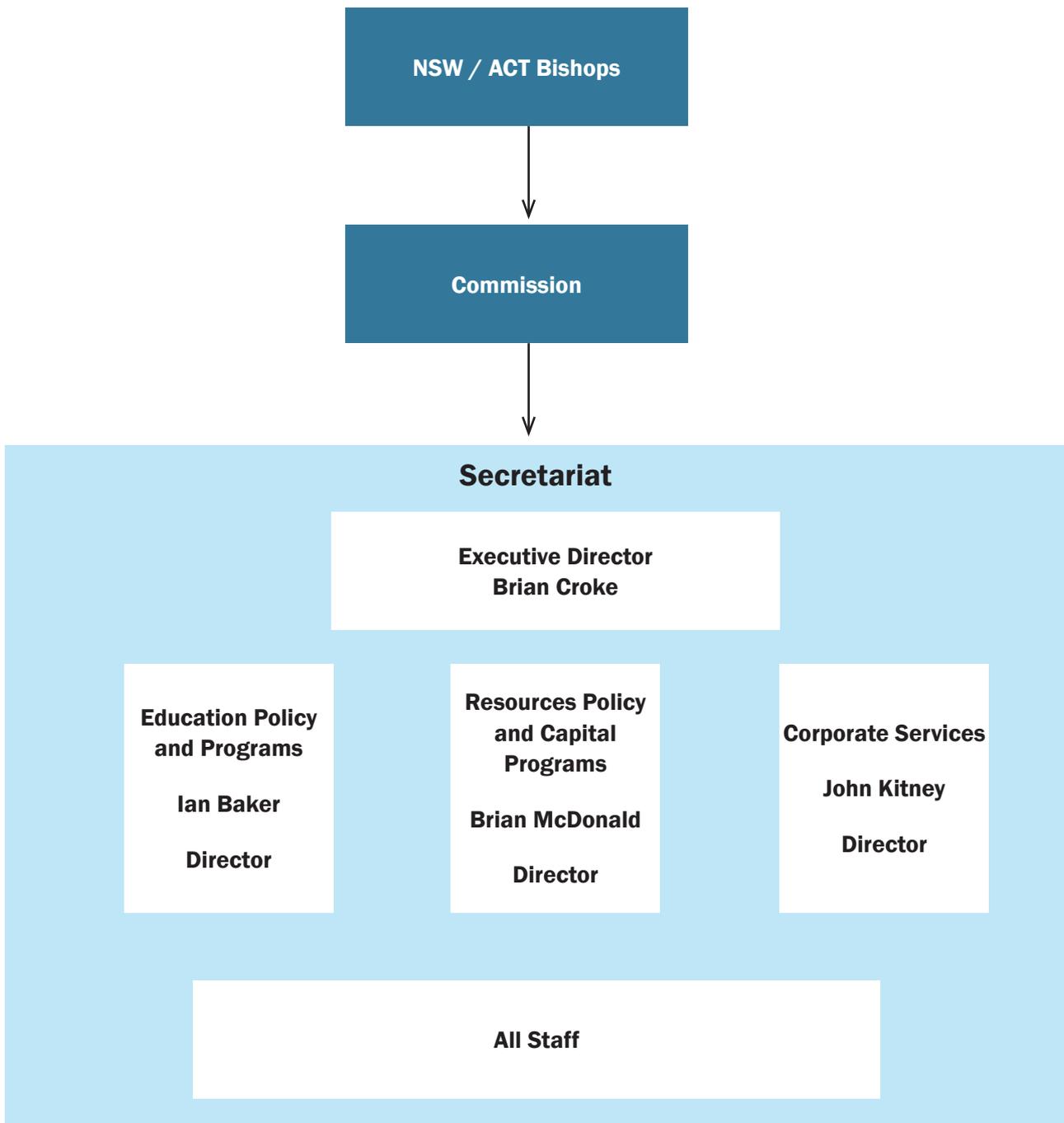
CECNSW also recovered copyright advice legal costs on an FTE share basis.

CECNSW and NCEC copyright issues and negotiations are managed through the Australian Education Council Copyright Advisory Group and its supporting National Copyright Unit. Advice for schools is then provided through the joint schools Smartcopying website ([www.smartcopying.edu.au](http://www.smartcopying.edu.au)).

## Our people

### 1. Our people

The Commission is supported by a CECNSW Secretariat. As at 31 December 2015, there were 35 staff in the Secretariat or 32.0 full time equivalents. The 2015 gender mix was 17.8 female and 14.2 male.



## 2. Executive Director's Office

The Executive Director is Dr Brian Croke who:

- manages the CECNSW Secretariat
- attends meetings of the NSW/ACT Bishops to provide advice on education strategic directions, education policies and resource matters
- ensures compliance with the CECNSW Charter
- represents the NSW Catholic schools sector on high level national and State education bodies
- provides a statistical and research service to diocesan Catholic schools authorities on school resources and demographics
- advocates for NSW Catholic schools with governments and other agencies
- co-ordinates with other Catholic education and related organisations on behalf of NSW Catholic schools, and
- supports Crossroads implementation.

Dr. Croke is also:

- a Commissioner of the National Catholic Education Commission
- Chair of the NSW Ministerial Schools Advisory Council
- Deputy Chair of the NSW Board of Studies, Teaching and Education Standards (BoSTES), and
- a Director of the:
  - Australian Council for Education Research
  - Education Services Australia.

Staffing of the Executive Director's Office as at 31 December 2015:

Position	Name	FTE
Executive Director	Dr Brian Croke	1.0
Executive Assistant to the Executive Director	Anne Phillips	1.0
Senior Manager Government Relations and Media	Jim Hanna	1.0
Executive Research Analyst	Kristi Jarvis	1.0
Professional Assistant to the Executive Director	Dr Tony McArthur	1.0
Principal Research Officer	Crichton Smith	1.0
Data Management Support Officer	Elizabeth Smith	0.6
	<b>TOTAL FTE</b>	<b>6.6</b>

## 3. 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

- advises on national funding model loadings within the national funding model e.g. SWD data collection and low English language proficiency definitions
- liaises with governments on the administration of special 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 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
- negotiates and supports teaching standards with BoSTES and AITSL

#### Compliance

- undertakes environmental scans on compliance issues.
- liaises with governments and their agencies on compliance matters including negotiations on the cost of compliance such as 'Students First' requirements and BoSTES school registration
- liaises with cross sectoral agencies with a view to resolving compliance issues, including ACARA and BoSTES
- teacher professional development
- negotiates funding for NSW Catholic teacher professional development including Reward Funding

## Education Policy and Programs

### Services to NSW Catholic schools

- supports Crossroads implementation
- manages government education programs
- maintains sectoral databases relating to specific programs and National Partnerships
- advises on grant administration requirements and acquittal of special education programs such as More Support for Students with A Disability
- coordinates the audits of targeted education programs and the finalisation of grant requirements.
- advises on BoSTES and ACARA curriculum requirements
- monitors the legal environment impacting schooling
- disseminates information on compliance matters and related legal issues
- provides an advisory service on compliance matters
- coordinates implementation of key schools compliance requirements and other legal matters
- supports child protection KTS implementation
- coordinates professional development compliance for diocesan Catholic schools authorities and congregational schools
- coordinates professional development activities for NSW Catholic teachers and keeping of databases, especially for VET teachers
- implements Catholic Mission and Identity projects

Staffing of the Education Policy and Programs Directorate as at 31 December 2015:

Position	Name	FTE
Director	Ian Baker	1.0
Assistant Director – Education Policy	Rosalie Nott	1.0
Assistant Director – Education Programs	Paul Rodney	1.0
Personal Assistant to Director	Erica Boundy	1.0
State Coordinator – Vocational Education	Gerard Delany	1.0
Administrative Assistant (part-time)	Lee - Anne Evans	0.6
State Coordinator – Assessment Programs and Early Learning Support	Karen Ferrante	1.0
State Coordinator – Student Wellbeing	Peter Grace	1.0
State Coordinator – Special Learning Needs	Geraldine Gray	1.0
Administrative Assistant	Melinda Kumar	1.0
State Coordinator – Aboriginal Education	Mary Senj	1.0
Accountability and Compliance Officer	Margaret O'Connor	1.0
	<b>TOTAL FTE</b>	<b>11.6</b>

## 4. Resources Policy and Capital Programs

The Resources Policy and Capital Programs Directorate is led by the Director, Brian McDonald.

This Directorate covers the following responsibilities for CECNSW:

### Advocacy and Liaison

#### Representing NSW Catholic schools

- negotiates recurrent funding requirements with the Australian and NSW Governments
- liaises with governments on the administration of recurrent 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 recurrent 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 the Australian Government Department of Education and Training
- coordinates the submission of school financial information for publication in MySchool.

### Services to NSW Catholic schools

- manages the development of recurrent funding models for diocesan Catholic schools authorities, including analyses of resource needs and cost profiles
- maintains sectoral databases on schools' resources, student enrolments, numbers and profile of teachers and demographics of schools
- facilitates forums to better understand school resource matters and to share strategies across NSW Catholic schools authorities
- advises on recurrent funding conditions, and on their administration and acquittal
- coordinates the audits of recurrent 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.

This Directorate covers the following responsibilities for Catholic Block Grant Authority:

### Advocacy and Liaison

#### Representing NSW Catholic schools

- negotiates block grant funding with the Australian and NSW Governments
- liaises with the Australian and NSW Governments on the administration of block grants
- liaises with the NSW Government to improve processing of development applications
- liaises with other Block Grant Authorities and other cross sectoral agencies on block grant matters
- ensures that governmental block grant funding conditions are met and "value for money" is achieved.

### Services to NSW Catholic schools

- maintains databases in support of sectoral applications
- coordinates sectoral applications, develops application guidelines and ensures compliance with funding criteria
- manages CBGA 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 2015:

Position	Name	FTE
Director	Brian McDonald	1.0
Personal Assistant to Director	Bela Ramos	1.0
Education Officer – School Data	Andrew Forbes	1.0
Professional Assistant – State Priority Committee	Greg Kervin	0.6
Administrative Assistant – Capital Programs	Natalie Bell	0.6
Coordinator – Capital Grants Programs	Kevin Morrison	1.0
Financial modeller	Natalie Bui	1.0
	<b>TOTAL FTE</b>	<b>6.2</b>

## 5. 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 the Audit and Risk Management Committee
- CECNSW Secretariat Office administration
- corporate compliance
- risk management

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

- manages the CECNSW public website which inter alia disseminates information to and about NSW Catholic schools and is the portal for CECNSW business

### Services to NSW Catholic schools

- safeguards grant funds in transit
- effects the distribution of school grants to diocesan Catholic schools authorities and congregational schools
- assists diocesan Catholic schools authorities and congregational schools with the acquittal of grants
- manages the CECNSW website, which supports education programs, and the dissemination of information and data analyses
- manages the eBulletin

### Services to NSW Catholic schools

- provides IT support for the maintenance of education databases
- manages events and awards of a state-wide nature
- provides IT and administrative support for educational forums
- manages archives of CECNSW initiated state-wide educational resources
- corporate governance support for CECNSW

Staffing of the Corporate Services Directorate as at 31 December 2015:

Position	Name	FTE
Director	John Kitney	1.0
Personal Assistant to Director	Suzanne Palmer	1.0
Accountant	Mei Jones	1.0
Receptionist	Angela Cain	1.0
IT Support Officer	Belinda Christie	1.0
Administrative Assistant	Christine McDonnell	1.0
Senior Accountant	Andrew Mandigora	1.0
Finance Officer	John Salman	0.6
<b>TOTAL FTE</b>		<b>7.6</b>

### **CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES**

### **SPECIAL PURPOSE FINANCIAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2015**

The Catholic Education Commission New South Wales (“CECNSW”) is an unincorporated body of the Catholic Bishops of New South Wales and Archdiocese of Canberra and Goulburn (“the Bishops”).

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 Commissioners on 18 May 2016. Commissioners have the power to amend and reissue the financial report.

## CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

### STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2015

		<b>2015</b>	<b>2014</b>
	<b>Note</b>	<b>\$</b>	<b>\$</b>
<b>Revenue from Continuing Operations</b>	2	9,385,899	9,923,220
Employee benefits expense		5,111,696	5,225,853
Depreciation and amortisation expense		402,741	430,227
Projects and grant costs		1,079,335	1,457,558
Office services expense		744,417	723,176
Travel expense		333,684	343,073
Information technology expense		1,275,991	991,128
Administration expense		<u>837,467</u>	<u>640,904</u>
<b>(Deficit) surplus for the year</b>	3	<b>(399,432)</b>	<b>111,301</b>
Other comprehensive income		<u>-</u>	<u>-</u>
Total Comprehensive (Deficit) Income for the year		<u><b>(399,432)</b></u>	<u><b>111,301</b></u>

This Statement of Profit or Loss and Other 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 2015

	2015 \$	<b>2014</b> \$
<b>Total Equity at the Beginning of the Year</b>	5,429,558	5,318,257
Total Comprehensive (Deficit) Income for the Year	<u>(399,432)</u>	<u>111,301</u>
<b>Total Equity at the End of the Year</b>	<u><b>5,030,126</b></u>	<u><b>5,429,558</b></u>

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

## CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

### STATEMENT OF FINANCIAL POSITION AT 31 DECEMBER 2015

	Note	2015 \$	2014 \$
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	4	77,908	465,859
Trade and other receivables	5	874,471	591,926
Other financial assets	6	22,988,424	15,071,907
Other assets	7	208,540	232,123
Total Current Assets		<u>24,149,343</u>	<u>16,361,815</u>
<b>NON-CURRENT ASSETS</b>			
Property, plant & equipment and intangible assets	8	<u>421,548</u>	<u>674,601</u>
Total Non-current Assets		<u>421,548</u>	<u>674,601</u>
<b>Total Assets</b>		<b><u>24,570,891</u></b>	<b><u>17,036,416</u></b>
<b>CURRENT LIABILITIES</b>			
Trade and other payables	9	17,989,917	9,941,990
Employee entitlements	10	<u>1,343,306</u>	<u>1,444,578</u>
Total Current Liabilities		<u>19,333,223</u>	<u>11,386,568</u>
<b>NON-CURRENT LIABILITIES</b>			
Employee entitlements	10	<u>207,542</u>	<u>220,290</u>
Total Non-current Liabilities		<u>207,542</u>	<u>220,290</u>
<b>Total Liabilities</b>		<b><u>19,540,765</u></b>	<b><u>11,606,858</u></b>
<b>Net Assets</b>		<b><u>5,030,126</u></b>	<b><u>5,429,558</u></b>
<b>EQUITY</b>			
Establishment Fund	11	1,434,194	1,434,194
Accumulated Funds	12	<u>3,595,932</u>	<u>3,995,364</u>
<b>Total Equity</b>		<b><u>5,030,126</u></b>	<b><u>5,429,558</u></b>

This Statement of Financial Position should be read in conjunction with the accompanying notes

## CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

### STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2015

	Note	2015 \$	2014 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts from customers (inclusive of goods and services tax)		8,989,351	10,033,535
Payments to suppliers and employees (inclusive of goods and services tax)		<u>(9,041,336)</u>	<u>(11,172,268)</u>
		(51,985)	(1,138,733)
Interest received		2,422,029	3,145,908
Other revenue		59,337	174,138
Interest paid	2	<u>(2,179,082)</u>	<u>(2,953,884)</u>
<b>Net Cash Inflow (Outflow) From Operating Activities</b>	14 (a)	<b><u>250,299</u></b>	<b><u>(772,571)</u></b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for property, plant & equipment and intangible assets		(207,277)	(152,985)
Proceeds from sale of property, plant & equipment		45,189	32,533
Net cash outflow paid to related entities	14 (b)	(156,228)	(481,049)
Net cash inflow attributable to government programs		<u>7,596,583</u>	<u>848,961</u>
<b>Net Cash Inflow From Investing Activities</b>		<b><u>7,278,267</u></b>	<b><u>247,460</u></b>
<b>Net Increase (Decrease) in Cash Held</b>		<b>7,528,566</b>	<b>(525,111)</b>
Cash and cash equivalents at the beginning of the year		<u>15,537,766</u>	<u>16,062,877</u>
<b>Cash and Cash Equivalents at the End of the Year</b>	4	<b><u>23,066,332</u></b>	<b><u>15,537,766</u></b>

This Statement of Cash Flows 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 2015

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The CECNSW is not incorporated under the Corporations Act 2001. It is an unincorporated body of the Catholic Bishops of New South Wales and Archdiocese of Canberra and Goulburn ("the Bishops") and was established in 1974. In the opinion of Commissioners, the CECNSW 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 CECNSW's Charter to prepare financial statements and in accordance with the Australian Charities and Not-for-profit Commission Act 2012 ("the Act").

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

#### (a) Basis of preparation

As Commissioners are of the opinion that the CECNSW is a non-reporting entity, no Accounting Standards have mandatory applicability. However, the financial statements have been prepared in accordance with all applicable Australian Accounting Standards and Interpretations 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).

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.

#### (b) Transactions as trustee

On behalf of the Bishops the CECNSW represents New South Wales Catholic schools with the Australian and NSW governments and their agencies. CECNSW distributes 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 CECNSW receives funds from various government authorities and distributes those funds to Diocesan Catholic Schools Authorities and Congregational schools throughout New South Wales. For the management and distribution of capital grants for NSW Catholic schools, CECNSW also assists the NSW Catholic Block Grant Authority Delegate.

These financial statements reflect that the CECNSW administers government funds in its capacity as Trustee. Other than disclosed at note 1(m)(iv), the statement of profit or loss and other comprehensive income and cash flows from operating activities do not include the financial effect of any funds received or disbursed in trust under Government grants except to the extent that the CECNSW receives administration fees (shown as operating revenue) for management of the grants and government grants received by the CECNSW in relation to the Students First Support Fund (note 1 (p)). The CECNSW depends on these administration fees from the Australian and NSW governments for a significant volume of its revenue. During the 12 months ended 31 December 2015, approximately 71% (year ended 31/12/2014 - 73%) of the CECNSW's revenue from operating activities was received from government programs, or government grants in relation to the Student First Support Fund.

The funds administered by the CECNSW on behalf of the Australian and NSW governments are disclosed in note 15 to the financial report.

#### (c) Other Financial Assets

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 CECNSW. Estimates of useful lives are made on a regular basis for all assets.

The depreciation rates are:

Leasehold improvements	10% - 17%
Office furniture & equipment	20% - 40%
Motor vehicles	12.5%

# CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

## NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

#### (e) Software Capitalisation

Developed software is stated at cost less accumulated amortisation and impairment losses.

Expenditures in relation to the development of identifiable and unique software products used by the CECNSW, and that will generate probable economic benefits exceeding costs beyond one year, are recognised as intangible assets and amortised over their estimated useful lives. Capitalised costs include costs of software development and an appropriate portion of relevant overhead. Expenditures associated with maintaining computer software programs are recognised as an expense when incurred.

IT development costs include only those costs directly attributable to the development phase and where the entity has an intention and ability to use the asset.

Amortisation of software applications is charged to expenses on a straight-line basis over their estimated useful lives, from the date they are available for use, that is, when it is in the location and condition necessary for it to be capable of operating in the manner intended by management.

The estimated useful life for software is 3 years. Acquired computer software licenses are written off in the year in which they are incurred.

#### (f) Impairment of assets

The carrying amounts of the CECNSW's assets are reviewed at each balance date to determine whether there is any indication of impairment. If any such indication exists, the assets's recoverable amount is estimated. An impairment loss is recognised whenever the carrying amount of an asset exceeds its recoverable amount. Impairment losses are recognised in profit or loss.

The recoverable amount of assets is the higher of an asset's fair value less costs to sell and its value in use. Value in use is taken to be the depreciated replacement cost of the asset concerned.

#### (g) 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 CECNSW's leases are considered to be operating leases.

Operating lease payments are charged to profit or loss in the periods in which they are incurred.

#### (h) Employee leave entitlements

The amounts expected to be paid to employees for their entitlement to annual leave and long service leave 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 CECNSW 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.

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

#### (i) Trade and other receivables

Trade receivables are initially recognised at fair value, less any allowance for impairment. Trade receivables are generally due for settlement within 30 days. Collectability of trade receivables is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off by reducing the carrying amount directly. An allowance for impairment of trade receivables is raised when there is objective evidence that the CECNSW will not be able to collect all amounts due according to the original terms of the receivables.

#### (j) Cash and cash equivalents

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

#### (k) Income Tax

The CECNSW is exempt from paying income tax.

#### (l) Goods and services tax

Revenues, expenses and assets are recognised net of the amount of goods and services tax ("GST"). Receivables and payables are stated with the amount of GST included. The net amount of GST recoverable from, or payable to, the Australian Taxation Office ("ATO") is included as a current asset or current liability in the Statement of Financial Position. Cash flows are included in the statement of cash flows on a gross basis. The GST component of cash flows arising from investing and financing activities which are recoverable from, or payable to, the ATO are classified as operating cash flows.

# CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

## NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

#### (m) Revenue recognition

i) Levies received

Revenue is received from levies charged to schools and other entities on an annual basis. Levies charged cover the year to 31 December.

ii) Administration costs recovered

Administration costs are charged by the CECNSW to the various programs that the CECNSW manages, and are recognised uniformly throughout the year in which the administration services performed by the CECNSW have been rendered.

iii) Interest received

Interest is recognised as it accrues on a daily basis.

iv) Government grants received

On occasions where the CECNSW provides services in relation to government grants received, revenue generated for specific programs is recognised only to the extent of work completed on the programs.

#### (n) Trade and other payables

These amounts represent liabilities for goods and services provided to the CECNSW prior to the end of the financial year. The amounts are unsecured and are usually paid within 30 days of recognition.

#### (o) Critical accounting estimates

The preparation of financial statements in conformity with Australian Accounting Standards requires the use of certain critical accounting estimates. Other than estimating useful lives for the purpose of calculating depreciation/amortisation of property, plant & equipment and intangible assets, there are no areas involving a high degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements.

#### (p) New accounting standards and interpretations

Certain new accounting standards and interpretations have been published that are not mandatory for 31 December 2015 reporting periods. The Commissioners' assessment is that these new standards and interpretations (to the extent relevant to the CECNSW) will not have a material impact on the financial report of the CECNSW with the exception of new accounting standards and interpretations issued since balance date. The Commissioners have not yet made an assessment of their potential impact.

#### (q) Going concern

The financial statements are prepared on a going concern basis. For the year ended 31 December 2015, the CECNSW incurred a deficit of \$399,432 (2014 - surplus of \$111,301). At balance date, the CECNSW had an excess of current assets over current liabilities of \$4,816,120 (2014 - \$4,975,247) and net assets of \$5,030,126 (2014 - \$5,429,558).

For the year ended 31 December 2015, the CECNSW had a reduction in administration program costs recovered revenue and interest revenue of \$396,577 as a result of declining interest rates. This uncertainty in interest income is expected to continue for years beyond the year ended 31 December 2015.

In 2014, the CECNSW signed the Students First Support Fund Memorandum of Understanding with the Commonwealth of Australia ("the MoU") which sets out that government funding of \$4.594 million per annum is expected to be provided to the CECNSW for the 2014 to 2017 funding years. Of this funding, \$3.4 million is allocated to the CECNSW with the remaining being allocated to Dioceses.

While the MoU is non-binding, the amount of funding to be provided by the Australian government is indicative and is subject to determination by the Commonwealth Minister of Education, Commissioners consider that, based on discussions with the government regarding the MoU, the funding of \$4.594 million per annum will be provided by the government as set out in the MoU.

Management have prepared a budget for the year ending 31 December 2016 which shows that, despite a reduction in administration program costs recovered and interest revenue, with the receipt of the \$3.4 million funding attributable to the CECNSW, the CECNSW is expected to be able to continue as a going concern.

Accordingly, Commissioners consider that the CECNSW will be able to pay its debts as and when they fall due and payable, and that the financial statements should be prepared on a going concern basis.

## CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

	<b>2015</b>	<b>2014</b>
	<b>\$</b>	<b>\$</b>
<b>2. REVENUE</b>		
Levies received	2,410,530	2,275,145
Administration costs recovered	3,304,951	3,692,474
Government grant income	3,400,000	3,561,328
Interest received (see below)	211,081	220,135
Related party accounting fee income - National Catholic Education Commission	50,000	-
Other income	9,337	174,138
	<u>9,385,899</u>	<u>9,923,220</u>
<b>Revenue from Continuing Operations</b>	<b><u>9,385,899</u></b>	<b><u>9,923,220</u></b>

The CECNSW received total interest of \$2,390,163 (year ended 31/12/2014 - \$3,174,019) of which \$2,179,082 (year ended 31/12/2014 - \$2,953,884) was applicable to funds held on behalf of government programs and \$211,081 (year ended 31/12/2014 - \$220,135) was applicable to the CECNSW's own funds.

### 3. OPERATING (DEFICIT) SURPLUS

The operating (deficit) surplus was determined after charging the following specific amounts:

Amortisation of leasehold improvements and intangibles assets	327,369	336,029
Depreciation of plant and equipment	75,372	94,198
Loss on disposal of fixed assets	12,400	22,771
Rental expense relating to operating leases		
Minimum lease payments	383,256	396,768
Remuneration of Auditors		
Remuneration for audit of the financial report	23,100	22,400
Remuneration for other audit related work - grant acquittals and grant review	92,735	80,440
	<u>92,735</u>	<u>80,440</u>

## CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

	2015 \$	2014 \$
<b>4. CASH AND CASH EQUIVALENTS</b>		
Cash at bank and on hand	<u>77,908</u>	<u>465,859</u>
For the purposes of the Statement of cash flows, cash and cash equivalents are made up as follows:		
Cash at bank and on hand	77,908	465,859
Other financial assets (Note 6)	<u>22,988,424</u>	<u>15,071,907</u>
Cash and Cash Equivalents as per Statement of Cash Flows	<u><b>23,066,332</b></u>	<u><b>15,537,766</b></u>
<b>5. TRADE AND OTHER RECEIVABLES</b>		
Related party current accounts		
National Catholic Education Commission	521,717	443,193
Professional Standards Resources Group of NSW & ACT	203,063	130,266
Accounts receivable	21,127	16,180
Sundry debtors	<u>128,564</u>	<u>2,287</u>
Total Trade and Other Receivables	<u><b>874,471</b></u>	<u><b>591,926</b></u>
<b>6. OTHER FINANCIAL ASSETS</b>		
<b>Unsecured</b>		
Deposits at call	17,644,061	9,906,827
Term Deposits	<u>5,344,363</u>	<u>5,165,080</u>
Total Other Financial Assets	<u><b>22,988,424</b></u>	<u><b>15,071,907</b></u>
Of the \$17,644,061 (2014 - \$9,906,827) deposits at call, \$16,404,760 (2014 - \$8,808,177) is held on behalf of Government Programs, and \$616,235 (2014 - \$621,142) is held on behalf of the Council of Catholic School Parents.		
<b>7. OTHER ASSETS</b>		
Prepayments	153,812	145,529
Interest receivable	<u>54,728</u>	<u>86,594</u>
Total Other Assets	<u><b>208,540</b></u>	<u><b>232,123</b></u>

## CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

	2015 \$	2014 \$
<b>8. PROPERTY, PLANT &amp; EQUIPMENT AND INTANGIBLE ASSETS</b>		
Leasehold improvements - at cost	814,911	814,911
Provision for amortisation	788,787	774,340
	<u>26,124</u>	<u>40,571</u>
Office furniture, equipment and motor vehicles - at cost	921,211	804,073
Provision for depreciation	677,277	634,455
	<u>243,934</u>	<u>169,618</u>
Intangibles-Software - at cost	946,535	946,535
Provision for amortisation	795,045	482,123
	<u>151,490</u>	<u>464,412</u>
Total Property, Plant & Equipment and Intangible Assets	<u><b>421,548</b></u>	<u><b>674,601</b></u>

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

	Intangibles- software	Office furniture, equipment and motor vehicles	Leasehold improvements	Total
	\$	\$	\$	\$
<b>Year ended 31 December 2015</b>				
Carrying amount at the beginning of year	464,412	169,618	40,571	674,601
Additions	-	207,277	-	207,277
Disposals	-	(57,589)	-	(57,589)
Depreciation/amortisation expense	(312,922)	(75,372)	(14,447)	(402,741)
Carrying amount at end of year	<u>151,490</u>	<u>243,934</u>	<u>26,124</u>	<u>421,548</u>
<b>Year ended 31 December 2014</b>				
Carrying amount at the beginning of year	783,105	191,500	32,541	1,007,146
Additions	-	127,619	25,366	152,985
Disposals	-	(55,303)	-	(55,303)
Depreciation/amortisation expense	(318,693)	(94,198)	(17,336)	(430,227)
Carrying amount at end of year	<u>464,412</u>	<u>169,618</u>	<u>40,571</u>	<u>674,601</u>

## CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

	2015 \$	2014 \$
<b>9. TRADE AND OTHER PAYABLES</b>		
Funds held on behalf of Government Programs (Note 15)	16,404,760	8,808,177
GST payable	452,941	112,935
Accounts payable	467,090	340,857
Related party current account - Council of Catholic School Parents	616,235	621,142
Other creditors	<u>48,891</u>	<u>58,879</u>
Total Trade and Other Payables	<u><b>17,989,917</b></u>	<u><b>9,941,990</b></u>
<b>10. EMPLOYEE ENTITLEMENTS</b>		
<b>Current</b>		
Annual Leave	398,003	368,563
Long service leave	<u>945,303</u>	<u>1,076,015</u>
	<u><b>1,343,306</b></u>	<u><b>1,444,578</b></u>
<b>Non-Current</b>		
Long service leave	<u><b>207,542</b></u>	<u><b>220,290</b></u>
<b>11. ESTABLISHMENT FUND</b>		
Establishment Fund at the beginning and end of the year	<u><b>1,434,194</b></u>	<u><b>1,434,194</b></u>
<p>The CECNSW is governed by a Charter approved by the Bishops. As part of a restructure approved by Commissioners 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 CECNSW were transferred to the CECNSW.</p>		
<b>12. ACCUMULATED FUNDS</b>		
Accumulated funds at the beginning of the year	3,995,364	3,884,063
(Deficit) surplus for the year	<u>(399,432)</u>	<u>111,301</u>
Accumulated funds at the end of the year	<u><b>3,595,932</b></u>	<u><b>3,995,364</b></u>
<b>13. COMMITMENTS FOR EXPENDITURE</b>		
<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	427,461	415,010
Later than one year but not later than 5 years	<u>671,197</u>	<u>1,091,141</u>
Commitments not recognised as liabilities in the financial statements	<u><b>1,098,658</b></u>	<u><b>1,506,151</b></u>

## CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

	2015 \$	2014 \$
<b>14. CASH FLOW INFORMATION</b>		
(a) Reconciliation of (deficit) surplus for the period to net cash inflow from operating activities		
(Deficit) surplus for the year	(399,432)	111,301
Depreciation/Amortisation	402,741	430,227
Net loss on disposal of office furniture, equipment and motor vehicles	12,400	22,771
Change in operating assets and liabilities		
(Increase) decrease in receivables	(131,224)	502,134
Decrease in other assets	23,583	6,034
Increase (decrease) in payables	456,251	(1,842,294)
Decrease in provisions	(114,020)	(2,744)
	<u>250,299</u>	<u>(772,571)</u>
Net Cash Inflow (Outflow) From Operating Activities		
(b) Net cash inflow (outflow) received from (paid to) related entities		
Professional Standards Resource Group of NSW & ACT	(72,797)	(81,710)
Council of Catholic School Parents	(4,907)	43,854
National Catholic Education Commission	(78,524)	(443,193)
	<u>(156,228)</u>	<u>(481,049)</u>
<b>15. GOVERNMENT FUNDS ADMINISTERED</b>		
On behalf of the Bishops, the CECNSW signs contracts with the Australian and NSW governments and their agencies for the receipt and distribution of school operating and targeted grants. The CECNSW also assists the NSW Catholic Block Grant Authority Delegate manage and distribute capital and other block grants. During 2015 the following grants were received and distributed through the CECNSW to Diocesan Catholic Schools Authorities and Congregational schools.		
Government program funds held at the beginning of year	8,808,177	7,813,215
Funds received from government during the year	2,306,507,166	2,216,369,801
Interest & other income earned by programs	2,525,814	3,413,038
Program funds disbursed during the year	(2,311,436,132)	(2,216,986,736)
Funds retained for program administration recognised in income (Note 2)	(3,304,951)	(3,692,474)
Government grants retained for project management	(3,400,000)	(3,640,000)
Net funds transferred from NSW Catholic Block Grant Authority bank account	16,704,686	5,531,333
	<u>16,404,760</u>	<u>8,808,177</u>
Government program funds held at the end of the year (Note 9)		

## **CATHOLIC EDUCATION COMMISSION NEW SOUTH WALES**

### **DECLARATION BY COMMISSIONERS FOR THE YEAR ENDED 31 DECEMBER 2015**

As stated in Note 1 to the financial statements, in the Commissioners' opinion the CECNSW 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 Australian Charities and Not-for-profits Commission Act 2012 requirements and the requirements of the CECNSW Charter.

In the Commissioners' opinion:

- a. the financial statements and notes set out on pages 48 to 59 are in accordance with the Australian Charities and Not-for-profits Commission Act 2012, including:
  - i. complying with Accounting Standards as detailed in Note 1 to the financial statements and the Australian Charities and Not-for-profits Commission Regulation 2013; and
  - ii. giving a true and fair view of the CECNSW's financial position as at 31 December 2015 and of its performance for the financial year ended on that date; and
- b. there are reasonable grounds to believe that the CECNSW will be able to pay its debts as and when they become due and payable.

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



**Bishop Peter A Comensoli**

Chairman



**Dr. Brian Croke**

Executive Director

**Sydney**

**Dated this 18th day of May 2016**

**AUDITOR'S INDEPENDENCE DECLARATION**

We declare that, to the best of our knowledge and belief, there have been no contraventions of any applicable code of professional conduct in relation to the audit.



**Sydney, NSW  
18 May 2016**

**HLB Mann Judd  
Chartered Accountants**

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

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**CATHOLIC EDUCATION COMMISSION, NEW SOUTH WALES****INDEPENDENT AUDITOR'S REPORT**

To 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 CECNSW"), which comprises the statement of financial position as at 31 December 2015, the statement of profit or loss and other comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and the Declaration by Commissioners.

***Commissioners' Responsibility for the Financial Report***

The Commissioners for the CECNSW are responsible for the preparation and fair presentation of the financial report and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the *Australian Charities and Not-for-profits Commission Act 2012* ("the Act"), the CECNSW's Charter and the information needs of the stakeholders of the CECNSW. The Commissioners' responsibility also includes such internal control as the Commissioners determine is necessary to enable the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error.

***Auditor's Responsibility***

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements and plan and perform the audit to obtain reasonable assurance about whether 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 judgement, 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 CECNSW's preparation and fair presentation of the financial report that gives a true and fair view 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 CECNSW'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.

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

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 Act.

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

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**CATHOLIC EDUCATION COMMISSION, NEW SOUTH WALES**

**INDEPENDENT AUDITOR'S REPORT (continued)**

***Opinion***

In our opinion:

- (a) the financial report of the Catholic Education Commission, New South Wales is in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:
  - (i) giving a true and fair view of the CECNSW's financial position as at 31 December 2015 and its performance for the year ended on that date; and
  - (ii) complying with Australian Accounting Standards to the extent described in Note 1, and the *Australian Charities and Not-for-profits Commission Regulation 2013*; and
- (b) we have been given all information, explanation and assistance necessary for the conduct of the audit;
- (c) the CECNSW has kept financial records sufficient to enable a financial report to be prepared and audited;
- (d) the CECNSW has kept other records as required by Part 3.2 of the Act.

***Basis of Accounting***

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the Commissioners' financial reporting responsibilities under the *Australian Charities and Not-For-Profits Commission Act 2012* and its Charter. As a result, the financial report may not be suitable for another purpose.



**HLB Mann Judd  
Chartered Accountants**

**Sydney, NSW  
18 May 2016**



**A G Smith  
Partner**



# Appendix B: Commission Core Committees and Working Parties

## 1. Commission Core Committees

### 1.1 Aboriginal and Torres Strait Islander Education Committee

The Committee met six times in 2015. This Committee was chaired by Commissioner Sharon Cooke.

The purpose of the CECNSW Aboriginal and Torres Strait Islander Education Committee is to guide the Commission in their deliberations on all matters pertaining to Aboriginal and Torres Strait Islander education by providing strategic advice informed by Aboriginal and Torres Strait Islander voices involved in Catholic education from across NSW.

Membership of the Committee in 2015:

Aboriginal and Torres Strait Islander Education Committee	
Sharon Cooke (Chair)	Aboriginal Commissioner, Armidale Diocese
Mary Senj (Executive Officer)	State Coordinator – Aboriginal Education, CECNSW
Darlene Murdoch	Aboriginal Education Advisor, Bathurst Diocese
Elizabeth Burke	Aboriginal Education Advisor, Sydney Archdiocese
Louise Campbell-Price	Aboriginal Education Advisor Maitland-Newcastle Diocese
David Ella	Aboriginal Education Advisor, Broken Bay Diocese
Doreen Flanders	Aboriginal Education Advisor, Lismore Diocese
Kelly Humphrey	Aboriginal Education Advisor, Wagga Wagga Diocese
Margaret Harrison	Aboriginal Education Advisor, Parramatta Diocese
Cassandra Gibbs	Aboriginal Education Advisor, Congregational Schools
Kerry O'Callaghan	Aboriginal Education Advisor, Canberra and Goulburn Diocese
Karan Taylor	Aboriginal Education Advisor, Wollongong Diocese
Merindah Wilson	Aboriginal Education Advisor, Wilcannia-Forbes Diocese

### 1.2 Executive Committee

The Executive Committee met 10 times in 2015 ahead of and to plan Commission meeting agendas. The Committee was presided over by Chairman, Bishop Peter Comensoli, and in his absence by the Deputy Chair, Commissioner Peter Turner.

The functions of the Committee are to advise the 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 2015:

Executive Committee	
Bishop Peter Comensoli	Commission Chairman
Peter Turner	Deputy Chair
Dr Brian Croke	Executive Director, CECNSW

### 1.3 Audit and Risk Management Committee

The Audit and Risk Management Committee met five times in 2015. The Committee was chaired by Commissioner Alan Bowyer.

The functions of the Committee are to:

- assist the Commission in complying with its governance and other obligations
- satisfy itself that CECNSW Secretariat has:
  - a comprehensive risk management framework in place to identify and manage risks
  - processes to support an appropriate system of internal controls
  - management processes to ensure that CECNSW 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
- ensure that CECNSW has adequate procedures on matters of audit independence.

## Appendix B: Commission Core Committees and Working Parties

Membership of the Committee in 2015 ;

Audit and Risk Committee	
Alan Bowyer (Chair)	Director of Schools, CSO Wagga Wagga
Peter Hamill	Director of Schools, CSO Broken Bay
Catherine Ible	Council of Catholic School Parents NSW
Gary Daniels	Chartered Accountant
Jamie Ryan	Chartered Accountant
Note:	1 external member

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

### 1.4 Education Policy Committee

The Education Policy Committee met nine times in 2015. The Committee was chaired by Commissioner Jenny Allen.

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 2015:

Education Policy Committee	
Jenny Allen (Chair)	Director of Catholic Schools, CEO Bathurst
Ian Baker (Executive Officer)	Director – Education Policy and Programs, CECNSW
Michael Bezzina	Director, Teaching and Learning, CEO Sydney
Anne-Maree Creenaune	Senior Professional Officer, Education Policy, CEO Wollongong
Dr Brian Croke	Executive Director, CECNSW
Sr Elizabeth Dodds rsc	Sisters of Charity (Congregational schools)
Lee Herden	Assistant Director, Mission and Evangelisation, CSO Armidale
Professor Marea Nicholson	Professor of Teacher Education, Australian Catholic University
Rosalie Nott (Committee support)	Assistant Director – Education Policy, CECNSW
Paul Thornton	Assistant Director, Education Services, CSO Lismore
Kelly Humphrey	Schools Services Officer, Aboriginal Education CSO Wagga Wagga

### 1.5 Resources Policy Committee

The Resources Policy Committee met nine times in 2015. 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.

## Appendix B: Commission Core Committees and Working Parties

Membership of the Committee in 2015:

Resources Policy Committee	
Peter Turner (Chair)	Director, CEO Wollongong
Brian McDonald (Executive Officer)	Director – Resources Policy and Capital Programs, CECNSW
Andrew Forbes (Secretary)	Education Officer – Schools Data, CECNSW
Andrew McIntosh	Head of Finance and Resources, CSO Wagga Wagga
Helen Bentham	Head of School Accounting, CSO Broken Bay
Dr Brian Croke	Executive Director, CECNSW
Christa Gordon	Partner KPMG
Paul Murray	Head of Financial Services, CSO Newcastle
Doug Ashleigh	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

## 2. Other Committees/Working Parties

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

### 2.1 Catholic Education and Social Services Co-ordinating Committee (CESSCC)

The Catholic Education and Social Welfare Coordinating Committee (CESWCC) was a joint advisory committee of both CECNSW and Catholic Social Services NSW (CSSNSW) and renamed The Catholic Education and Social Services Co-ordinating Committee (CESSCC) in 2015. Commissioners approved the following education members for 2015-17: Margaret Chittick, Dr Kristin Johnson rsj, Stephen Said and Joyce Snedden and approved the co-opting of two additional nominations, Cathy McClellan and Linda McNeil.

This committee provides a unique forum for linking Catholic Schools with Catholic Social Services in respect of policy matters of joint interest and/or concern. It has regular consultation with key government agencies staff from the Department of Family and Community Services (FACS) and the Children's Advocate, NSW. In undertaking its work, CESSCC cooperates closely with the Diocesan Directors Child Protection Practitioners' Group.

Membership of the Committee in 2015:

Catholic Education and Social Services Co-ordinating Committee	
Dr Kristin Johnston rsj (Chair)	ACU and Mary Mackillop Research Centre SOSJ
Ian Baker	Director, Education Policy and Programs, CECNSW
Peter Grace (Executive Officer)	State Coordinator – Student Wellbeing, CECNSW
Deirdre Cheers (until September)	Director – CatholicCare, Broken Bay
Kerry Stirling (from September)	CEO - Seasons for Growth
Margaret Chittick	Senior Professional Officer Safety and Professional Services CEO, Wollongong
Linda McNeil (co-opted member)	Communications & Development Officer, CCSP NSW/ACT
Roseanne Plunkett	Director – Counselling Services, CatholicCare Archdiocese of Canberra and Goulburn
Cathy McClellan (co-opted member)	Professional Officer – Child Protection, CEO, Sydney
Lynn Harrison	Director of Services NSW, Good Shepherd Australia New Zealand and Executive Member, Catholic Social Services NSW/ACT
Tracey Pahl	Family Services Manager, Centacare South West NSW, Diocese of Wagga Wagga
Stephen Said	Head of Student Wellbeing and Pastoral Care, Catholic Education Office, Archdiocese of Sydney
Joyce Snedden	Manager, Wellbeing (Counselling and Behaviour), Catholic Education Diocese of Parramatta

## Appendix B: Commission Core Committees and Working Parties

### 2.2 State Priority Committee (SPC)

The SPC provides advice and recommendations to the CBGA Delegate on priorities for the allocation of capital and capital related Block Grants, consistent with contractual arrangements with the Australian Government and its agencies.

Diocesan representatives are appointed by the respective Diocesan Bishop. The other representatives are nominated by the appropriate authority. All representatives have unlimited terms of appointment at the discretion of the relevant authority.

Membership of the Committee in 2015:

State Priority Committee	
Paul Holman (Chair)	Assistant Director, School Services, CSO Armidale
Brian McDonald (Executive Officer, CBGA)	Director – Resources Policy and Capital Programs, CECNSW
Kevin Morrison (SPC Executive Secretary)	Coordinator – Capital Programs, CECNSW
Peter Clarke	Head School Planning & Facilities, CEO Sydney Archdiocese
John Farrugia	Head of Properties & Facilities, CEO Parramatta
Mal Goodwin	Administrator Finance and Planning (Schools), Diocese of Wilcannia-Forbes
Br Jeff Regan	Education Officer EREA
Catherine Ible	Chairperson, Council of Catholic School Parents
Greg Kervin	Professional Assistant Capital Programs, CECNSW
Mark MacLean	Principal, Holy Spirit School, Lavington
Jeff Yates	Senior Officer, Planning and Facilities, CEO Archdiocese of Canberra and Goulburn
Brian Morrissey	Head, Administrative Services, CEO Bathurst
John Menday	School Facilities, CSO Broken Bay
Andrew Young	Diocesan Properties Officer, DBO Lismore
Bede Ritchie	Financial Director, CEO Wollongong
Geoff Whitnall	Facilities Manager, CSO Maitland- Newcastle

### 2.3 Vocational Education Advisory Group (VEAG)

VEAG 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 National Skills Standards Council (NSSC), the Australian Skills Quality Authority (ASQA), the NSW Skills Board and the NSW Board of Studies Teaching and Educational Standards. Currently, VEAG meets monthly for meetings (four), workshops (four) and a site visit. The meeting schedule subject to review.

Membership of the Group in 2015:

Vocational Education Advisory Group	
Vince Connor (Chair)	Consultant to Schools CEO Bathurst
Gerard Delany	State Coordinator – Vocational Education Training, CECNSW
Dianne Mills	Parent Council Representative
Sue Watts	Vocational Education Officer, CEO Lismore
Norma Higgins	Educational Services, CSO Armidale
Stephen Mitchell	RTO Compliance Officer, CEO Bathurst
Belinda Muir	Education Officer, CEO Canberra and Goulburn
Robert Katovic	Conference of Leaders Religious Institutes (Jan – Sep)
Lyndelle Neville	Education Officer, CSO Maitland-Newcastle
Graziella Crapis	Education Officer – Vocational Education, CEO Wollongong
Mary-Clare Turnbull	Vocational Education Officer, CEO Sydney
Joanne Flanagan	Vocational Education Officer, CSO Wagga Wagga (Jan – July)
Phil Cox	Education Officer – Secondary Vocational Learning, CSO Broken Bay
Karen Ruppert	Vocational Education Officer, CEO Parramatta
Christine Shakya	Vocational Education Officer, CEO Sydney
Sharee McCormack	Vocational Education Officer, CSO Wagga Wagga

## Appendix B: Commission Core Committees and Working Parties

### 2.4 Mission and Identity Working Party

In May 2013, the CECNSW Mission and Identity Working Party was established to continue the implementation of the Crossroads agenda and respond to Recommendations 13 and 14 of the 2010 Review of CECNSW.

During 2015, the Working Party set as its priorities:

- Crossroads critical indicators of progress: identifying and responding to response gaps
- the development of a set of case studies outlining Diocesan initiatives undertaken in response to the release of Crossroads in 2007.
- the development of a study guide to accompany Educating to Cultural Dialogue in Catholic Schools: Living in Harmony for a Civilisation of Love
- the development of the Catholic Principles in the Curriculum Online Resource for teacher professional development

Membership of the Working Party in 2015:

Mission and Identity Working Party	
Lee Herden	Chair (Catholic Schools Office, Armidale)
Anthony Cleary	(Catholic Education Office, Sydney)
Linda McNeil	(Council of Catholic School Parents)
Kathy Gaskin	(Catholic Schools Office, Wagga Wagga)
John McGrath	(Catholic Schools Office, Broken Bay) - until March 2015
Br Tony Paterson fms	(Marist Schools Australia) - until May 2015
Sharon O'Keefe	Conference of Leaders of Religious Institutes - from May 2015
Ivanka Rancic	(Delaney Catholic College, Granville)
Ian Smith	(Catholic Education Diocese of Parramatta)
Ian Baker	(Catholic Education Commission NSW)
Peter Grace	Executive Officer (Catholic Education Commission NSW)



